



Pathway Two Webinar
Literacy, the Humanities, and Early Childhood
Education Bureau

New Mexico Reads to Lead Grades K–3 Reading Initiative

All students should be proficient in reading by 3rd grade to be successful in school. Greater accountability and focus on reading practice at the district and school level will result in increased student achievement in reading.



New Mexico Reads to Lead Grades K–3 Reading Initiative

- 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](#) (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](#) (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](#) (pp. 42–51).

Eligibility

- 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.
- **Funding and awards are contingent on fiscal appropriations for FY19. As noted, outside reviewers (external to the PED) will assist with review of applications.**

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

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”
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Critical Components of the Application (Cont.)

- 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](#) (pp. 26–41).

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

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	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.

Scoring

- Appendix A
- NM Reads to Lead Quality Rating Guide and Key Terms
 - 4 Exemplary
 - 3 Acceptable
 - 2 Approaching
 - 1 Insufficient
 - 0 Inadequate/Incomplete

Submission Process and Deadline

- To be considered for funding, only electronic copies of the proposal and electronic budget must be submitted by 5:00pm on May 23, 2018 to RTL.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

- Part One: Introduction (not scored)
 - School Information and Signatures Page
 - Assurances Form
- Part Two: Narrative
 - Theory of Action
 - Coherent Structure of Effective Reading Programs
 - Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency
 - Assessment Infrastructure
 - Reading Growth Data
 - Budget Narrative and Electronic Budget Form
 - Electronic Budget (separate excel file)

District/Charter Information Page

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 Identified Contact:	Email:

Proposed Budget

2. Proposed Budget (to be completed in [Reads to Lead Excel file](#))
 - a. Complete the budget proposal to include a cost-effective budget for one year that directly links costs to proposed activities.
 - b. The budget includes information about leveraging funds with state or federal dollars (e.g., Title I) to maximize impact for students.
 - c. If the applicant is submitting a joint application with another district or an REC, provide a description of how funds will be leveraged and how dollar efficiency will be increased by this partnership.
 - d. LEAs to submit a budget timeline outlining which funds will be spent in each quarter.

Assurances

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](#).
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.

Superintendent/Charter Director (printed name)

Phone number

Superintendent/Charter Director Signature (blue ink)

Date

Narrative

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 1st station 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 ...

Coherent Structure of Effective Reading Programs

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](#) (pp. 26–41).

Plan for Reducing the Number of Students Reading Below Grade Level

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 a copy of the intervention schedule for each school the district is submitting an application for, label this Attachment B.

Assessment Infrastructure

Section IV: Assessment Infrastructure			
<i>a. Please complete the table below indicating the assessments and frequency of the assessment that the school utilizes for ELA/Literacy.</i>			
In-program Assessments	Frequency	Out-of Program Assessments	Frequency
Common Formative Assessments	Frequency	Interim Assessments	Frequency

Reading Growth Data

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.

Budget Narrative and Electronic Budget Form

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.

Coaching:

# 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*: <input type="checkbox"/> Yes <input type="checkbox"/> No
* 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.			

Questions:

Please submit any questions to:

RtL.Literacy@state.nm.us