

**New Mexico Comprehensive Literacy State Development Grant Program (CLSD)**

**2019 Request for Applications**

**Guidance Document**

**RfA Released: November 20, 2019**

**Deadline for Submission:**

**December 20, 2019 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 School 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 Comprehensive Literacy State Development Grant (CLSD)**

**Literacy Grant Application**

**Program Overview and Timeline**

The New Mexico Public Education Department partners with educators, communities, and families to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life.

In taking active steps toward the realization of this vision statewide, The New Mexico Public Education Department (PED) applied and was awarded a $40 million Comprehensive Literacy State Development Grant (CLSD) from the U.S. Department of Education. The state will award approximately $38 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 as they provide highly qualified personnel and high quality instructional materials.

The overall goal of the CLSD grant is to improve the pre-literacy skills of children under 5 years of age and significantly increase the percentage of elementary, middle, and high school students meeting the state’s language and literacy standards especially disadvantaged/traditionally and underserved children. Specifically, the CLSD will support early language and literacy skills for children birth to age 5, increase the number of children reading on grade level by the end of third grade, and boost reading proficiencies for students grade 4-12. Sub grantees must improve early literacy and literacy outcomes for all students across the birth through grade 12 educational continuum; 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 LEAs working with underserved children, especially those living in poverty and in rural areas, English learners, and children with disabilities. PED is requesting applications for a five-year grant period that will start in February 2020 and end in June 2024. Progress towards goals will be evaluated each year as part of the state and local continuous improvement process. A review and impact of awarded funds in relation to proficiency level increase during the academic year will be considered annually. Funding will be awarded annually after review. Districts awarded a sub-grant with persistent and/or extended non-compliant grant activities may be terminated from the sub-grant. The Bureau will closely monitor for any findings or compliance issues.

**Table 1.** Application Submission Timeline

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| **Date** | **Action** | **By Whom** |
| November 20, 2019 | Request for Applications Released | PED |
| Nov 20- December 19, 2019 | Application Development  | Applicant |
| December 20, 2019 | Application Submission  | Applicant |
| December 23, 2019- January 17, 2020 | Application Review Period | Internal and External Review Team |
| January 2020 | Notification of Award  | PED |
| February 2020-June 2024 | Implementation | Applicant |

**Applications must be submitted via email\* to** CLSD.literacy@state.nm.us **by 5:00 pm Mountain Daylight Time (MDT) on December 20, 2019.**

\* Any applications not submitted to CLSD.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 CLSD grants:

* Individual school districts or charter schools,
* Consortia of two or more regional districts or charter schools

Consortium applicants must specify a lead applicant who will serve as a point of contact for the application requirements included within this RFA. The application(s) 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.

For Districts who have been awarded a Striving Readers Comprehensive Literacy (SRCL), CLSD funds must not be used to provide duplicative payment for activities that are currently funded under the Sub-grantees Striving Readers Comprehensive Literacy Grant.

Sub grantees must utilize Multi- Level System of Support (MLSS) and New Mexico’s adaptation of the Response to Intervention Framework beginning no later than SY 2020-2021.

Each application must list District/Charter/Consortia Literacy team members representing B-4, K-6, Middle/High School, and Partner(s).

***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) 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:

* at least 74% economically disadvantaged children,
* at least 14% limited English proficiency, and/or
* at least 16% receiving special education services

Sub grantees will receive priority points if:

* LEA is eligible for Small, Rural School Achievement Program or Rural and Low Income Program
* LEA has a high number of children in foster care.

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

The federal CLSD program requires that all LEA’s submit a **local literacy plan with their application** 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 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. **Attach a copy of your local district/charter literacy plan and submit electronically along with application.**

**PROJECT NARRATIVE – SECTIONS 1-6**

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| **Section 1: Description- 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 and an educational system that benefits the whole child.* |
| Instructions:* 1.A. Complete ***Appendix 1.A: Applicant Info*** in the *CLSD Application Appendix* Excel document.
* 1.B. Complete ***Appendix 1.B: Proposed Partners*** in the *CLSD Application Appendix* Excel document. **Partner organizations are required if your district/charter/consortia does not have a component of the B-12 requirement for consideration.**
* 1.C. Establish goals based on identified needs:
	+ student achievement (e.g., *XX% of economically disadvantaged children will achieve ELA proficiency by June 2024*; *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 2024.)*
	+ 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. LEA shall:
	+ document the number of children ages birth through grade 12 who are at risk of educational failure or otherwise in need of special assistance and support including: children living in poverty; children with disabilities; children who are English learners; infants and toddlers with developmental delays; children who are homeless; children in foster care; the percentage of students reading or writing below grade level; students who have left school before receiving a regular high school diploma or are at risk of not graduating with a diploma on time; and students who have been incarcerated.
	+ provide student reading data over the last 3 years with an explanation for any increase or decrease in proficiency scores
* 1.E. Attach a copy of your school(s)’ NM DASH needs assessments for K–12 partners and improvement plans for early childhood partners.
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| DIFFERENTIATED GOALS for each area (Birth, Elementary, Middle, and High School): |

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| **Section 2: Description- 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*. |
| Instructions:2.A Informed and Effective Leadership- A Vibrant Educator Ecosystem(10 POINTS)*Applicant proposes strategies to support effective leadership that promotes shared responsibility and commitment among stakeholders for supporting children’s literacy development. Focus on Educator Quality and Professional Learning.*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 Description- Evidence-based Instruction and Interventions(15 POINTS)*Applicant proposes research-based, comprehensive literacy supports that promote the science of reading and active student engagement while meeting the literacy needs of all children in a culturally and linguistically responsive manner. Culturally and linguistically responsive materials are validating and affirming an individual’s home culture and language to create connections with other cultures and languages to create connections with other cultures and languages in various social contexts.*  |
| Instructions:* Review ***Appendix 2.B.1*** and complete ***Parts 2.B.2, 2.B.3*** of ***Appendix C: Proposed Literacy System*** in the *CLSD* *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 bi-literacy learning from birth to high school graduation.**B.** specific literacy skills at each age and grade level (B-12).**C.** differentiated instruction to meet individual students’ needs.**D.** evidence of promoting positive outcomes for children.In the section below:* Each applicant must outline a comprehensive B–12 literacy plan for their service area. Applicants must specify the names of literacy interventions that will be used in different program options and for children of different ages ensuring coverage across the continuum. Discuss why these interventions were chosen over other options, the extent to which the interventions and practices are differentiated and developmentally appropriate, and the types of training and professional development that will be provided to ensure that literacy practices improve.
* 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 Description- Comprehensive Assessment Systems(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 for B-12 grade.* |
| Instructions: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) and complete ***Appendix 2.C Literacy Assessments***. |
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| **2.D Description- 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.* |
| Instructions: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).Sub grantees will need to demonstrate sufficient capacity to deliver services and professional development. The applying entity must be able to establish effective partnerships for areas in which they lack specific capacity on their own to deliver services. If partnering with an external provider, the applicant must have a rigorous process for identifying, screening, selecting, matching, and evaluating external provider organizations that provide critical services to schools and complete PED’s External Partner and Provider Information form. **Professional Development must be research and evidence based (Levels 1, 2, 3) and proven to be effective.**  |
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| **2.E Description- 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.* |
| Instructions:* 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).
* Describe how Family Engagement activities will connect to classroom instruction (Lesson Plans).
* What metric will be used to gauge effectiveness?
* Provide vision for Family Engagement Events

**Note: Consumables will not be paid for unless tied into the description above (Please reference assurances).**  |
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| **Section 3: Description- 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.*Instructions:* Describe how you will monitor the implementation of literacy interventions to ensure fidelity (Birth, Elementary, Middle and High School).
* Identify metrics you will use to track progress (Birth, Elementary, Middle and High School).
* 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 FOCUS: Essential Elements of Quality for Public School Preschool Programs and CQI: Continuous Quality Improvement Program Improvement Plans for participating early childhood programs, student achievement data, and NM DASH plans.
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| **Section 4: Description- Coordination and Sustainability** (5 POINTS)*Applicant demonstrates existing resources and funds that will be leveraged to support CLSD efforts and sustain progress after the grant ends.*Instructions:* Describe how existing resources will be leveraged (e.g., state or federal funding, current curricula or programs) and existing personnel will support CLSD grant activities.
* Describe the alignment of your proposed CLSD activities to other relevant initiatives. For example, SRCL, state pre-kindergarten funding, and local teacher recruitment and retention efforts are potential targets for coordination with CLSD activities and funding.
* Describe how the district/charter/consortia will sustain programming and interventions after the completion of the five-year funding period.
* Describe how the district/charter/consortia will sustain FTE purchases after the grant period. *If hiring for positions, only CLSD Coordinator, Reading Coaches, Family Engagement Specialists, and Reading Interventionists are allowed positions to hire.*
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| **Section 5: Description- Timeline** (5 POINTS)*Applicant proposes a* ***realistic*** *and specific timeline of activities that will help guide them through implementation.*Instructions:In the section below, provide a detailed overview of the key grant activities and milestones for the five-year grant period. **Please Note: When creating your Year 1 timeline, it will be for a 5 month period from February to June 2020.**  |
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| **Section 6: Description- 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–Pre-K****,*
* *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).[[1]](#footnote-2)*
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| Instructions:* 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 *CLSD 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.*
* *If hiring for positons, only CLSD Coordinator, Reading Coaches, Family Engagement Specialist, and Reading Interventionists can be hired.*
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| **Assurances and Agreements Description** *Applicant and partner organizations demonstrate commitment to grant participation and requirements.*Instructions:* Follow instructions in ***Appendix 7.A:*** ***General Assurances*** in the*CLSD Application Appendix* Excel document. Print, sign, scan, and attach the assurances document along with application.
* Follow instructions in ***Appendix 7.B:*** ***Memorandum of Understanding (MOU)*** in the*CLSD Application Appendix* Excel document. Print, sign, scan and attach one MOU for each external partner (e.g., schools, ECE providers) along with application.

**Partner organizations are required if your district/charter/consortia does not have a component of the B-12 requirement for consideration. MOUs for each partner are required.**  |

**Application Submission Instructions and Checklist**

To **complete** this application, submit documents **in their original form** 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

**Along with Narrative, provide the following:**

* Local Literacy Plan
* NM Dash Plan
* Reading Data for the past 3 years

Save the Project Narrative: Sections 1-6 in **their original format.**

**Example:** Name the file: [Lead Applicant Name] – CLSD Project Narrative (e.g. Land of Enchantment School District – CLSD 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. ***CLSD Application Appendices*** *(*Excel document only):

* **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

**If documents are not submitted in their original format, this will be an automatic disqualifier.**

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

3. **External Partner Vetting Documents –** This is arequired form, failure to submit shall lead to disqualification.

* **Assurances:** General assurances signed by lead applicant representative (printed from *Tab 7.A. Assurances* in the *CLSD Application Appendices* Excel document)
* **Proof of Insurance:** Artifact for ECE Provider Partner (PDF Format)
* **Agreements:** MOUs for each partner school/program signed by lead applicant and partner representatives (printed from *Tab 7.B. MOUs* in the *CLSD Application Appendices* Excel document submitted in PDF Format)

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

Submit the CLSD application via email to CLSD.literacy@state.nm.us by **5:00 pm MDT on December 20, 2019**. Direct questions to CLSD.literacy@state.nm.us.

**CLSD 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. |  |
| **Appendices-** Required,failure to submit in original formats shall lead to disqualification. |  |

1. [↑](#footnote-ref-2)