**New Mexico Striving Readers Comprehensive Literacy Grant Program**

**2018 Request for Applications**

**Guidance Document**

Deadline for Submission:

**June 8, 2018 at 5:00 pm Mountain Daylight Time**

*This is a Request for Application (RFA) and does* ***not*** *constitute an award. Should this RFA result in an award, the LEA Superintendent or Charter Director will be notified by an official award letter issued by the New Mexico Public Education Department. Only upon receipt of an award letter, signed by the Secretary of the Public Education Department or a designee of the Secretary, may the LEA or charter school submit a Budget Adjustment Request (BAR).*

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**Guidance for Completing Striving Readers Comprehensive**

**Literacy Grant Application**

**Program Overview and Timeline**

The New Mexico Public Education Department (PED) was awarded a $20 million Striving Readers Comprehensive Literacy (SRCL) grant from the U.S. Department of Education. The state will award $19 million to New Mexico communities to support local literacy efforts, with the remaining funds devoted to statewide training and technical assistance to support local grantees.

The goal of the SRCL program is to support the continuum of language, emergent literacy, and literacy skills for children from birth through grade 12 using interventions with solid evidence of effectiveness. The grant opportunity prioritizes serving underserved children, especially those living in poverty, English learners, and children with disabilities. PED is requesting applications for a three-year grant period that will start in June 2018 and end in June 2021.

**Table 1.** Application Submission Timeline

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| **Date** | **Action** | **By Whom** |
| May 1, 2018 | Request for Applications Released | PED |
| May 3, 2018 and May 10, 2018 | Technical Assistance Webinars | Applicant/PED |
| May 1-June 8, 2018 | Application Development | Applicant |
| June 8, 2018 | Application Submission | Applicant |
| June 12-15, 2018 | Application Review Period | Internal and External Review Team |
| June 2018 | Notification of Award | PED |
| August 2018-June 2021 | Implementation | Applicant |

**Applications must be submitted via email\* to** SRCL.literacy@state.nm.us **by 5:00 pm Mountain Daylight Time (MDT) on June 8, 2018.**

\* Any applications not submitted to [SRCL.Literacy@state.nm.us](mailto:SRCL.Literacy@state.nm.us) will not be considered for funding.

**Eligible Applicants and Award Levels**

***Eligible Applicants***

The following types of applicants are eligible to apply for SRCL grants:

* Individual school districts or charter schools,
* Consortia of two or more regional districts or charter schools, and
* Regional Education Cooperatives (RECs) applying on behalf of a regional consortium.

Consortium and REC applicants must specify a lead applicant who will serve as a point of contact for these application requirements included within this RFA. These applications will be judged on the same criteria as an individual applicant. Any applicant responding to this RFA will submit only **one** application. Applicants may submit individually or as part of a consortium, but not both.

***Birth–Grade 12 (B–12) Continuum of Partners and Supports***

Applicants are required to identify a birth through Grade 12 progression that serves underserved populations of children (defined below). All programs or schools for the following age spans must be included in the application:

* Certified early care and education (ECE) providers and programs serving children **birth to kindergarten**;
  + Note: all ECE providers must be certified by a federal or New Mexico state agency (e.g., Head Start, Early Head Start, New Mexico Children Youth and Families Department, New Mexico Department of Health) and adhere to all federal and state program requirements.
* Elementary schools (**grades K–5**);
* Middle school (**grades 6–8**); and
* High school (**grades 9–12**).

***Priority for Serving Communities with High Needs***

Applicants serving underserved populations of children will receive priority for grant funding. PED defines underserved children as those who are economically disadvantaged, identified as English language learners/limited English proficient, or receiving special education services. Priority will be given to districts meeting one or more of the following criteria, which are based on state averages[[1]](#footnote-2):

* at least 74% economically disadvantaged children,
* at least 15% limited English proficiency, and/or
* at least 16% receiving special education services.

**SRCL Application and Local Literacy Plan Criteria and Scoring**

The federal SRCL program requires that all LEA’s submit a **local literacy plan** that:

* describes how birth through grade 12 students will be supported with language and literacy
* is informed by a comprehensive needs assessment,
* provides professional development,
* includes interventions and practices that are supported by moderate or strong evidence,
* is aligned with the statewide literacy framework, and
* includes a plan to track children’s outcomes consistent with applicable privacy requirements.

LEA’s will use their local literacy plan to complete Sections 1-6 **Provide a printed copy of your local literacy plan.**

**PROJECT NARRATIVE – SECTIONS 1-6**

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| **Section 1: Applicant Information and Goals** (10 POINTS)  *Applicant demonstrates how a significant number of underserved children—especially those in poverty, with disabilities, and English Learners—would benefit from a coordinated and aligned literacy system.* |
| * 1.A. Complete ***Appendix 1.A: Applicant Info*** in the *SRCL Application Appendix* Excel document. * 1.B. Complete ***Appendix 1.B: Proposed Partners*** in the *SRCL Application Appendix* Excel document. * 1.C. Establish goals based on identified needs:   + student achievement (e.g., *XX% of economically disadvantaged children will achieve ELA proficiency by June 2021*; *and XX% of kindergarten children from participating ECE programs will perform on average at “First Steps for K” in general readiness domain.)*   + program improvement (e.g., *XX% of public school ECE programs will achieve a PED FOCUS QRIS Five Star rating; XX% of child care/Head Start partners will increase their CYFD FOCUS QRIS rating by June 2021.)*   + factors that support literacy development (e.g., *XX% of teachers will access an online community of practice module on phonological awareness during Year 1 of the grant*.) * 1.D. Provide a copy of your school(s)’ NM DASH needs assessments for K–12 partners and improvement plans for early childhood partners. |
| GOALS: |

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| **Section 2: Comprehensive Literacy System Design**  *Applicant proposes a birth–Grade 12 literacy system rooted in the five critical components of an effective literacy program outlined in* The New Mexico Statewide Literacy Framework: *1)* *Leadership, 2) Instruction and Interventions, 3) Assessment, 4) Professional Development, and 5) Family Engagement*. |
| 2.A Leadership(10 POINTS)  *Applicant proposes strategies to support effective leadership that promotes shared responsibility and commitment among stakeholders for supporting children’s literacy development.*  In the section below, describe how your literacy system model will follow the ***Essential Elements of******Leadership*** outlined in [The New Mexico Statewide Literacy Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf) (see pp. 17–25). |
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| 2.B Instruction and Interventions(15 POINTS)  *Applicant proposes research-based, comprehensive literacy supports that promote active student engagement while meeting the literacy needs of all children in a developmentally appropriate and culturally relevant manner.* |
| * Review ***Appendix 2.B.1*** and complete ***Parts 2.B.2, 2.B.3*** of ***Appendix C: Proposed Literacy System*** in the *SRCL* *Application Appendix* Excel document. This resource will support the design of a comprehensive literacy system that includes programs and/or practices that meet the following criteria:   **A.** language and literacy learning from birth to high school graduation.  **B.** specific literacy skills at each age and grade level (K-12).  **C.** differentiated instruction to meet individual students’ needs.  **D.** evidence of promoting positive outcomes for children.   * In the section below, 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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| 2.C Comprehensive Assessment(10 POINTS)  *Applicant proposes valid and reliable screening, diagnostic, formative and outcome measurement tools that target instruction and align with state standards and early learning guidelines.* |
| In the section below, 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. 42–51).   * Complete ***Appendix 2.C Literacy Assessments.*** |
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| **2.D Professional Development** (15 POINTS)  *Applicant proposes literacy learning opportunities for educators that are ongoing, job-embedded when possible, use coaches/mentors, and are differentiated to accommodate the needs of both novice and veteran educators.* |
| In the section below, describe how your literacy system model will follow 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). |
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| **2.E Family Engagement** (10 POINTS)  *Applicant proposes learning opportunities; technical assistance; and resources for parents, families and communities that will support student learning in the home and community.* |
| In the section below, describe how your literacy system model will follow the *Essential Elements of* ***Family Engagement*** outlined in [The New Mexico Statewide Literacy Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2018/05/NM_Literacy_Plan.pdf) (pp. 59–62). |
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| **Section 3: Continuous Program Improvement and Monitoring** (10 POINTS)  *Applicant proposes a data-driven decision-making process to inform continuous improvement efforts, improve child outcomes, and ensure that disadvantaged children are served.*  In the section below,   * Describe how you will monitor the implementation of literacy interventions to ensure fidelity. * Identify metrics you will use to track progress. * Describe the feedback process you will implement to drive data-based decision-making, including adjusting for accelerated progress and/or unanticipated barriers. * Monitoring and Continuous Program Improvement systems should include CSI Maps, FOCUS CQI Program Improvement Plans for participating early childhood programs, student achievement data, and NM DASH plans. |
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| **Section 4: Coordination and Sustainability** (5 POINTS)  *Applicant demonstrates existing resources and funds that will be leveraged to support SRCL efforts and sustain progress after the grant ends.*   * Describe how existing resources will be leveraged (e.g., state or federal funding, current curricula or programs) and existing personnel will support SRCL grant activities. * Describe the alignment of your proposed SRCL activities to other relevant initiatives. For example, *Reads to Lead* grants, state pre-kindergarten funding, and local teacher recruitment and retention efforts are potential targets for coordination with SRCL activities and funding. * Describe how facilitators of literacy development will be supported (e.g., assuring children have access to adequate nutrition, health and wellness services, school breakfast and lunch programs) to ensure children are coming to school healthy and ready to learn. * Describe how the proposed schools will sustain programming and interventions after the completion of the three-year funding period. |
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| **Section 5: Timeline** (5 POINTS)  *Applicant proposes a realistic and specific timeline of activities that will help guide them through implementation.*  In the section below, provide an overview of the key grant activities and milestones for the three-year grant period. |
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| **Section 6: Budget** (10 POINTS)  *Applicant proposes a cost-effective budget that directly links costs to proposed activities and allocates funding as follows:*   * *at least 15 percent to providers/programs serving children* ***birth–age 5****,* * *at least 40 percent to schools serving* ***kindergarten–grade 5****, and* * *at least 40 percent to schools serving* ***grades 6–12*** *(funds evenly distributed between middle and high school).[[2]](#footnote-3)* |
| * Provide a budget narrative that describes how requested funds for sections 1-6 will be spent. If submitting a consortium application, describe how funds will be allocated across consortium partners. * Complete ***Appendix 6.B: Budget Calculator***in the *SRCL Application Appendix* Excel document   **Note:**   * *Proposed costs must adhere to the specific proportions outlined above for each age span.* * *Funding must supplement and not supplant current funding for literacy initiatives.* |
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| **Assurances and Agreements**  *Applicant and partner organizations demonstrate commitment to grant participation and requirements.*   * Follow instructions in ***Appendix 7.A:*** ***General Assurances*** in the*SRCL Application Appendix* Excel document. Print, sign, and scan the assurances document. * Follow instructions in ***Appendix 7.B:*** ***Memorandum of Understanding (MOU)*** in the*SRCL Application Appendix* Excel document. Print, sign, and scan one MOU for each external partner (e.g., schools, ECE providers). |

**Application Submission Instructions and Checklist**

To **complete** this application, submit three documents (two PDFs and one Excel file) and any other attachments you may deem necessary to **complete** your application:

**1. The Project Narrative** is composed of the following sections:

* **Section 1:** Applicant Information and Goals
* **Section 2:** Comprehensive Literacy System Design
* **Section 3:** Continuous Progress Improvement and Monitoring
* **Section 4:** Coordination and Sustainability
* **Section 5:** Timeline
* **Section 6:** Budget

Save the Project Narrative: Sections 1-6 as a PDF document. Name the file: [Lead Applicant Name] – SRCL Project Narrative (e.g. Land of Enchantment School District – SRCL Project Narrative.pdf).

Maximum length of narrative sections 1-6 should not be more than 30 pages, not including the title page and appendices.

2. ***SRCL Application Appendices*** *(*Excel document):

* **Appendix 1.A:** Applicant Info
* **Appendix 1.B:** Proposed Partners
* **Appendix 2.B.1:** Literacy System
* **Appendix 2.B.2:** Programs and Practices
* **Appendix 2.B.3:** Literacy Skills
* **Appendix 2.C.** Literacy Assessments
* **Appendix 6.B:** Budget Calculator

Save the Application Appendices as an PDF excel document. Name the file: [Lead Applicant Name] – SRCL Project Narrative (e.g. Land of Enchantment School District – SRCL Application Appendices.pdf).

3. **External Partner Vetting Documents -** Required, failure to submit shall lead to disqualification.

* **Assurances:** General assurances signed by lead applicant representative (printed from *Tab 7.A. Assurances* in the *SRCL Application Appendices* Excel document)
* **Agreements:** MOUs for each partner school/program signed by lead applicant and partner representatives (printed from *Tab 7.B. MOUs* in the *SRCL Application Appendices* Excel document)

External Partner Vetting documents should be signed, scanned, and combined into one PDF file

Submit the SRCL application via email to SRCL.literacy@state.nm.us by **5:00 pm MDT on June 8, 2018**. Direct questions to Kathy Ytuarte at [Kathy.Ytuarte2@state.nm.us](mailto:Kathy.Ytuarte2@state.nm.us)

**SRCL Quality Scoring Guide**

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| **Narrative Category and Requirements** | **SCORE** |
| **Section 1: Applicant Information and Goals** (10 Points) |  |
| **Section 2: Comprehensive Literacy System Design** |  |
| 2.A: Leadership (10 Points) |  |
| 2.B: Instruction and Intervention (15 Points) |  |
| 2.C: Comprehensive Assessment (10 Points) |  |
| 2.D: Professional Development (15 Points) |  |
| 2.E: Family Engagement (10 Points) |  |
| **Section 3: Continuous Program Improvement and Monitoring** (10 Points) |  |
| **Section 4: Coordination and Sustainability** (5 Points) |  |
| **Section 5: Timeline** (5 Points) |  |
| **Section 6: Budget** (10 Points) |  |
| **Assurances and Agreements** – Required, failure to submit shall lead to disqualification. |  |

1. SY17-18 STARS 80-day Count [↑](#footnote-ref-2)
2. [↑](#footnote-ref-3)