



# Comprehensive Literacy State Development Grant

Annual Report FFY2022

Arizona Department of Education

# Table of Contents

<b>Section I: Executive Summary</b> .....	<b>4</b>
Subgrantee by Age Band.....	5
<b>Section II: Arizona Comprehensive Literacy State Development Grant Goals</b> .....	<b>6</b>
Purpose of CLSD .....	6
CLSD Project Grant Goals.....	6
<b>Section III: Changes at the State Level Arizona</b> .....	<b>6</b>
<b>Section IV: Tier 1 and Tier II Practices</b> .....	<b>6</b>
<b>Implementation of Evidence-Based Literacy Practices</b> .....	<b>7</b>
<b>Section V: Project Goals Strategies and Updates</b> .....	<b>8</b>
Project Goal 1:.....	8
Strategy Implementation: .....	8
Project Goal 2:.....	9
Strategy Implementation: .....	9
Project Goal 3:.....	12
Strategy Implementation: .....	12
Continuum of Effective Literacy Practices Goal:.....	14
Literacy Instructional Plan Goal: .....	14
<b>Section VI: Arizona’s CLSD Collaborations and Supports</b> .....	<b>14</b>
CLSD Partnerships.....	14
Arizona CLSD Supports .....	15
Dedicated Science of Reading Website .....	15
Evidence-Based Intervention Resources.....	16
Office Hours.....	16
Newsletter .....	16
Professional Development.....	16
Implementation Science.....	16
Asynchronous Learning .....	16
<b>Conclusion</b> .....	<b>17</b>
<b>Related Website and Resource Links</b> .....	<b>18</b>
Arizona Department of Education Comprehensive Literacy State Development Grant (CLSD).....	18
Arizona Comprehensive Literacy State Development Grant Website .....	18
Project Narrative Document .....	18
TimeLine .....	18

Guidance Document .....18

Contact Information .....18

CLSD Virtual Office Hours .....18

CLSD Email.....18

Arizona Department of Education Early Childhood Education (ECE).....18

    Arizona Department of Education Early Childhood Website.....18

    ECE Newsletter .....18

First Things First.....18

    First Things First Website .....18

Kindergarten Entry Assessment.....18

    Kindergarten Entry Assessment Website.....18

Language Essentials for Teachers of Reading and Spelling (LETRS®) .....18

    LETRS Website .....18

Move On When Reading (MOWR) .....18

    Move On When Reading website .....18

    Science of Reading.....18

Read On Arizona .....18

    Read On Arizona Website.....18

    MapLIT.....18

## **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 Education, 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 twelfth grade 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 which 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 five years. The CLSD budget funds one full time employees' salary, fringe benefits, travel costs, supplies and indirect costs. Annually, \$3,870,000 of the CLSD budget is dedicated to subgrantees. Overall subgrantees budgeted funds towards salaries and benefits, professional development and support services and Tier 1 and Tier II curriculum and supplies. Each subgrantees budget is reviewed to ensure alignment of program plan and strategic plan.

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 CLSD grant impacts over 750 educators and 13,800 students across the state of Arizona. The age are bands listed below.



\*For an accessible version of the image above go 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
- Grade 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 Project 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: Changes at the State Level Arizona**

Below is a high level list of statewide legislative changes in [Senate Bill 1572](#). Please click [here](#) for details of the legislative changes at the statewide level.

- Literacy Endorsement and Certification Requirements
- Kindergarten Entry Evaluation Tool
- K-3 Reading Program
- Arizona adapted new Statewide Assessment

## **Section IV: Tier 1 and Tier II Practices**

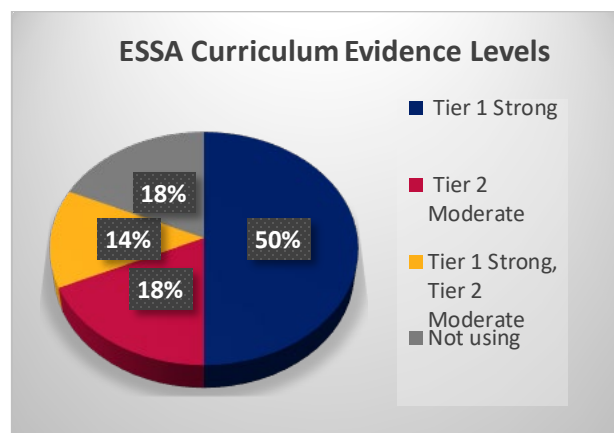
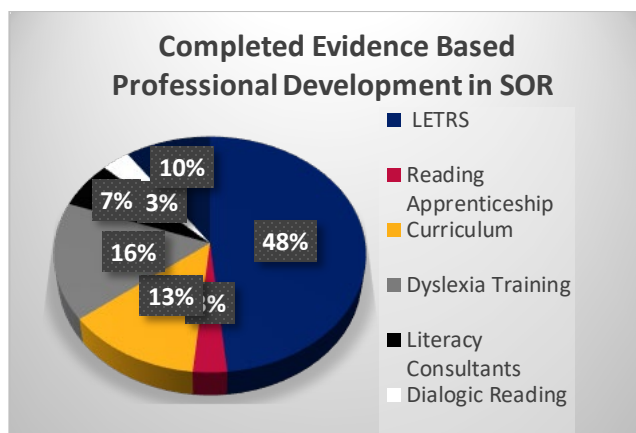
Each Arizona CLSD subgrantee is responsible to ensure implementation of Tier 1 and/or II evidence-based practices and programs per the requirements of the grant to Tier 1 and/or Tier II evidence, standards-based curriculum and interventions and high-quality literacy programming.

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

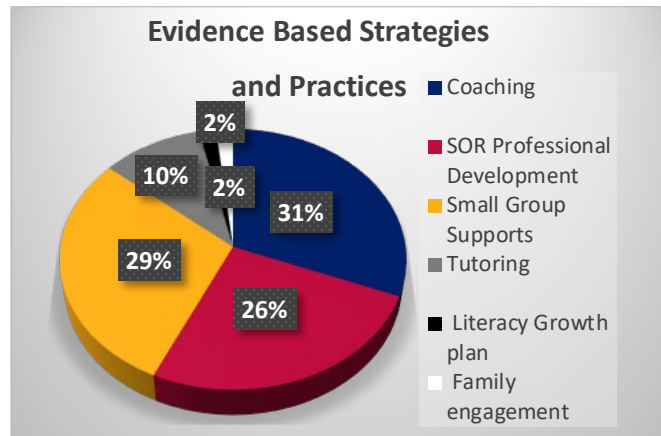
- Phonological Awareness: A global awareness of large chunks of speech, such as syllables, onset, and rime, and sounds at the phoneme level.
- Phonics: Study of the relationship between letters and the sounds they represent
- Fluency: The ability to read a text accurately, quickly, and with proper expression 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

### Implementation of Evidence-Based Literacy Practices

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. In year one, 76% of subgrantees reported having a clear professional learning plan to build teacher capacity. In year two, 100% of subgrantees reported educators and practitioners completed professional learning in the Science of Reading. Professional learning included implementation of Tier 1 and Tier II curriculum, evidence-based strategies. 48% of subgrantees reported participation in LETRS professional learning, 31% reported implementation of coaching literacy supports, and more than 50% reported using Tier 1 curriculums throughout their programs.



Adapting to a full online virtual environment, an intentional onboarding platform was launched to support capacity building of subgrantees. Although subgrantees experienced and reported program disruption and challenges due to COVID-19 Pandemic, subgrantees also reported several successful evidence-based literacy activities.



### **Section V: Project Goals Strategies and Updates**

**Project Goal 1:** Build the knowledge, skills, and capacity of early learning programs and school leadership to serve struggling and emerging readers more effectively in schools and systems with the highest percentage of disadvantaged students in the state to accelerate their literacy outcomes.

#### **Strategy Implementation:**

1. Since its inception, Arizona CLSD dedicates open office hours accessible to all subgrantees to provide technical assistance, individualized supports, and check-ins. Office hours have proven to be a useful and valuable 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.
2. Arizona CLSD dived deeply into the Implementation Science Framework by investing in a three-year training and technical assistance commitment with The Lectio Institute. This commitment focused on bolstering subgrantees programming with 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.
3. In year one, subgrantees finished analysis and synthesis of their needs assessment and strategic planning. In year two of the Lectio Institute, 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.

#### **Post-Institute Pathways**

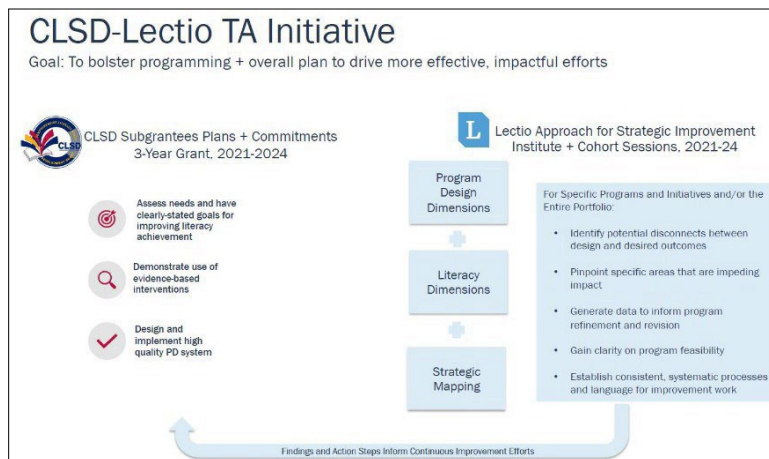
1. Landscape Work
  - Purpose is to have teams map and analyze their programming portfolio.
  - Potential findings and directionality: gaps or redundancies in programming and/or issues of coordination in relation big-picture goals for impact.
2. Redesign Work



- Purpose is to have teams engage in the redesign of a prototype to get 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 is 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.



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

Building from year one of the institute, the design for year two of the institute centered on a strategic action planning workshop for teams to map their literacy landscape, focusing on core elements: curriculum + pedagogy, assessment, professional development, and coaching.

**Project Goal 2:** Increase the number of disadvantaged students who have access to high- quality instructional staff trained in the Science of Reading.

### Strategy Implementation:

1. Arizona’s CLSD website houses asynchronous learning opportunities on evidence- based practices and grant application requirements. ADE has created a desktop monitoring platform and system to track attendance of these trainings. Subgrantees can access asynchronous learning aligned with the Science of Reading (SOR), 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 \(ESSA\)](#) Videos 1-5, [Multi-tiered Systems of Supports](#) and [Comprehensive Needs Assessment Module](#). In year two, subgrantees completed self-paced [National Implementation Network \(NIRN\)](#) asynchronous learning modules 1-7.
2. The ADE Move On When Reading team offers many options that teach literacy practices and foundational reading skills aligned with the Science of Reading. Many of these options include

Dyslexia webinars and OnDemand Academies, Dyslexia Training Designee PLC meetings for professional credit, and K-5 Literacy Endorsement. The courses developed span across 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. More than 2,900 participants have participated in these trainings through conferences, webinars, book studies, and OnDemand courses.

3. Preschool-Third grade Literacy Coaching Initiative launched with West Ed trained over 30 coaches and administrators. The coaches participate in monthly training in coaching practices and the Science of Reading while administrators participate in quarterly coaching sessions with their coaches. Additionally, the ADE Coach Coordinator makes site visits with every program to offer support and observe coaching in action.
4. ADE secured a contract with Cambium/Voyager Sopris on the Language Essentials for Teachers of Reading and Spelling (LETRS®) for the Early Childhood Educators and 3rd edition versions. 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 12 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 year one, ADE launched four statewide cohorts on LETRS® (Early Childhood and 3<sup>rd</sup> edition) to CLSD applicants who were not awarded the CLSD grant. Over 100 practitioners across four counties are participating in LETRS®. Three LETRS® Early Childhood Cohorts have until October 3, 2022, to finalize post-test completion. As of September 2022, 46% of participants have completed all 4 ECE LETRS® modules and 92% have completed the final post-test. 37 active participants in the LETRS® 3rd Edition cohort have until November 2023 to complete training and post-tests.

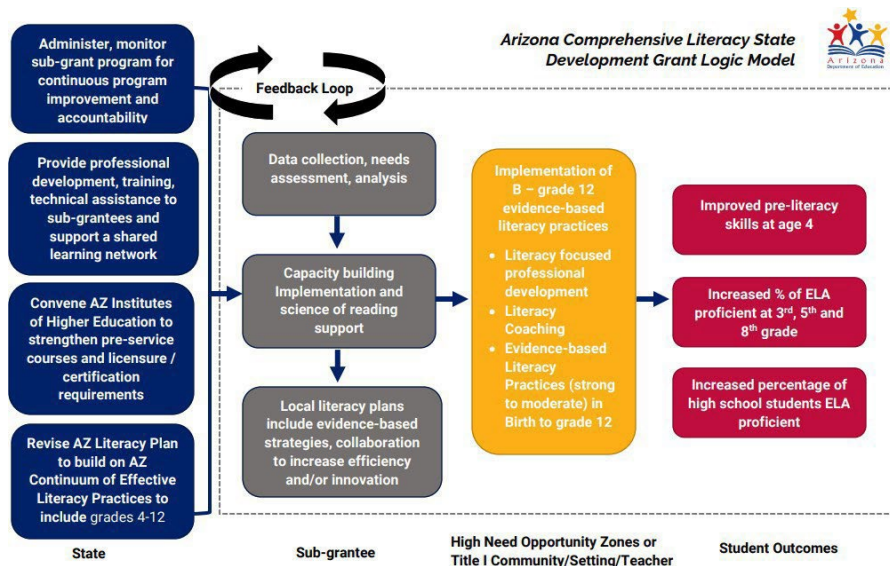
5. Through a systemic, capacity-building approach, Arizona is providing literacy professional learning opportunities to more than 2,000 educators, offering 40 cohorts of LETRS®, 10 cohorts of LETRS® for Early Childhood Educators, and six cohorts of LETRS for Administrators with dedicated Elementary and Secondary School Emergency Relief (ESSER) funds. Through this opportunity, educators gain essential knowledge to master the fundamentals of literacy instruction required to transform student learning. In addition to the ESSER funds, another \$200,000 totaling 12 additional cohorts serving up to 500 Early Childhood Educators, have been set aside specifically for LETRS® ECE for online and coursework coaching.
6. In year one, 100% of subgrantees reported having a clear professional learning plan to build teacher capacity. Professional learning plans included literacy coaches/specialists, Tier 1 and Tier II curriculum training, LETRS® training, instructional modeling, PLC's, and ADE's Professional Learning. ADE continues to support subgrantees with professional learning plans by ongoing open office hours, resources, and technical assistance. In year two, subgrantees reported investments in the Science of Reading to include, LETRS®, ADE Reading Fundamentals, Cox Campus, SOR Workshops, Dialogic Reading, Reading Apprenticeship, SOR conferences, curriculum, coaching

training, dyslexia training PLC's, and more.

- Arizona is also leveraging the work of CLSD in concert with the Multi-State Work with the Barksdale Institute. Arizona was selected as one of five states to participate in The Path Forward for Teacher Preparation and Licensure in Early Literacy, which is a project run by the Barksdale Institute for Literacy. This work continues as AZ passed statewide legislation (AZ SB1572) relative to Institutes of Higher Education and updates to their course work to align with the Science of Reading. The legislation also includes K-5 teachers of literacy to take additional coursework and/or pass a statewide assessment on literacy. Funds have been allocated from the Governor's Office to support these "scholarships." The CLSD Program Director serves on this team as a braided initiative of which the CLSD grant helps to inform.

ADE led a statewide literacy task force subcommittee that was tasked with examining North Carolina's Literacy framework and implementation guidance and considering what elements are appropriate for adoption within AZ. 14 Institutes of Higher Education (IHE) faculty served on the subcommittee to review current course syllabi and literacy offerings. This task force examined and explored the adoption or implementation of newly identified coursework that meets legislative requirements and aligns to the SOR while still maintaining Arizona Board of Regent's (ABOR) prescribed hours. In year two, beginning August 1, 2022, per SB 1572, 100% of IHE's are providing additional requirements for instruction and all education preparation programs in the state are requiring applicants who are seeking teacher recertification to pass a literacy instruction assessment.

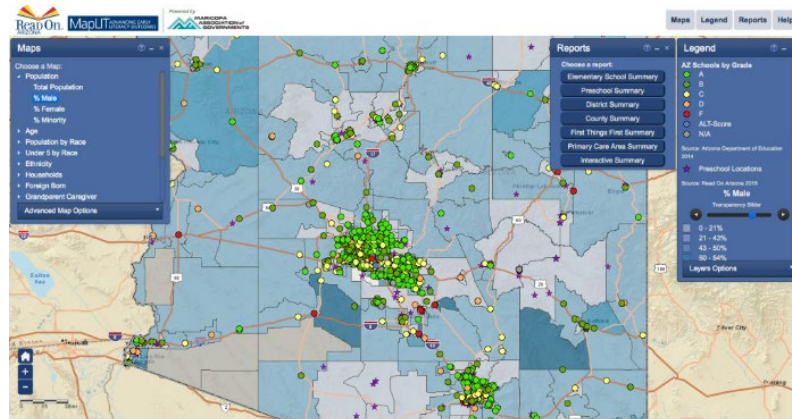
This work directly aligns to our Logic Model with convening IHEs to strengthen courses and certification requirements.



**Project Goal 3:** Increase state capacity and infrastructure to implement high-quality, evidence-based practices and strategies to support struggling readers.

**Strategy Implementation:**

1. 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. In year two, MapLIT 2.0 was built and is slated to be launched in 2023. All CLSD elements are built out and require a special partner login.



2. The tenets in CLSD help to push up other initiatives in implementing high-quality, evidence-based practices and strategies. The Arizona integrated approach to literacy is a collective impact model focused on three strategic priorities. Inspired by 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 state’s three strategic priorities around early literacy of effective teaching and learning, screening and assessment, and family and engagement.
  - [Cox Campus Coaching Courses](#) offers no cost CEU (continuing education units) literacy courses anchored in the Science of Reading designed for educators, education leaders, instructional coaches, families, community leaders, education and health professionals and agencies and social services.
  - Preschool – 3<sup>rd</sup> grade Literacy Coaching Initiative launched with West Ed
  - In the birth-five space, ADE had partnered with Make Way for Books to provide

professional development workshops, one- on-one onsite mentoring, and they lead a community of practice to support early childhood educators in preschools, childcare centers, and home-based care providers

- The Path Forward Project for Teacher Preparation and Licensure in Early Literacy. Braided with the work of CLSD, innovations and strides in early literacy, Arizona was one of six 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.
- Statewide [Kindergarten Entry Assessment](#) launched as baseline data year for state FY22-23. Full implementation will begin in school year FY23-24. Per Senate Bill 1572 ARS § 15-704, the State Board of Education adopted 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.

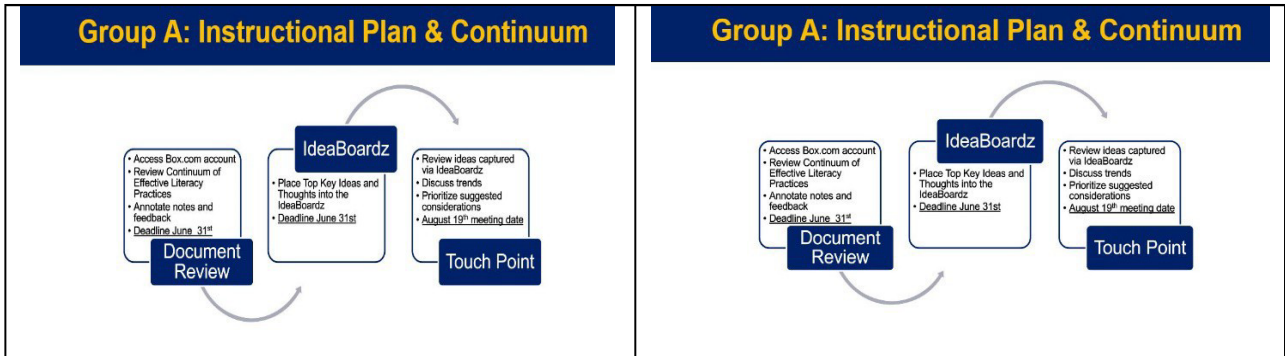


3. Using the Arizona CLSD project as the impetus, ADE and the State Literacy Leadership Team have completed the Arizona Literacy Plan draft with stakeholder input. The plan is slated to be finalized in Spring of 2023.

In the first year of the grant, ADE and the State Literacy Team developed a taskforce team of experts across the birth through grade twelve continuum who provided feedback and suggestions for the State Literacy Instruction Plan.

- February 4, 2022: The welcome and informational session
- March 31, 2022: Completed initial feedback and suggestions
- April 29, 2022: Touchpoint workgroup meeting completed

- June 3, 2022: State Leadership Team reviewed workgroup data
- July 1, 2022: State Leadership Team completed draft timeline
- July – September 2022: State Leadership Team completed drafts



**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.

With support of task force members, the updated plans will advance the ability of subgrantees to identify research and evidence-based practices proven to support the Science of Reading and literacy development.

Post completion of Arizona’s Literacy Instruction Plan and Continuum of Effective Literacy Practices goals, codifying transition plans and shared learning exchange by way of leveraging existing community collaboration focused on literacy will be completed in year 3 of the grant.

## Section VI: Arizona’s CLSD Collaborations and Supports

The Arizona CLSD team serves as partners to 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 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 ongoing 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 have proven to be a useful and valuable 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 and the English Language Arts Team, subgrantees have access to the ECE newsletter and [ELA newsletter](#). The ECE and ELA newsletter provides information on Professional Learning opportunities, literacy content and updates, updates on important legislation and grants, and articles and resources on relevant ECE and K-12 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 various 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.

### **Asynchronous Learning**

Subgrantees can access ongoing 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. The CLSD website offers each subgrantee a menu of asynchronous



learning to include, [Every Student Succeeds Act \(ESSA\)](#) tier videos 1-5, [Multi-tiered Systems of Supports](#) ,[Comprehensive Needs Assessment Module](#) and [National Implementation Network \(NIRN\)](#) self-paced learning modules 1-7.

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

[ADE's 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. Many of these courses offered also meet the training requirements of the Dyslexia Training Designee and K-5 Literacy Endorsement.

### ***Cox Campus***

Educators, education leaders, instructional coaches, families, community leaders, education and health professionals and agencies and social services can access no Cost CEU literacy courses in English and Spanish anchored in the Science of Reading. All [Cox Campus](#) courses are accredited by IACET, the International Accreditors for Continuing Education and Training.

## **Conclusion**

The heart of Arizona's CLSD project continues to be rooted in the support of 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](#) provides 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 in the Science of Reading.

## **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](#)