



# Comprehensive Literacy State Development Grant

## Annual Report FFY2021

Arizona Department of Education

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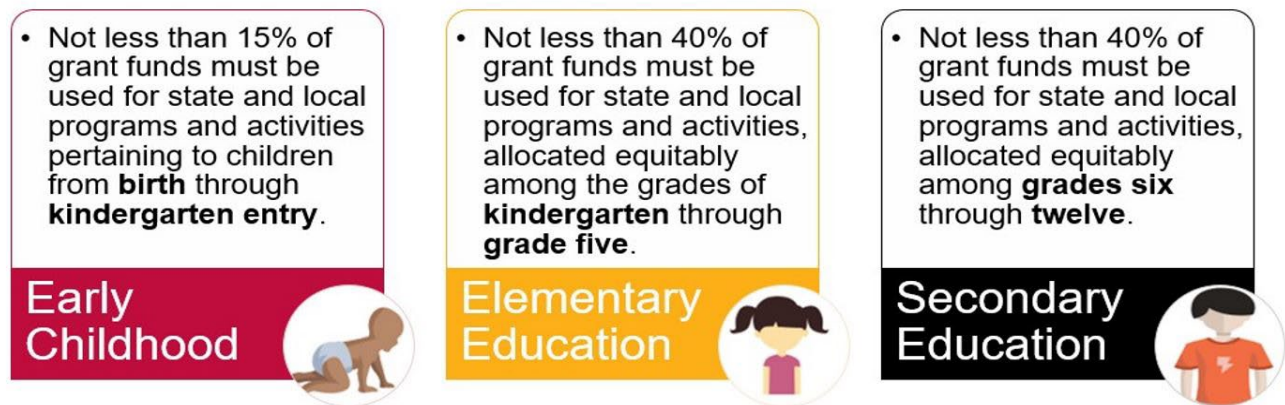
## Section I: Executive Summary

Through a collaborative process with Read On Arizona, First Things First and the Arizona Department of Education's Academic Standards team, which includes Early Childhood, ELA, and MOWR teams, Arizona was awarded the **Comprehensive Literacy State Development (CLSD) Grant** in November of 2020. As shared from the ADE's [CLSD Webpage](#), this is a 5-year \$20,000,000 competitive federal grant that proposes to improve child literacy skills, instructional staff capacity in the Science of Reading, and strengthen collaboration to drive efficiency and innovation to accelerate language and literacy outcomes from birth through grade 12 in high-needs schools and/or early care programs and qualified opportunity zones serving Arizona's most disadvantaged children and students.

In collaboration with our partners, a set of eligibility indicators were created to determine what school and early care and education sites are eligible to apply. Eligible applicants were determined based on a weighted measure and cut score based the indicators listed below.

- Free and Reduced Lunch
- Title IA Status
- Location within an Opportunity Zone
- AzM2 Trend Data- % Scoring Minimally Proficient
- Census Track Data
- SPED Enrollment
- ELL Enrollment
- Homeless/Foster Enrollment
- Early Child Assessment Trend Data- % Scoring Below Age-Level Expectations

The CLSD grant is a substantial **\$20,000,000** investment over 5-years impacting 750 educators and 13,800 students across the state of Arizona. The grant awarded 23 subgrantees representing a combination of 40 schools, early care, and education sites across 12 Arizona counties who have demonstrated readiness and the ability to implement. The age are bands listed below.



\* For an accessible version of the image above go to the [CLSD page](#) and click the CLSD age Band dropdown.

## **Subgrantee by Age Band**

- Birth through Kindergarten
  - Make Way For Books Consortia
  - Page Unified Preschool – Desert View
  - Western Arizona Council of Governments Consortia
  - Valley of the Sun Unite Way Consortia
- Kindergarten through grade five
  - Frye Elementary School
  - Holdeman Elementary
  - Imagine Coolidge Elementary, Inc
  - Littleton Elementary School
  - Mesquite Elementary School
  - Mohawk Valley School
  - Navajo County School Superintendent
  - San Marcos Elementary School
  - Yavapai County Education Service Agency
  - Yuma Elementary District
- Six through grade twelve
  - Ganado High School
  - Garfield School
  - High Desert Middle School
  - Imagine Camelback Middle, Inc
  - Roberts-Naylor K-8 School
  - San Luis Middle School
  - Southwest Leadership Academy
  - Wilson Elementary School

## **Section II: Arizona Comprehensive Literacy State Development Grant Goals**

### **Purpose of CLSD**

The **Comprehensive Literacy State Development (CLSD) Grant** intends to improve child literacy skills and the instructional capacity of Arizona educators on the science of reading. This project aims to strengthen collaboration, improve efficiency, and drive innovation to accelerate language and literacy outcomes.

### **CLSD Grant Goals**

Arizona's CLSD project targets our most disadvantaged children in our highest-need schools and early care and education settings in underserved areas of our state to accelerate literacy outcomes by:

1. Building the capacity of Arizona schools and systems serving the highest percentage of disadvantaged students to accelerate improvement in English Language Arts outcomes, particularly targeting schools and early childhood education sites in high-need areas.
2. Ensuring disadvantaged students have equitable access to highly effective teachers and early care and education providers trained in the Science of Reading.
3. Expanding Arizona's capacity and infrastructure to implement high-quality, evidence-based practices and strategies to support struggling readers.

With intentional coordination and collaboration between and among early learning programs, local education agencies, and education community consortiums, Arizona's CLSD grant implements targeted, evidence-based strategies (strong or moderate) to produce measurable gains in literacy for Arizona's most vulnerable children.

## **Section III: Arizona State Board Report Impact of Pandemic**

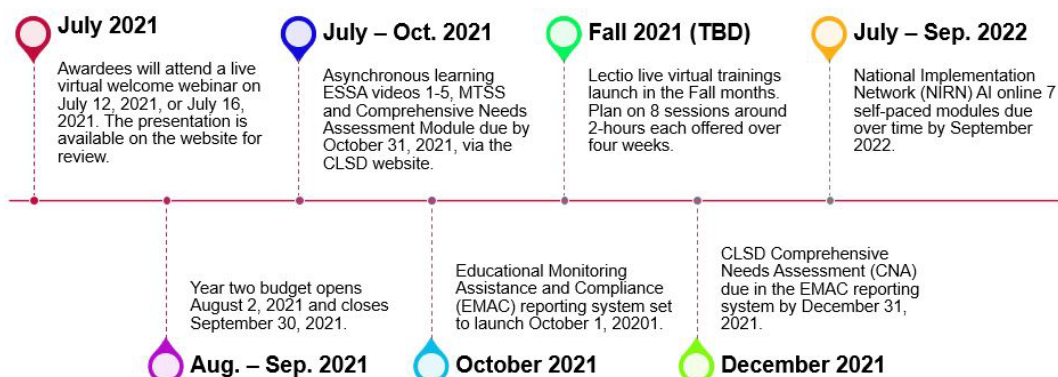
The COVID-19 pandemic impacted students, families, communities, and disrupted school and work settings. Although subgrantees reported challenges with project implementation, delivering professional development, literacy interventions, staffing challenges, student attendance, and hiring – Arizona CLSD grant goals are progressing on target in improving child literacy skills, instructional capacity in the Science of Reading to accelerate language and literacy outcome across the birth through grade twelve continuum in high-need opportunity zones. [Click here to access the Arizona State Board of Education Impact of the COVID-19 Pandemic.](#)

## **Section IV: Implementation of Evidence-Based Literacy Practices**

Arizona Department of Education was awarded the CLSD grant in November of 2020 and distributed grant awards in May 2021 in the height of the COVID-19 Pandemic. Following the Implementation Science Framework, Arizona devoted the first year of the CLSD project to creating and releasing the Application for Consideration for potential subgrantees, selecting and awarding subgrantees, enhancing statewide resources, supporting the investigation and analysis of local needs assessment data, building the capacity of subgrantees on the use of frameworks and tools designed to evaluate current practices, and building the capacity of early learning programs, local education agencies and education community consortiums personnel around the Science of Reading and Tier 1 (strong) and Tier 2 (moderate) evidence-based practices.

Adapting to a full online virtual environment, an intentional onboarding platform launched to support capacity building of subgrantees. Although subgrantees experienced and reported program disruption and challenges, subgrantees also reported several successful evidence-based literacy activities.

### **Onboarding Timeline**



Click [here](#) for an accessible version of this [timeline](#).

### **Hiring Qualified Staff**

A crucial step in improving literacy outcomes for our most disadvantaged children is access to highly qualified staff. As noted in the budget, subgrantees collectively have dedicated over 50% of the total year 1 CLSD budget to salaries, which includes hiring highly qualified reading coaches, reading specialists, teachers, and other personnel. Due to the mass employment vacancies experienced by the COVID-19 Pandemic, several subgrantees have had to extend fulfilling positions into year 2.

### **Language Essentials for Teaching of Reading and Spelling (LETRS®)**

## **Training**

[Language Essentials for Teachers of Reading and Spelling \(LETRS®\)](#) is a professional learning opportunity developed by Louisa C. Moats, Ed. D, and designed for educators who are responsible for improving Pre-K through grade twelve instruction in reading, writing, and spelling. LETRS® allows participants to understand the foundational knowledge necessary on how children learn to read and why some children have difficulty.

In addition to Arizona CLSD subgrantees having the autonomy to allocate funds toward LETRS® training, Arizona Department of Education extended four professional development cohorts in the science of reading focused on LETRS ® to the field and to all CLSD applicants who were not awarded the CLSD grant. Over one hundred practitioners across four counties are participating in LETRS ® Early Childhood or LETRS® K-12 3rd Edition professional development cohorts.

## **Lectio-Leveraging Improvement to Make Informed Decisions**

Developed by the Harvard Graduate School of Education, The Lectio Institute provides a framework to help educational leaders and practitioners adopt a new and intentional approach to improving language and literacy skills and outcomes. Based in research, this approach provides a guiding framework for subgrantees while simultaneously allowing them the autonomy to use program data to evaluate current practices, identify gaps, determine capacity to engage in the intervention/initiative, and to develop sustainable strategies specific to their unique needs.

To leverage the Arizona CLSD, grant program's investment, opportunity, and potential impact – Read On Arizona and the Arizona Department of Education entered a 3-year partnership with Lectio. The design of Lectio's three-year cohort-based approach to support subgrantee's, is organized around four goals that the state holds for grantee teams:

1. To drive change through capacity building, group solutions, continuous instructional improvement and to leverage integrated and coordinated data systems as it relates to their literacy systems
2. To engage in continuous improvement cycles that include periodic reviews, evaluation, and mid-course corrections
3. To leverage and deepen Arizona leaders' capacity in service of organizational priorities and plans  
to cultivate a cohort to advance best practices across the state in the Science of Reading

In year 1, subgrantees completed the process of analysis and synthesis of needs assessment and strategic planning. By way of participating in the Lectio Institute, 100% of subgrantees now have a clearly articulated pathway moving forward into their science of literacy goals, plans and work. In Years 2-5, subgrantees will identify strategies and move toward implementation of research-based strategies.



## Post-Institute Pathways

### 1. Landscape Work

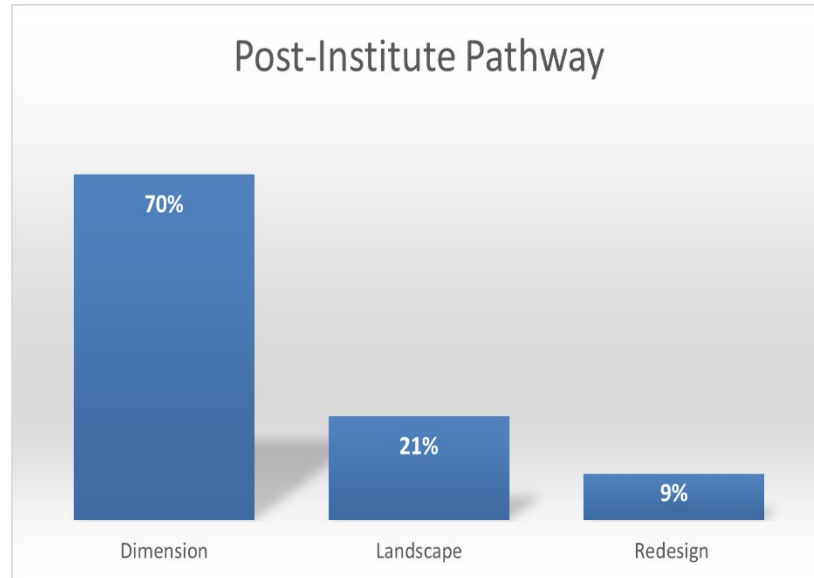
- Purpose is to have teams map and analyze their programming portfolio.
- Potential findings and directionality: gaps or redundancies in programming and/or issues of coordination in relation big-picture goals for impact.

### 2. Redesign Work

- Purpose is to have teams engage in the redesign of a prototype to get to greater impact.
- Potential findings and directionality: issues of resource allocation, too many key ingredients or goals given the approach; need changes to implementation strategy and/or different approach to staff development, etc.

### 3. Dimension Work

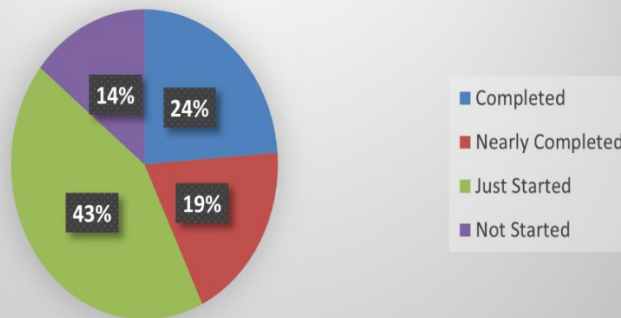
- Purpose to have teams identify one dimension from the PDET Process that is a pain point or area of growth and design a solution and next steps to address this issue.
- Potential findings and directionality: staff development (e.g., intentionality, intensity) and evaluation (e.g., short-term indicators aligned to specific goals) are often pain points, areas for growth.



## Leveraging Community Collaboration

The CLSD project aims to strengthen and leverage subgrantees existing community collaboration, efficiency, and innovation to produce better literacy outcomes in and out of classroom settings. 24% of subgrantees reported successful completion of identifying language and literacy services and partnerships in their communities. 43% of subgrantees reported having started the process of identifying language and literacy services and partnerships in their communities for grant fiscal year 1.

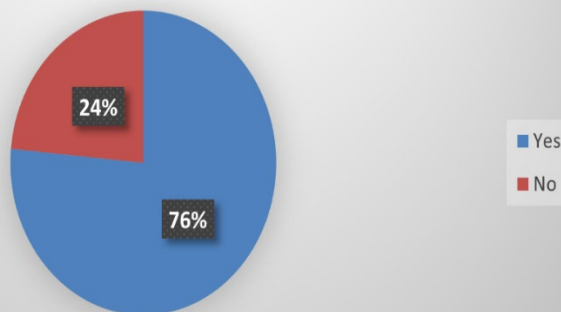
### Process of identifying language and literacy services and partnerships in community



### Professional Learning Plan

The Arizona CLSD project aims to increase the number of disadvantaged students who have access to high-quality instructional staff trained in the science of reading. 76% of subgrantees reported having a clear professional learning plan to build teacher capacity. Professional learning plans included literacy coaches/specialists, Tier1 and Tier II curriculum training, LETRS training, instructional modeling, PLC's, and Arizona Department of Education's Professional Learning.

### Our school has a clear professional learning plan to build teacher capacity in the teaching of reading



## State Literacy Taskforce

Using the Arizona CLSD project as the impetus, ADE and the State Literacy Leadership Team will revisit, review, and revise the plan's conceptual framework and layers of support necessary to ensure that students develop strong literacy skills. In the first year of the grant, Arizona Department of Education and the State Literacy Team developed a taskforce team of experts across the birth through grade twelve continuum who will provide feedback and suggestions for the State Literacy Instruction Plan and the Continuum of Literacy Effective Practices. Taskforce members will provide feedback and suggestions aligned with best practices, current data, current research, and recent legislation by the Spring of 2022.

**Continuum of Effective Literacy Practices Goal:** To update the progression of literacy skills across the birth through grade twelve continuum.

**Literacy Instructional Plan Goal:** To update the State Literacy Instruction Plan extending from birth through grade twelve to ensure alignment to the tenants of the Science of Reading.

## Tier 1 and Tier II Practices

Each Arizona CLSD subgrantee is responsible to ensure implementation of Tier 1 and/or II evidence-based practices and programs per the requirements of the grant to Tier 1 and/or Tier II evidence, standards-based curriculum and interventions and high-quality literacy programming.

A comprehensive core literacy system includes systematic, direct, and explicit instruction in the five pillars of early literacy. In addition to the 5 pillars, Arizona standards require oral and written language, spelling, and handwriting.

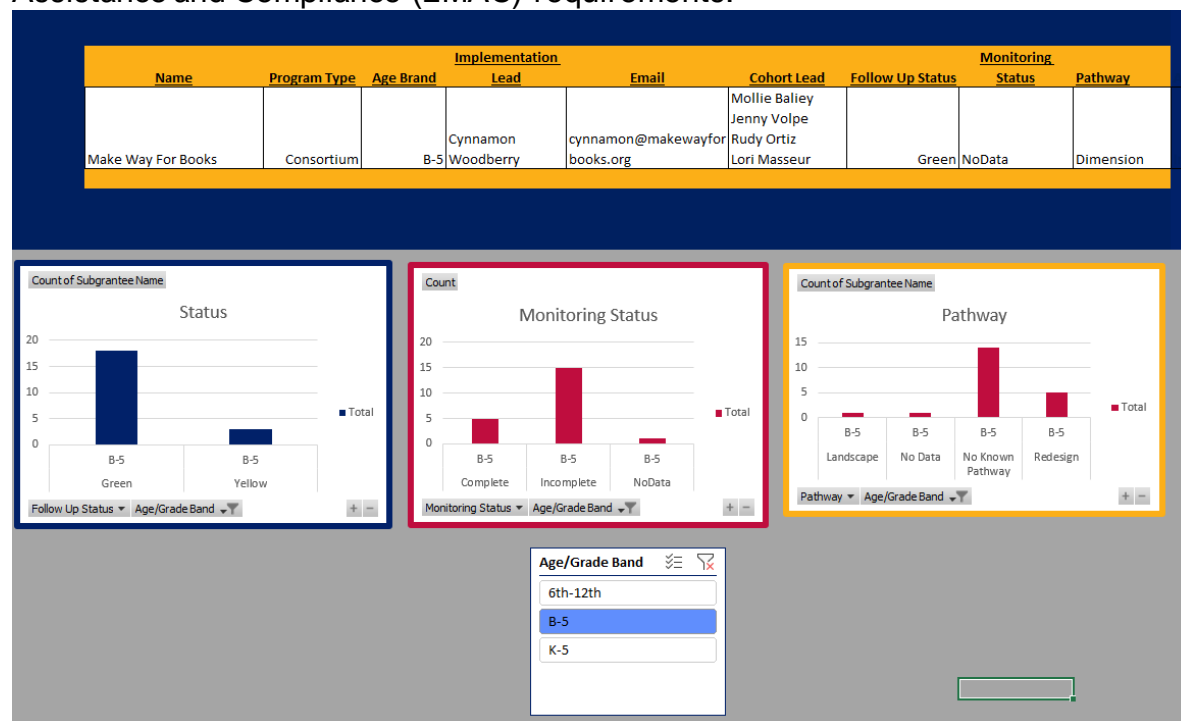
- Phonological Awareness: A global awareness of large chunks of speech, such as syllables, onset, and rime, and sounds at the phoneme level
- Phonics: Study of the relationship between letters and the sounds they represent
- Fluency: The ability to read a text accurately, quickly, and with proper expression and comprehension. Fluent readers do not have to concentrate on decoding the words, so they can focus their attention on the meaning of the text.
- Vocabulary: The words that one must understand to comprehend what is being heard or read
- Comprehension: The ability to make meaning from a text, to accurately understand the information presented
- Oral Language: Skills related to speaking and listening which are the foundation of reading and writing
- Written Language: The written form of communication that requires an understanding of language use as well as reading and writing skills

Subgrantees reported phonological awareness, phonics, comprehension, writing

foundations and vocabulary as the top five greatest gaps in their current curriculum. **65%** reported considering procuring new reading curriculum to circumvent program curricula, while other programs have reported current use of Tier 1 or Tier II reading curriculums.

## Section V: CLSD Data Dashboard

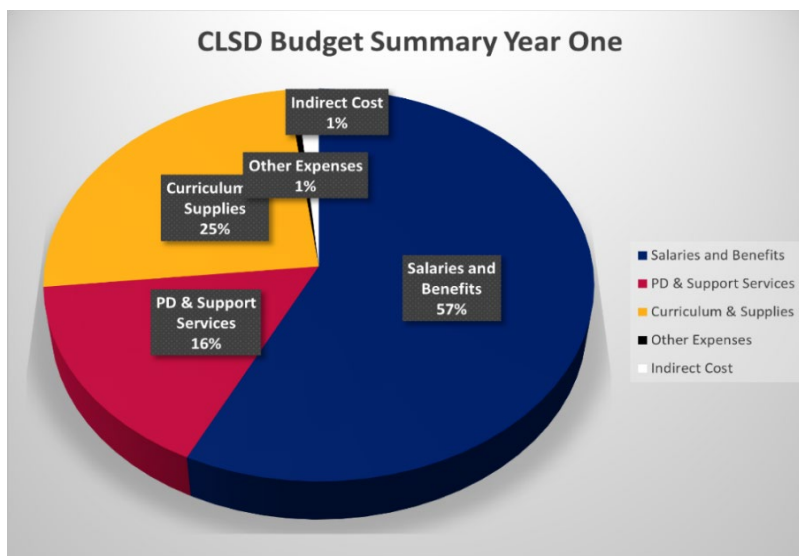
Arizona's CLSD administration uses data to inform decision making, measure project implementation growth and modalities for individualized supports and services. The CLSD Data Dashboard houses subgrantee contact information, subgrantee by district, program and site name, support status, Implementation Science cohort information, Lectio Post-Institute Pathway, and status of subgrantees Educational Monitoring Assistance and Compliance (EMAC) requirements.



## **Section VI: CLSD Budget**

Arizona Department of Education was awarded a total of \$20,000,000 over 5-years with \$4,000,000 allocated each year. CLSD budget funds 1 full time employees' salary, fringe benefits, travel costs, supplies and indirect costs. Annually, \$3,870,000 of the CLSD budget is dedicated to subgrantees.

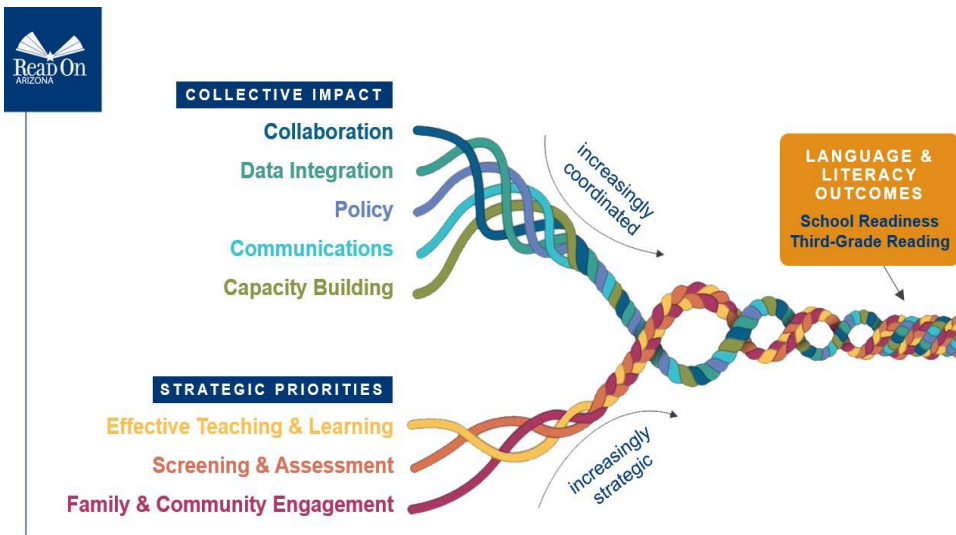
In year one of the grant, overall subgrantees budgeted funds towards salaries and benefits, professional development and support services and Tier 1 and Tier 2 curriculum and supplies. Each subgrantees budget is reviewed to ensure alignment of program plan and strategic plan.



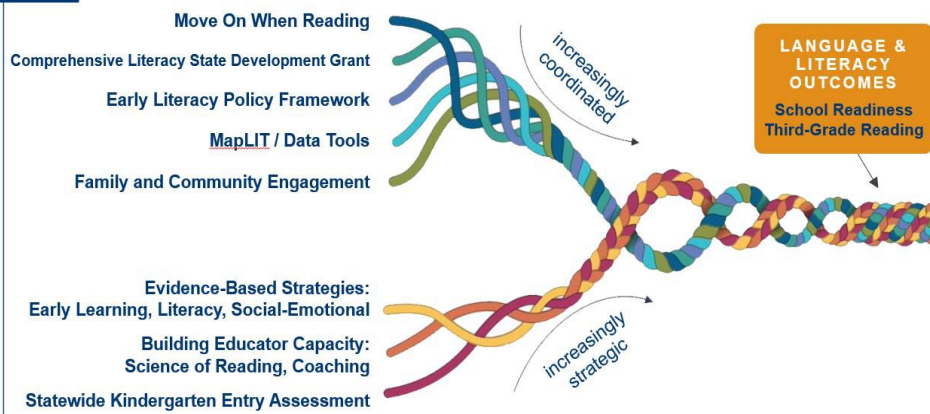
## **Section VII: Arizona's Integrated Approach to Literacy**

The Arizona integrated approach to literacy is a collective impact model focused on three strategic priorities. Inspired by the Scarborough's Reading Rope, Arizona has woven the different threads of literacy together in concert with strong collaboration, better use of data, shared policy agendas and capacity building. The collective impacts are weaved into the states three strategic priorities around early literacy of effective teaching and learning, screening and assessment, and family and engagement.

## Reading Rope



Arizona builds strong intentional support to early literacy across the continuum of birth through grade twelve and beyond by prioritizing being increasingly coordinated and increasingly strategic for language and literacy outcomes.



## **Section VIII: Arizona's Early Literacy Policy Framework**

Arizona's Early Literacy Policy Framework approaches literacy from a collective impact model from a full continuum across birth through higher education and beyond. Several stakeholders were brought together to build the Early Literacy Policy Framework. Through collaboration and targeted agendas, stakeholders effectively secured \$6.9 million dollars in evidence-based funding for early literacy.

### **Funding for Early Literacy:**

- ★ Governor Ducey earmarked \$6.9 Million of the Governor's Emergency Education Relief (GEER) discretionary funding to support:
- ★ \$3.1 Million for literacy coaches in high need schools
- ★ \$1.5 Million for a state Kindergarten entry evaluation tool
- ★ \$1.3 Million for dyslexia training
- ★ \$1.0 Million Educator Reading exam support

The Following provides a policy framework to minimize learning loss for our youngest learners affected by the unprecedented disruptions and challenges of the pandemic and accelerate progress toward closing the achievement gap in third grade reading. Implementation of Move On When Reading — the policy driving the first phase of Arizona's early literacy plan — has resulted in steady improvements in K-3 reading. Building on this progress, these recommendations outline the next phase of our work. Informed by evidence-based, proven strategies that were key drivers of Mississippi's impressive growth on the NAEP reading assessment — as shared during a three-day AZ-MS Literacy Leadership Learning Exchange — they reflect a targeted approach

focused on high-need schools serving the most struggling readers.

## **Educator Capacity and New Teacher Preparation**

Arizona secured funding to take the crucial strategy to increase the knowledge of educators and practitioners in the science of reading through the federal Comprehensive Literacy State Development (CLSD) grant — totaling \$20M over five years — to strengthen teacher preparation and provide professional development to schools with the highest percentage of disadvantaged struggling readers.

### **Path Forward Project**

Braided with the work of CLSD, innovations and strides in early literacy, Arizona was 1 of 6 states invited to participate in The Path Forward For Teacher Preparation and Licensure in Early Literacy multi-state initiative led by the Hunt Institute and the Barksdale Reading Institute. The Path Forward focused on building connections with institutes of higher education, strengthening teacher preparation in reading, and infusing teacher preparation programs with the science of reading.

The Arizona Path Forward team built three state goals that will guide its work moving forward:

1. **Goal 1:** Strengthen the birth through K-12 to higher education literacy pipeline in order to build teacher capacity and improve student achievement in literacy.
2. **Goal 2:** Increase understanding of the science of reading in higher education faculty, mentor teachers (student teacher placement), and across programs.
3. **Goal 3:** Augment IHE and EPP coursework and experiences to align with the science of reading.

## **“Swarm” Literacy Coaching**

To help close Arizona’s achievement gap among key student subgroups, additional funding was secured to deploy 75 regional literacy coaches — coordinated by ADE — to provide ongoing, evidence-based technical assistance in effective reading instruction at the lowest-performing schools (the bottom 10%, as identified by third-grade ELA assessment data, having a below-proficiency rate of 77% or higher).

### **Reading Coaching**

With funds provided by the Governor’s office, the MOWR and ELA team is working in tandem with the Early Childhood Education Team, and community partners to introduce and implement a robust statewide coaching model based on the SWARM model in Mississippi. Through this model, the department would hire, train, and deploy coaches to schools with the most need to improve and sustain student achievement in literacy. This project is in the early stages of development and will be more developed in 2022.

## **High-Quality Early Learning**

Currently only 22% of Arizona’s 3- and 4-year-olds are in a quality early learning



setting. Additional funding for access to high-quality early learning opportunities in high-need areas of Arizona is a critical driver for more children being ready to learn to read as they enter kindergarten and improving third grade reading outcomes. Heading in FFY 2022, Arizona continues to advocate for additional state and federal funding to support increased access to high-quality early learning programming.

### **Kindergarten Entry Assessment**

[Senate Bill 1572](#) ARS § 15-704. Beginning in the 2022-2023 school year, the State Board of Education shall adopt a statewide Kindergarten entry evaluation tool to administer to pupils in kindergarten programs within forty-five calendar days after the beginning of each school year or within forty-five calendar days after a pupil enrolls. The use of a [Kindergarten Entry Assessment](#) would allow teachers to have a clear understanding of and honor the skills that children bring to kindergarten and adjust their instruction accordingly. With the adoption of the Arizona School Readiness Framework in 2017, we acknowledged that school readiness was more than literacy and numeracy but included five essential domains:

- Language and Literacy Development
- Cognitive Development
- Approaches to Learning
- Physical Well-being and Motor Development
- Social and Emotional Development

**1. Educator Capacity and New Teacher Prep.** A key focus of Mississippi’s strategy was dramatically increasing the knowledge of educators and practitioners in the science of reading. Arizona has secured funding to take this crucial strategy to greater scale through the federal Comprehensive Literacy State Development (CLSD) grant – totaling \$20 Million over five years – to strengthen teacher preparation and provide professional development to schools with the highest percentage of disadvantaged struggling readers. Additional funding for Acceleration Academies – which leverage critical Governor’s Emergency Education Relief Funds – targets schools most impacted by COVID-19 to minimize learning loss.

Year	Implementation	Schools Served	Annual Budget
Year 1	CLSD Grant Arizona Cares/ Acceleration Academies	180+	\$4 Million <b>secured</b> up to \$4.625 Million <b>secured</b>
Years 2-5	CLSD Grant	15 – 25 subgrants	\$4 Million secured

**2. “Swarm” Literacy Coaching.** Mississippi deployed master literacy coaches to their lowest-performing schools to provide PK-3 schools with intensive technical assistance to support, improve, and sustain effective teaching and literacy practices. Schools that received these intensive interventions demonstrated significant progress by the third year. To help close Arizona’s achievement gap among key student subgroups. Additional funding is needed to deploy 75 regional literacy coaches – coordinated by ADE – to provide ongoing, evidence-based technical assistance in effective reading instruction at the lowest-performing schools (the bottom 10%, as identified by third-grade ELA assessment data, having a below-proficiency rate of 77% or higher.)

Year	Regional Coaches	Schools Served	Students Served	Annual Budget
Year 1	25	50	20,000	\$3.1 Million
Years 2	50	100	40,000	\$5.6 Million
Years 3-5	75	150	60,000	\$8.1 Million

**3.High-Quality Early Learning.** Mississippi's Early Learning Collaboratives Act expanded high-quality early childhood education programs in high-need areas and monitored progress with a standardized state kindergarten entry assessment to demonstrate school readiness for young learners receiving early literacy supports. Currently only 22% of Arizona's 3-and 4-year-olds are in a quality early learning setting. Additional funding for access to high -quality early learning opportunities in high-need areas of Arizona is a critical driver for more children being ready to learn to read as they enter kindergarten and improving third-grade reading outcomes.

Title	Children Served	Annual Budget	Annual Budget
Arizona Early Childhood Block Grant	2,000 additional	50	\$20 Million ADE request
State Kindergarten Entry Assessment	80,000+	100	\$1.5 Million fully funded by 2024

## **Section IX: Arizona's CLSD Collaborations and Supports**

The Arizona CLSD team serves as partners to several professional literacy groups through outreach, collaboration, and ongoing communication. In addition to the partner groups listed below, the Arizona CLSD Team works in collaboration with other units within the agency, including Assessment, Exceptional Student Services, Early Childhood Special Education, School Support and Improvement, Unique Populations and Early Childhood.

## **CLSD Partnerships**

### **Move On When Reading**

- The [Move on When Reading \(MOWR\)](#) legislation is designed to identify struggling readers and to provide them with specific, targeted interventions so they are reading at or above grade-level by the end of 3rd grade. The Move on When Reading team is comprised of 1.5 full time staff members. This team is supported with the extended English Language Arts team to provide a plethora of professional learning, resources and technical support to educators and families across Arizona.

### **Read On Arizona**

- [Read On Arizona](#), which is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's

children from birth through age eight works in collaboration with the MOWR team on a variety of projects. One example of this collaboration is the awarding of the Comprehensive Literacy State Development (CLSD) grant to ADE.

### **First Things First**

- [First Things First](#), is Arizona's only public funding source dedicated to exclusively to early childhood, the beginning of our state's education continuum. *First Things First partners with families and communities to help our state's young children be ready for success in kindergarten and beyond.* One example of this collaboration is the awarding of the Comprehensive Literacy State Development (CLSD) grant to ADE.

### **MapLIT**

- Read On Arizona, in partnership with Maricopa Association of Governments, ADE and other state agencies, launched [MapLIT](#), an interactive mapping tool as a "one stop" resource to identify key data sets (census, school, health, family engagement) that impact early literacy outcomes in communities. Using CLSD funds, a population-level integrated data system would be utilized that combines data from a range of programs that serve children and young adults. This data system would include: (1) identifying neighborhoods with high need and low service; (2) exploring or tracking improvement over time using tools from the data center; and (3) sharing information with community partners and decision makers to inform strategic planning centered on improving language and literacy outcomes.

## **Arizona CLSD Supports**

The Arizona Department of Education's CLSD team provides year-round professional development, a dedicated Science of Reading website, dedicated office hours and technical assistance. Providing on-going support to 40 sites representing 750 educators, 13,800 students across 12 counties is the essence of Arizona CLSD. This support is manifested in real time technical support, implementation science training, evidence-based asynchronous learning, onboarding resources, professional learning and much more.

### **Dedicated Science of Reading Website**

Housed on the Arizona Department of Education's ELA and MOWR website, subgrantees can access a dedicated Science of Reading platform that includes

fundamentals truths, The Science of Reading Defining Guide, structured literacy, brain research and more.

### **Evidence-Based Intervention Resources**

Housed on the Arizona Department of Education's CLSD website, subgrantees can access [Evidence-Based Interventions](#) that provides a suite of videos, tools, resources to support programs practices and strategies in the Science of Reading.

### **Office Hours**

Since its inception, Arizona CLSD dedicates open office hours accessible to all subgrantees to provide technical assistance, individualized supports and check-ins. Office hours has proven to be a useful and important time to learn about the needs and challenges facing educators with opportunities to share and learn collaboratively. Office hours are offered weekly across multiple days and times to meet the needs of subgrantees.

### **Newsletter**

In collaboration with the Arizona Department of Education's Early Childhood (ECE) Unit, subgrantees have access to the [ECE quarterly newsletter](#). The ECE newsletter provides information on ECE Professional Learning opportunities, Arizona CLSD content and updates, updates on important legislation and grants, and articles and resources on relevant ECE topics.

### **Professional Development**

Professional Development opportunities are critical in impacting educator knowledge and understanding of reading elements, reading processes, brain research and best practice. Arizona CLSD strives to provide relevant training in a variety of modes to meet the needs of educators in Arizona to build capacity to serve struggling readers and emerging readers more effectively. We are pleased to present a variety of modes of learning including webinars, asynchronous learning, live presentations, and online resources.

### **Implementation Science**

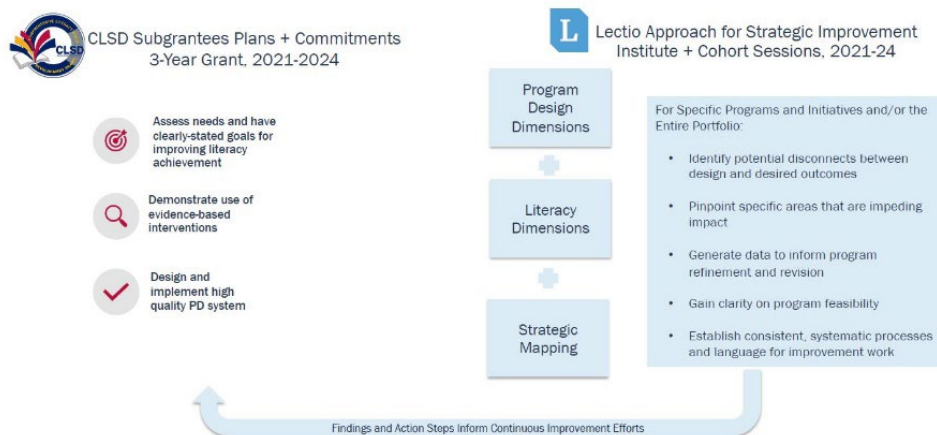
Arizona CLSD dived deeply into the Implementation Science Framework by investing in a 3-year training and technical assistance commitment with [The Lectio Institute](#) focused on bolstering subgrantees programming overall plans to drive more effective and impactful efforts in literacy. Based in research, this approach provides a guiding framework for subgrantees while simultaneously allowing them the autonomy to use program data to evaluate current practices, identify gaps, determine capacity to engage in the intervention/initiative, and to develop sustainable strategies specific to their unique needs.

In year one, subgrantees completed the Lectio institute design strategic approach to

literacy improvement over five sessions, refined their strategic plans and clearly identified program pathways to move into full implementation of their strategic plans. See page 9 for post-institute pathway details.

## CLSD-Lectio TA Initiative

Goal: To bolster programming + overall plan to drive more effective, impactful efforts



Click to view an [accessible version](#) of the above graph.

### Asynchronous Learning

Subgrantees can access asynchronous learning aligned with the Science of Reading, Evidence-Based Interventions and early learning on the dedicated CSLD website and Early Childhood Professional Learning website. Each subgrantee has completed asynchronous learnings for [Every Student Succeeds Act \(ESSA\)](#) tier videos 1-5, [Multi-tiered Systems of Supports](#) and [Comprehensive Needs Assessment Module](#). Each subgrantee will complete self-paced [National Implementation Network \(NIRN\)](#) asynchronous learning modules 1-7 by September 2022.

### ***Reading Fundamentals On Demand Academy***

The newly launched Reading Fundamentals OnDemand Academy provides literacy related asynchronous training for educators at no cost. The courses developed span the k-12 continuum and are intended to be facilitated by school literacy leaders and completed with a team as a collaborative, shared learning experience. With the courses fully available online, educators can access them when they need them. The MOWR team is currently working on a variety of additional options that teach literacy practices and foundational reading skills aligned with the Science of Reading. Many of these courses will also meet the training requirements of the Dyslexia Training Designee and new K-5 Literacy Endorsement.

Since the launch of the OnDemand Academy in summer of 2021, there has already been a great response. Nearly 400 participants have registered for the courses.

### Online Courses (CEUs)

Arizona CLSD is excited to announce upcoming professional learning opportunities launching for 2022. Subgrantees and participants will be able to register for a full suite of trainings aligned with the Science of Reading and earn professional learning credits towards recertification on going professional learning.

### Conclusion

At the heart of Arizona’s CLSD project is the goal to support making high-quality literacy instruction available to all students, ensuring equal access and treatment to disadvantaged children, and improving student outcomes. Success is dependent on a highly effective workforce, access to evidence and standards-based curriculum and interventions, high-quality literacy programming, and actionable data used to inform instruction and decision-making. CLSD AZ Project Narrative provided in-depth details of the full five-year plan. The Arizona CLSD team is proud to partner with schools, districts, early care programs and education sites to improve child literacy skills and instructional capacity on the science of reading.

CLSD is excited to announce upcoming professional learning opportunities launching for 2022!



Soon, subgrantees and participants will be able to register for the below trainings and earn professional learning credits towards recertification and ongoing professional learning. Stay tuned for more details to come.

**Becoming an ESSA Investigator: A Webinar Series**

- Why ESSA in Arizona
- Overview of ESSA Evidence Levels
- Evidence-Based Improvement
- Using Clearinghouses
- How to Read a Study
- Exploring the Body of Evidence for a Selected Program
- Comparing Information
- Vetted Lists
- Looking Beyond Curriculum

**Systemic Reading Fundamentals**


- The Science of Reading
- Evidence-Based Decision Making
- Multi-Tiered System of Supports

**Secondary Reading Fundamentals**

- Diverse Texts in the Secondary ELA Classroom

**Dyslexia Reading Fundamentals**

- Understanding and Recognizing Dyslexia



**Professional Learning Resources**

- [Cox Campus B-5 Instructional Coaching](#)
- [Third Party Dyslexia Training List](#)
- [ECE Professional Learning](#)

## **Related Website and Resource Links**

### **Arizona Department of Education Comprehensive Literacy State Development Grant (CLSD)**

[Arizona Comprehensive Literacy State Development Grant Website](#)

[Project Narrative Document](#)

[TimeLine](#)

[Guidance Document](#)

#### **Contact Information**

[CLSD Virtual Office Hours](#)

[CLSD Email](#)

### **Arizona Department of Education Early Childhood Education (ECE)**

[Arizona Department of Education Early Childhood Website](#)

[ECE Newsletter](#)

### **First Things First**

[First Things First Website](#)

### **Kindergarten Entry Assessment**

[Kindergarten Entry Assessment Website](#)

### **Language Essentials for Teachers of Reading and Spelling (LETRS®)**

[LETRS Website](#)

### **Move On When Reading (MOWR)**

[Move on when reading website](#)

[Science of Reading](#)

### **Read On Arizona**

[Read On Arizona Website](#)

[MapLIT](#)

### **The-Lectio-Institute**

[Lectio Website](#)