**New Mexico Public Education Department**

**Literacy, the Humanities, and Early Childhood Bureau**

**Request for Application (RFA) for**

**Reads to Lead Funding – Pathway 2**

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| **Deadline To Submit RFA:**  **May 23, 2018**  **5:00 pm *(Mountain Standard Time)***  ***Reads to Lead funding and awards are contingent on fiscal appropriations for FY19.*** |

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| *This is only a Request for Application (RFA) and does* ***NOT*** *constitute an award. Should this RFA result in an award, the District Superintendent/Charter Director, will be notified by an official award letter. Only upon receipt of an award letter signed by Secretary Ruszkowski may the district/charter school submit a Budget Adjustment Request (BAR).* |

**New Mexico Public Education Department**

**300 Don Gaspar Ave,**

**Santa Fe, NM**

**87501**

**Application Guidance**

**Overview**

This Request for Application (RFA) is designed to distribute funds to local education providers, including school districts, district charter schools, or state charter schools, to embed the essential components of reading instruction into all elements of the K-3 teaching structures in schools, including core instruction and strategic and intensive instructional interventions, to assist all students in achieving reading competency. Applicants should use the New Mexico Statewide Literacy Framework to ensure K-3 reading instruction is delivered in alignment to the Framework.

District leadership is critical to the successful implementation of the Reads to Lead Grant. All proposals must include a description of how district level personnel will be represented on a regular basis to support the activities of the grant. School leaders are responsible for collecting and analyzing valid and reliable data to determine whether students have met key reading benchmarks. School leadership will also regularly evaluate classroom reading instruction to determine how professional development and other resources can be used to support teachers to provide the highest quality reading instruction.

**Purpose**

The purpose of this RFA is to solicit an application for funding from an eligible district, district charter school, state charter school, or Regional Education Cooperative (REC). Reads to Lead will:

* Support schools in implementing a multi-tiered system of support in an effort to reduce the number of students reading below grade level. Applicants should reference [The New Mexico Statewide Literacy Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf) (pp. 26–41).
* Provide significantly increased principal and teacher professional development to ensure that all principals and teachers, including teachers providing interventions for students (i.e., special education, English language development, Title I), have the skills necessary. Applicants should reference the *Essential Elements of* ***Professional Development*** outlined in [The New Mexico Statewide Literacy Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf) (pp. 52–58).
* Use assessment data (Istation) to provide targeted instruction to effectively teach all children to read. Applicants should reference the *Essential Elements of* ***Assessment*** outlined in [The New Mexico Statewide Literacy Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf) (pp. 42–51).

**Eligibility and Continuation Funding**

All NM school districts and charter schools may apply on behalf of individual schools or a collaborative group (consortium) of schools or districts. Applications from consortiums including Regional Education Cooperatives (RECs) will also be accepted.

**Critical Components of the Application**

It is critical that the proposal of each applicant:

* establishes a system that the proposed activities will operate in a coherent, seamless manner, including elements of effective literacy programs and;
* details how all programs and practices meet one of the top three tiers of evidence; and
  + **Table 1: Tiers of Evidence in ESSA**

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| **Category 1:** “demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on.” | **Tier 1**  “strong evidence from at least 1 well-designed and well-implemented experimental study” | **Tier 2**  “moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study” | **Tier 3**  “promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias” |

* includes a plan for implementing a multi-tiered system of support in an effort to reduce the number of students reading below grade level, demonstrating a cohesive plan of instruction both system-wide and among the tiers of instruction within each grade level. Refer to the Essential Elements of Instruction and Intervention outlined in [The New Mexico Statewide Literacy Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf) (pp. 26–41).

**Technical Support**

* An application training webinar will be held on May 1, 2018 from 3:00-3:45pm.
* To register, please visit the following link to register: <https://global.gotomeeting.com/join/268255901>

**Use of Funds**

Funds may be used to supplement and not supplant any moneys currently being used to embed the essential components of reading instruction into all elements of the K-3 teaching structures in schools. Activities that will not be funded include the following:

* Purchasing of technology (e.g., computers, laptops, LCDs) that is not related to assessment purposes;
* Using funds for capital needs (including bookshelves or other furniture);
* Using funds for out-of-state travel; or
* Purchasing of food.

**Application Timeline**

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| **Action** | **Date** |
| NM Reads to Lead Applications Released to Superintendents via email. | April 23, 2018 |
| Applications Posted to the Literacy and Early Childhood Bureaus web page: <http://webnew.ped.state.nm.us/bureaus/literacy-humanities-early-childhood> | April 23, 2018 |
| NM Reads to Lead Technical Assistance Webinar  May 1, 2018 from 3:00-3:45pm.  Click the following link to register:  <https://global.gotomeeting.com/join/268255901> | May 1, 2018 |
| NM Reads to Lead Applications to be submitted to: [RTL.Literacy@state.nm.us](mailto:PED.literacy@state.nm.us) | May 23, 2018 |
| NM Reads to Lead awarded districts posted to Literacy, the Humanities, and Early Childhood Bureau website. | June 2018 |
| Award Letters sent to NM Reads to 2018 districts. | June 2018 |

**Review Process**

There is no guarantee that submitting a proposal will result in funding or funding at the requested level. All application decisions are final.

NM Reads to Lead is a competitive application process. Applications will be scored in two categories:

1. Reading Growth will be 50% of the total score.
   * School Growth as measured by Istation BOY to MOY comparison data during SY17-18.
2. Application Score will be 50% of the total score.
   * Based on their Reads to Lead application score.

Applications will be reviewed by an evaluation committee comprised of internal (PED-staff) and external (non-PED staff) reviewers using the Quality Scoring Guide (pg.11) to ensure applications contain all required components.

**Submission Process and Deadline**

To be considered for funding, an electronic copy of the proposal and electronic budget must be submitted by 5:00 pm on May 23, 2018 to [RTL.Literacy@state.nm.us](mailto:ped.literacy@state.nm.us).

The electronic version of the proposal should include all required components of the proposal as one document; budget worksheet (Reads to Lead Excel file). The budget worksheet is to be submitted as a separate attachment and may require scanning signature pages and saving as a PDF.

* Faxes will not be accepted.
* **Hard copies mailed or delivered to PED will not be accepted.**
* Incomplete or late proposals will not be accepted.

**Application Format**

The total narrative (Sections I – VI) of the application cannot exceed 6 pages. Please see below for the required elements of the application. Applications that exceed 10 pages will not be reviewed.

All pages must be standard letter size, 8-1/2” x 11” using 12-point font and single-spaced with 1-inch margins and numbered pages.

The signature page must include original signatures of the lead organization/fiscal agent.

Required Elements

The format outlined below must be followed in order to ensure consistent adherence of the evaluation criteria.

Part One: Introduction (not scored)

1. School Information and Signatures Page
2. Assurances Form

Part Two: Narrative

1. Theory of Action
2. Coherent Structure of Effective Reading Programs
3. Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency
4. Assessment Infrastructure
5. Reading Growth Data
6. Budget Narrative and Electronic Budget Form
7. Electronic Budget (separate excel file)

**Part I: Introduction**

**School Information and Signatures Page**

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| --- | --- |
| LEA Information | |
| LEA Name: | LEA NCES ID #: |
| Mailing Address: | |
| Phone: | Fax: |
| Superintendent/Charter Director: | Email: |
| Title One Director: | Email: |
| Business Manager: | Email: |
| Reads to Lead[[1]](#footnote-1) Identified Lead: | Email: |

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| --- | --- |
| **LEA is applying for Reads to Leads on behalf of the Following School(s)** | |
| Name of School(s) | School NCES ID # |
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| Amount Requested: Record the amount of funding you are requesting for each school. | |
| Name of School | Amount Requested |
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**District and/or Charter School Assurances**

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| Districts Commitment |
| To participate in Reads to Lead the district or charter school will agree to the following:   1. The LEA will use the state-approved short-cycle assessment in reading with all students in all schools within the district in grades K-3 (Istation). 2. The LEA will distribute Reads to Lead funding for one or more targeted schools based on student outcomes data as described in the Reads to Lead Plan application. 3. The LEA will ensure that all Reads to Lead Schools follow the  [New Mexico Statewide Literacy Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf). 4. The LEA will participate at site visits to schools receiving Reads to Lead funds with PED staff. 5. The LEA will provide to PED measurable student achievement goals in reading for the 2018–2019 school year after the PED-approved short cycle assessment (Istation).   As District Superintendent or Charter School Administrator, I assure implementation of the 2018-19 Reads to Lead Comprehensive Reading Plan District or Charter School Assurances. |

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| --- | --- |
| Superintendent/Charter Director (printed name) | Phone number |
|  |  |
| Superintendent/Charter Director Signature (blue ink) | Date |

**Part II: Narrative**

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| **Section I:** **Theory of Action**  *Please provide the Theory of Action driving the districts literacy plan to ensure reading success for students by the end of 3rd grade as identified by Istation data.*  *The following stems can be used as a beginning:*  If the district …  then the principal will be able to…  then teachers will be able to…  so that students will be able to … |
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| **Section II: Coherent Structure of Effective Reading Programs**  Describe how your literacy system model will follow the *Essential Elements of* ***Instruction and Intervention*** outlined in [The New Mexico Statewide Literacy Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf) (pp. 26–41). |
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| **Section III:** **Plan for Reducing the Number of Students Reading Below Grade Level**  **Including Those Identified as Having a Significant Reading Deficiency**  *Please list the evidence-based reading program(s) to be used for targeted and intensive instructional interventions and the intervention times in and outside the literacy block where students will receive targeted support. Please also provide of copy of the intervention schedule for each school the district is submitting an application for, label this Attachment B.* |
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| **Section IV: Assessment Infrastructure**   1. *Please complete the table below indicating the assessments and frequency of the assessment that the school utilizes for ELA/Literacy.* | | | |
| **In-program Assessments** | **Frequency** | **Out-of Program Assessments** | **Frequency** |
|  |  |  |  |
| **Common Formative Assessments** | **Frequency** | **Interim Assessments** | **Frequency** |
|  |  |  |  |

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| **Section V: Reading Growth Data**  *Please list the trend data that will be used to make targeted data driven decisions. This must include all literacy assessments both in program and out of program. Please provide Istation data from the past two years and PARCC data from the past three years, and proficiency targets for Istation and PARCC for 2018-19.* |
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| **Section VI: Budget Narrative and Electronic Budget Form**  *Please include a Budget Narrative that identifies and explains all proposed costs, the number of FTE’s, the number of students it will support, the schools to receive support, total dollar amount, and percentage of total Reads to Lead budget for the entire project.*  *The budget items must be clear and detailed about how proposed costs will directly impact student achievement in reading. The electronic budget form needs to be created.* |
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**Coaching (complete table below):**

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| --- | --- | --- | --- |
| # of district/school reading coaches **funded by the LEA(s) operating budget** during SY17-18**:** | # of district/school reading coaches **funded by RtL program** in SY17-18**:** | Projected # of reading coaches needed in **SY18-19:** | If selected as a Reads to Lead district or charter please indicate if you are requesting a Literacy Coach\*:   * Yes * No |

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| \* The role of the Literacy Coach is to support classroom teachers with K-3 core reading instruction. The LC will utilize data to support teachers with targeted instruction to improve reading outcomes for students. |

**Appendix A**

**NM Reads to Lead Quality Rating Guide and Key Terms**

* **4 Exemplary**

The whole response to the category reflects a thorough understanding of key issues and indicates capacity of an LEA and school to effectively oversee and implement the model activities.

The response addresses all required elements within the category with specific, evidence-based and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

* **3 Acceptable**

The whole response to the category indicates solid preparation and a grasp of key issues that would be considered reasonably comprehensive and provides evidence that the LEA and school have the capacity to effectively implement the plan.

The response addresses all required elements within the category with clear and accurate information, even though it may require additional specificity, support or elaboration of elements in certain categories.

* **2 Approaching**

The whole response to the category addresses a majority of the elements within the category in a manner that reflects solid preparation, comprehensiveness, and capacity to implement; but either fails to provide certain elements or provides all elements but in varying quality (some stronger, some weaker) lacking detail, preparation, or otherwise raises concerns about the capacity of the LEA and school to implement the plan.

* **1 Insufficient**

The whole response to the category lacks meaningful detail; demonstrates lack of preparation; submits requested attachments that are incomplete; or otherwise raises substantial concerns about the applicant’s capacity to meet the requirements in practice.

* **0 Inadequate/Incomplete**

The whole response fails to address essential elements of the category; and/or fails to provide requested attachments.

**Appendix B**

**NM Reads to Lead Quality Scoring Guide**

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| --- | --- |
| **Narrative Category and Requirements** | **Reviewer Rating**  4,3,2,or 1 |
| **Section I: Theory of Action** | **Score** |
| The application describes a Theory of Action that maps out what actions need to happen in order to reach long- term, sustainable change in reading outcomes. |  |
| **Total** |  |

|  |  |
| --- | --- |
| **Section II: Coherent Structure of Effective Reading Programs** | **Score** |
| The application describes instructional programming and materials that are evidence-based. |  |
| The applicant includes a process for implementation that ensures explicit and systematic teaching of the 5 plus 2 components of reading that will be integrated at an appropriate level, content, and duration of time in each K-3 classroom. |  |
| The applicant describes how intervention, instruction, and materials will be aligned with the New Mexico Statewide Literacy Framework. |  |
| The application outlines a clear process for how the implementation of the reading program initiative will be monitored with a direct link to the coaching/consulting requirements. The applicant describes the role of the School Leadership Team in monitoring fidelity and implementation. |  |
| The application indicates the comprehensive reading program chosen for universal/core instruction. |  |
| The application indicates the reading interventions for both targeted and intensive instruction. |  |
| The application demonstrates that all instructional activities, materials, and professional development are evidence-based. |  |
| **Total** |  |

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| --- | --- |
| **Section III:** **Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency** | **Score** |
| The application provides specific intervention strategies and/or activities and describes how instruction will be responsive to student data and timelines. |  |
| The applicant describes persons responsible for intervention instruction, including a description of how intervention teachers will assure alignment with regular classroom instruction. |  |
| The application describes a cohesive system of instruction both system-wide in grades K-3 and among the tiers of instruction within each grade level that aligns to the New Mexico State Literacy Framework. |  |
| The application demonstrates that a problem-solving process exists (or describehow one will be implemented) that assures every student is monitored for success and interventions are put into place if the student is not successful. The applicant describes specific practices for monitoring and meeting the needs of students identified as having a Significant Reading Deficiency. |  |
| The application describes a plan for ensuring that all students reading below grade level receive instruction from highly qualified educators with demonstrated knowledge of how children learn to read or demonstrates how teachers will become highly qualified and knowledgeable of explicit and systematic teaching of the five components of reading. |  |
| **Total** |  |

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| --- | --- |
| **Section IV:** **Assessment Infrastructure** | **Score** |
| The application describes a comprehensive assessment plan (interim and diagnostic) the school will use to ensure 90-95% of students are at grade level by 3rd grade, including the schedule for conducting each assessment (frequency). |  |
| **Total** |  |

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| **Section V:** **Reading Growth Data** | **Score** |
| The application details trend data in Istation from the past two years and identifies clear decisions to improve literacy based on the data. |  |
| The application details trend data in PARCC from the past three years and identifies clear decisions to improve literacy based on the data. |  |
| The application details specific, ambitious targets for Istation and PARCC proficiency for SY 2018-19. |  |
| **Total** |  |

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| **Section VI:** **Budget** | **Score** |
| Proposal includes a cost-effective budget (both a line item and narrative) for 3 years that directly links costs to proposed activities and includes mandatory CDE training days. |  |
| The applicant includes information about leveraging funds with other private, state, or federal dollars (e.g., Title I) to maximize impact for students. |  |
| If the applicant is partnering with other schools, there is a description of how funds will be leveraged and how dollar efficiency will be increased. |  |
| **Total** |  |

**Appendix C**

**Application Checklist**

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| --- | --- | --- |
| Documents for Submission | *Checked – applicant* | ***Checked – PED*** |
| Application Cover Sheet  (with original signatures in blue ink) |  |  |
| **Narrative**  Section I: Theory of Action |  |  |
| Section II: Coherent Structure of Effective Reading Programs |  |  |
| Section III: Plan for Reducing the Number of Students Reading Below Grade Level  Including Those Identified as Having a Significant Reading Deficiency |  |  |
| Section IV: Assessment Infrastructure |  |  |
| Section V: Reading Growth Data |  |  |
| Section VI: Budget Narrative |  |  |
| LEA Assurances |  |  |
| Budget Summary Chart |  |  |

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| **PED Comments**  Has the applicant submitted all of the documents listed above?   * Yes * No   Reviewer Code: Date: |

1. The LEA is to identify a LEA lead for the Reads to Lead Grant. This person will attend all associated training events, support the school with any budget requests, and serve as the point of contact for the PED. [↑](#footnote-ref-1)