



New Mexico Reading First

Request for Proposals

2006-2007 Subgrants

This RFP is NOT Pursuant to the State Procurement Code

New Mexico Public Education Department
Reading First, Early Literacy Bureau
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NEW MEXICO STATE DEPARTMENT OF EDUCATION

NEW MEXICO READING FIRST
DISTRICT PROPOSAL

Proposal Due: April 17, 2006

COVER PAGE

1. Legal Name of Applicant Agency (Local Educational Agency):	2. Employer Identification Number (EIN): _ _ _ - _ _ _ _ _ _ _ _
3. Applicant Address (include zip):	4. Contact Person Name: Position: Telephone: Email: Fax:
5. Schools to be served:	
6. To the best of my knowledge and belief, all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the subgrant is awarded.	
a. Typed Name and Title of Authorized Representative:	b. Tel. No.
c. Signature of Authorized Representative:	d. Date

New Mexico Reading First

Project Summary

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NEW MEXICO READING FIRST

Overview

The *No Child Left Behind Act* signed into law by President George W. Bush on January 8, 2002, established Reading First as a new, high-quality research-based program for the students of America. The Reading First initiative builds on the findings of years of scientific research in reading, which, at the request of Congress, were compiled by the National Reading Panel in their report of 2000.¹

The purpose of Reading First is to ensure that all children in America learn to read well by the end of third grade. Funds are dedicated to help states and local school districts establish scientifically-based researched reading programs for students in kindergarten through third grade. Reading First funds will also focus on providing significantly increased teacher professional development to ensure that all teachers, including special education teachers, are highly qualified, having the skills they need to teach these programs effectively. Additionally, Reading First provides assistance to state and districts in preparing classroom teachers to effectively screen, identify and overcome reading barriers facing their students.

It is the intent of Reading First that the required complementary scientifically-based research programs, practices and tools give teachers across the nation the skills and support they need to teach all children to read fluently by the end of third grade.

► INTRODUCTION

New Mexico Reading First will target those students that are most in need of reading improvement and will build upon New Mexico's successful statewide reading initiative to develop and establish a comprehensive approach to teaching reading that reflects the needs of New Mexico's students.

The *New Mexico Reading First* initiative is guided by a vision that every student is literate. Reading is the most important enabling process that spans academic disciplines and translates into meaningful personal, social, and economic outcomes for individuals. Reading stabilizes and leverages children's opportunities to succeed and to become reflective, independent learners. As such, literacy is a priority for New Mexico.

While the term "literacy" includes reading, writing and speaking, the most essential requirements towards becoming literate are learning to read and to understand text. The processes involved in reading acquisition are now well understood.² Teaching children to read is an area where some of the best and most rigorous scientifically based research is available. *New Mexico Reading First* will provide the opportunities to apply this research.

¹ National Institute of Child Health and Human Development, National Reading Panel Report, (Bethesda: 2000)

² Ibid.

► **FOUR MAJOR COMPONENTS**

To ensure that all children learn to read at grade level by the end of third grade and to prevent difficulties in reading among young children, *New Mexico Reading First* will provide the opportunities necessary to fully implement a comprehensive approach to teaching reading that includes four major program components:

1. **A Comprehensive Approach to teaching reading including valid and reliable assessments** - Research-based reading programs for students in K-3 that focus on explicit and systematic instruction in oral language development, phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies. Valid and reliable assessment systems will assist in screening, diagnosis, and monitoring progress.
2. **Professional Development** - A professional development infrastructure that provides all teachers, including special education teachers, and educational leaders the knowledge and skills required to effectively teach reading;
3. **Leadership and Management** - A leadership structure and high quality technical assistance plan to ensure that the essential components of reading instruction are embedded into all elements of the K-3 instructional program;
4. **Evaluation** – An evaluation plan for all components of the *New Mexico Reading First* programs.

Each component is addressed in detail in the following sections.

1. A Comprehensive Approach to Teaching Reading

An effective comprehensive reading approach is one that coherently integrates:

- a. Instructional programs and aligned materials that include explicit and systematic instruction in the five essential components of reading instruction and address the language development needs of the learners;
- b. Screening, diagnostic and classroom-based assessments that are valid and reliable;
- c. An aligned professional development plan; and
- d. Involved instructional leadership.

Instructional Programs and Aligned Materials

A comprehensive instructional reading approach includes a core reading program that contains the five essential components of reading, research-based content, supported instructional strategies, and aligned intervention and supplemental materials used to ensure that all children read well by the end of third grade. Valid and reliable assessments are an integral part of this approach and are addressed in the next subsection.

Based on scientifically based reading research, the comprehensive reading approach provides explicit and systematic instruction in the five essential components of reading that were identified by the National Reading Panel Report in 2000,³ and oral language development. The five essential components of effective reading instruction are:

1. **Phonemic Awareness** – the ability to hear, identify and manipulate the individual sounds – phonemes—in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

³ Ibid.

2. **Phonics** – The understanding that there is a predictable relationship between phonemes—the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. **Vocabulary Development** – Development of stored information about the meanings and pronunciation of words necessary for communication.
4. **Reading Fluency, including oral reading skills** – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. **Reading Comprehension Strategies** – Strategies for understanding, remembering and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

In addition, *New Mexico Reading First* recognizes the language needs of children and includes the development of oral language for English Language Learner (ELL) students.

Valid and Reliable Assessments

The four major purposes of instructional assessment are to: (a) identify areas where instruction is needed; (b) determine a starting point for instruction, (c) determine what instructional methods to use; and (d) evaluate the success of the instruction.⁴ *New Mexico Reading First* requires the use of screening, diagnostic and progress monitoring assessments that are valid and reliable.

The ability of teachers to use screening and diagnostic information to identify students at-risk for reading difficulties is critical. *New Mexico Reading First* promotes the use of valid and reliable assessments for screening, diagnoses, and ongoing monitoring of student progress. Early identification and intervention for children at-risk for reading problems is essential to the prevention of reading disability. Screening for potential difficulties with reading acquisition needs to identify children who do not have the basic early literacy skills that research suggests will enable them to benefit from beginning reading instruction. Screening measures that are functionally related to reading acquisition and have predictive validity for students' success in acquiring basic reading skills include measures of phonological awareness, knowledge of letter names, and language skills.⁵

To ensure that *New Mexico Reading First* subgrant programs will have the screening and diagnostic assessment data needed for identifying students with early reading difficulties – and the abilities to apply resources to these difficulties – valid and reliable assessments that are capable of assessing students' levels of achievement with fundamental reading skills and of predicting future achievement are required. *New Mexico Reading First* programs will screen students in English using the subtests of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Initial Sound Fluency (ISF), Letter Naming Fluency

⁴ Campione, J.C., Assisted assessment: A taxonomy of approaches and an outline of strengths and weaknesses, (City: Journal of Learning Disabilities 1989) 22, 151-165. 1989

⁵ Frijters, J.C., Barron, R.W., & Brunello, M., Direct and mediated influences of home literacy and literacy interest on prereaders' oral vocabulary and early written language skill, (City: Journal of Educational Psychology, 2000) 92 (3), 466-477.

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(LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word fluency (NWF) and Oral Reading Fluency (ORF). Students being instructed in reading in Spanish will use an assessment required by New Mexico Reading First. This instrument may be the Medidas Incrementales de Destrezas Esenciales (MIDE). Districts should plan for administering the Spanish assessment on the same timeframe as the DIBELS. The DIBELS/MIDE assessment will be administered three times per year, fall, winter and spring; and will be used to monitor student progress on a regular schedule throughout the year.

New Mexico Reading First programs will also select one of the following diagnostic assessments for use with students needing additional skill specification:

1. The Texas Primary Reading Inventory (TPRI) or (Spanish Version)
2. Woodcock Reading Mastery Test – Revised (WRMT-R)
3. Woodcock-Johnson III Tests of Achievement

These research-based valid and reliable diagnostic assessment instruments are used to gather additional specific data on students who are not progressing, despite the provision of additional time and resources. Diagnostic assessments are not to be given to all students, however districts should have a process in place to administer these assessments as needed.

Districts will participate in a statewide data management system to collect and report reliable information about students and their reading progress. Participants in *New Mexico Reading First* will use electronic, and web-based technologies to enhance the usefulness of their assessment data. The data resulting from the application of the research-based assessments can be available immediately to teachers as well as to the state for statewide reporting through the use of such current technology. Training will be provided in both electronic and paper/pencil administration of the required assessments.

Professional development and instructional leadership are addressed separately in sections that follow.

2. Professional Development

New Mexico Reading First programs will focus professional development opportunities on the most current scientifically-based reading research and the essential components of reading instruction. Specific professional development needs of teachers, coaches and instructional leaders at the school and district level will be assessed, and provided. Districts will be required to participate in a specific PED provided professional development throughout the year.

District and school-level professional development activities must coordinate and align with the professional development plan that follows:

State Professional Development Plan

New Mexico statewide professional development in reading uses a three-dimensional approach to build capacity and sustainability at the state, regional, and local level. The professional development model focuses on classroom teaching and learning and develops:

- a. A statewide support system of Reading First program specialists capable of working directly with schools and districts providing on-site professional development, mentoring and technical assistance;
- b. Reading leadership at all levels particularly at the school and classroom level with Reading First coaches, and intervention specialists; and
- c. Teams of educators – teachers and administrators- at the school level that are knowledgeable in research-based reading instruction and capable of implementing and sustaining significant growth in reading for all students.

Regional Program Specialists:

The *New Mexico Reading First* Regional Program Specialists provide on-site professional development, mentoring and technical assistance to a group of Reading First schools in a specific geographic area. Regional Program Specialists have experience and expertise in the implementation of Reading First and experience working in the public schools. The regional program specialists will be housed in 6-8 regions of the state. They will work regionally with building level teams of teachers, coaches, and administrators to provide on-site and regional professional development and technical assistance. As these individuals work directly in the schools and classrooms with their teams, they will have multiple opportunities to meet face-to-face to discuss strategies, obstacles, and potential solutions. The goal is to build the human infrastructure *New Mexico Reading First* will need to sustain the development and support of highly qualified teachers. Costs associated with the Regional Program Specialist will be added into the district's award.

Reading Leadership

The second tier of professional development in *New Mexico Reading First* builds statewide reading leadership. There will be three components for developing leadership to improve reading throughout New Mexico –Reading First Coaches Institute, Leadership Workshops and the Summer Institute.

Reading First Coaches Institute

To develop statewide reading leadership at the school and district level, New Mexico Reading First will provide year-long training for school level Reading First Coaches, principals, and district level program directors. Institute offerings will occur every six to eight weeks and will focus on the role of the coach, the principal and district leadership in implementing and sustaining the Reading First initiative. Coaches will receive training in core reading programs, supplemental and intervention materials, assessments and using data to inform instruction. Whenever possible, training will be provided on-site or within the region.

Reading Leadership Workshops

To develop statewide reading leadership, *New Mexico Reading First* will bring together leaders from across the state to increase their understanding of effective reading instruction, implementation strategies and the need to coordinate state and local efforts to improve reading instruction. The goal of the Leadership component is to establish a sustainable anchor between practical teaching strategies at a local level and a larger theoretical framework for teaching reading. Workshops will assist administrators in understanding the essential elements of a research-based reading program, how to select a core reading program, supplemental and intervention materials, how to adapt existing programs when necessary, and how to organize and deliver instructional programs to meet the needs of all children. Scheduled leadership workshops will be held throughout the year and Reading First principals and district coordinators will be required to attend.

Summer Institute

An Annual Summer Institute will address reading improvement throughout the state, build a statewide commitment to improving K-3 reading instruction and raising K-3 reading achievement. Actions Plans developed at the Institute will guide activities and policy efforts throughout the state to further advance

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reading improvement and the state's capacity to maintain and sustain educational excellence. Leaders participating in the *New Mexico Reading First* Leader's Workshops and Summer Institute will have opportunities for follow-up through the statewide technology support system. Leaders will have access to the information and resources they need for their personal leadership development and access to one another as they build their supportive infrastructures.

District and School-Based Professional Development

Districts are required to provide a detailed description and timeline for professional development that will include baseline information on teacher competencies, including K-12 special education teachers, in the essential elements of reading instruction, areas of weakness, experiences and opportunities to address these gaps and ongoing improvement of teacher expertise in reading.

Districts must develop professional development plans that integrate state-level activities. Plans will be evaluated based on the following criteria and the degree to which the district plan is comprehensive, yet still meets the individual personal development needs of the K-3 reading instructional staff and K-12 special education teachers:

- a. A clear plan and process for the delivery of professional development to K-3 (including K-12 Special Education and Bilingual teachers);
- b. Intensive and focused professional development in: (i) essential components of reading instruction; (ii) implementing scientifically based instructional materials, programs, and strategies; (iii) screening, diagnostic, and classroom-based instructional assessments; and (iv) designing instruction based on assessment data;
- c. Professional development for all teachers in instructional strategies and approaches for ELL and ESL students.
- d. Use of individuals who are highly knowledgeable about scientifically based reading instruction and Reading First guidelines, and experienced in program implementation to provide professional development;
- e. Adequate time for teachers to support their learning and implementation of scientifically based reading instruction, including time for study, observation, practice, application, and evaluation;
- f. Ongoing development and support to those serving as trainers and coaches;
- g. Professional development in state reading standards and assessments;
- h. Targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction, and
- i. Collaboration with local institutions of higher education as appropriate.

Districts must provide an accurate count of the teachers, administrators, and coaches who will be implementing *New Mexico Reading First* in their schools.

Districts must also certify that all members of the Reading Educator Teams, including K-12 Special Education teachers, participating in *New Mexico Reading First* activities will attend the required professional development sessions.

In addition, districts must certify that all professional development providers for district and school based Reading First sessions must be grounded in the knowledge of scientifically-based reading research and Reading First and have provided evidence of a proven record of success in working with educators to improve reading instruction.

3. Leadership and Management

High quality leadership and technical assistance are critical to ensuring the success of the *New Mexico Reading First* program. Leaders must be designated with clear responsibilities for providing leadership and support for planning, implementation and evaluation of district and school level programs. Plans for continuity of leadership and sustained efforts over the three-year period of implementation and beyond must be established.

Districts will need to provide high quality technical assistance to schools in the following areas: identifying professional development needs of individual schools; setting goals and benchmarks for progress monitoring and evaluation; budgeting; fiscal support; and evaluation of individual schools' *New Mexico Reading First* programs.

In addition, high quality technical assistance will be required for ongoing program activities such as: continuous and ongoing focus on valid and reliable assessment data; appropriate use of external reading experts; support for teams of educators participating in state level activities; use of local technologies to assist classroom teachers and administrators with data, information and resources to improve the district's program(s); and, ongoing administrative and fiscal support for the smooth and efficient operation of the program.

4. Evaluation

Evaluation strategies are critical to documenting the effectiveness of the *New Mexico Reading First* programs in the individual schools and in the district as a whole to stimulate and accelerate improvement by identifying the schools that produce significant gains in reading achievement. Schools are expected to hold at least twice monthly educator team meetings to evaluate progress to date, review student data, and plan strategies to provide targeted assistance. Schools should schedule these educator team meetings as part of their proposal.

A. SCIENTIFICALLY BASED READING RESEARCH (SBRR)

New Mexico Reading First requires that reading instruction be based on scientifically-based reading research and includes a definition as follows:

1. Scientifically-based reading research means: The application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.
2. Scientifically-based reading research includes research that:
 - a. Employs systematic, empirical methods that draw on observation and/or experiment,
 - b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn,
 - c. Relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations, and
 - d. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

The Public Education Department has included a list of acceptable Core Reading Programs on page 15. Schools must select their core reading program from this list. Funds to purchase needed materials should be included in the budget. Page 15 of this RFP also contains lists of Supplemental and Intervention

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programs. Schools must select from this list, or, provide NM Reading First with the research for the program you select that is not on the attached list. The research should be part of your proposal.

B. ADDITIONAL TECHNICAL ASSISTANCE REQUIREMENT

To facilitate coordination with and access to ongoing statewide *New Mexico Reading First* professional development, districts will be required to provide a teleconferencing system that will offer their teachers and administrators continuing access to *New Mexico Reading First* resources. Resources will include scheduled professional development activities, information about instructional approaches and resources, current research in reading and topics that address local issues. This system will allow teachers to interact live with national, regional, and local experts. At the state level, *New Mexico Reading First* will host a series of seminars and informational sessions via teleconference to overcome factors that may prevent teachers from receiving valuable high-quality professional development and technical assistance.

Districts must ensure availability of a teleconferencing system for Reading First school sites and, if necessary, consider this requirement when planning their proposal and accompanying budget.

C. FUNDING AVAILABLE

The *New Mexico Reading First* is a fully funded initiative. Funds will be awarded each year for a 3-year performance period depending on districts and schools meeting adequate progress as defined by NM Reading First. Current Reading First districts in their third year of funding (2005-2006) may apply for a 4th year (2006-2007) as part of this sub-grant competition. Districts applying for a 4th year for current schools will be awarded a one-year grant. Geographic distribution will be considered to ensure that large districts and small districts receive proportionally equitable awards.

Districts will be responsible for identifying the school(s) serving the highest proportion of students in need. Districts may apply for multiple school sites provided the proposal meets all eligibility and programmatic requirements for *New Mexico Reading First* and is of the highest quality as determined by the Expert Review Panel.

Each district that receives a *New Mexico Reading First* competitive award will receive at least the same percentage of funds as the district received for Title I, Part A funds the preceding year.

When developing proposals and accompanying budgets for *New Mexico Reading First* awards, districts are strongly encouraged to carefully plan their program to include capacity building and sustainability systems for eventual district-wide implementation of high quality reading instruction. To build capacity and sustainability, districts may consider allocation of funds to meet specific differentiated requirements for first year, second year and third year implementation. A framework should also be included that outlines long-term plans for implementation beyond the award performance period.

Program budgets should support effective, well-implemented local programs of sufficient size and scope to advance the reform of reading instruction. It is the intent of Reading First to fully fund programs. Districts should prepare a budget that takes into account full implementation of the program requirements, e.g., SBRR core reading program, supplemental and intervention materials, assessments, wireless technology, school level coach, professional development and required travel. *New Mexico Reading First* is part of the comprehensive New Mexico Reading Initiative to strengthen the development and implementation of early reading reform. Eligible districts will identify other state and federal funds that can be leveraged to support this initiative.

D. ELIGIBILITY OF DISTRICTS TO APPLY FOR NEW MEXICO READING FIRST

District applying for *New Mexico Reading First* subgrants must meet **BOTH** of the following criteria for eligibility:

- 1) Districts must have 20% or more Grade 3 students scoring in the “Beginning” category on the State CRT assessment in Reading, 2005;
- 2) Districts must have 20% or more students qualifying for Free or Reduced Lunch under Title I, Part A.

OR

- 3) Districts must have jurisdiction over an area designated as an Empowerment Zone or Enterprise Community

E. CONSORTIUM ELIGIBILITY

Consistent with Education Department General Administrative Regulations (EDGAR) requirements, two or more districts may apply as a consortium for a *New Mexico Reading First* sub-grant. Each district within the consortium, however, must meet the eligibility requirements outlined above. Regional Education Cooperatives are not considered consortiums under this sub-grant competition. Awards must go to districts, however districts can contract with their local REC to provide various administrative (not including program direction) and/or fiscal functions.

F. DISTRIBUTION OF FUNDS TO SCHOOLS WITHIN THE DISTRICT

A district that receives a New Mexico Reading First subgrant may only distribute funds to schools within that district that:

1. Are among the schools with the highest percentages or numbers of students in the “Beginning” category on the third grade CRT reading assessment; and
2. Have the highest percentages or numbers of children qualifying for the Free or Reduced Lunch program.

G. AWARDING NEW MEXICO READING FIRST SUBGRANTS:

Competitive priority for awarding *New Mexico Reading First* subgrants will be given to Districts which meet the following criteria:

1. Current Reading First Districts applying for a 4th year for current Reading First schools demonstrating substantial growth;
2. Current Reading First Districts applying for new schools meeting eligibility criteria;
3. New Districts serving large percentages or numbers of Native American students and/or English Language Learners.

H. SELECTION CRITERIA FOR AWARDING SUBGRANTS

The following elements must be addressed by district and will be part of the selection criteria used to determine quality of proposals for awarding subgrants:

1. The district's process for identifying students and schools to be served;
2. The assurance that at least 90% of the schools' K-3 staff agrees to fully implement the Reading First requirements and guidelines;
3. The procedures for the administration of the DIBELS, or the MIDE, and the selection of a diagnostic assessment;
4. The selection and implementation of a core reading program, supplemental and intervention materials that are scientifically based (Note: Districts must certify that they will discontinue the use of non-scientific-based reading programs.);
5. The district's process (wireless through PALMS technology, or paper and pencil) for administering the DIBELS or MIDE assessment three times a year, and progress monitoring using the DIBELS or MIDE;
6. The district's instructional leadership;
7. The district's professional development requirements (both district and school level);
8. The district-based technical assistance;
9. The district's responsibilities for evaluation strategies that include administering and reporting student reading achievement, disaggregated by low income, major racial/ethnic groups, LEP and special education for K-3 students in *New Mexico Reading First* schools;
10. The use of reading and library programs including access to engaging reading materials;
11. Optional additional criteria which promote collaboration, efficiency, capacity building and alignment of systems; and,
12. Optional Competitive Priorities outlined in the Application Guidelines.

Eligible districts must submit *New Mexico Reading First* proposals on behalf of the identified students and elementary schools within their district. Eligible charter schools located within the district are to be included in all aspects of the proposal development. Public, private and parochial schools located in the attendance area of an eligible school that is applying under this competition must be invited to participate. These schools must follow the same requirements as the public schools. NOTE: The public, private and parochial schools MUST BE IN THE ATTENDANCE AREA OF THE PARTICIPATING SCHOOL. This differs from Title I requirements that they be in the District's attendance area.

I. USE OF FUNDS

Activities which may be funded

Districts must use *New Mexico Reading First* funds to carry out the following activities:

1. **Instructional reading assessments** – Administration of the DIBELS or MIDE and selection of a diagnostic reading assessment. *New Mexico Reading First* programs will administer the subtests of the DIBELS or MIDE: Letter Naming Fluency, Initial Sound Fluency, Phoneme Segmentation Fluency; Nonsense Word Fluency; and Oral Reading Fluency. Administration may be done on a PALM Pilot with results uploaded to Wireless Generation for instant analysis, or administration may be done with paper and pencil with data uploaded to the University of Oregon. The costs of using the PALM Pilot and Wireless Generation is approximately \$15.00 per student for all three benchmark assessments and progress monitoring assessments throughout the year. The cost for benchmark assessments with the University of Oregon is approximately \$1.00 per student, however results are not instantly accessible. Schools providing reading instruction in Spanish will use the MIDE in place of the DIBELS. The MIDE may also be given using the PALM Pilot

technology and uploaded for immediate results. In addition, *New Mexico Reading First* programs will also select one of the following diagnostic assessments for use throughout the period of performance: The Texas Primary Reading Inventory (TPRI), or the (Spanish Version); The Woodcock Reading Mastery Test – Revised (WRMT-R); or The Woodcock-Johnson III Tests of Achievement.

2. Reading program -- Selection and implementation of a core reading program based on scientifically based reading research that includes the essential components of reading instruction and provides such instruction to children in kindergarten through grade 3 in the schools served by the district, including children:

- a. With reading difficulties
- b. At risk of referral to special education based on those difficulties
- c. Evaluated under section 614 of the Individuals with Disabilities Education Act but not identified as having a disability (in accordance with IDEA section 614(b)(5) and as defined in section 602)
- d. Served under IDEA primarily due to a specific learning disability related to reading (as defined in IDEA section 602)
- e. Deficient in the essential components of reading instruction, and
- f. Identified as having limited English proficiency

Selection and implementation of a Supplemental reading program for students who test “Strategic” on the DIBELS assessment. And, selection and implementation of an Intervention reading program for students who test “Intensive” on the DIBELS assessment.

A high-quality reading program that is based on scientifically based research must include instructional content based on the five essential components of reading instruction integrated into a coherent instructional design. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities and aligned student materials. The design should also consider the allocation of time, ensuring a protected, dedicated 90 minute block of time for reading instruction.

3. Professional development -- Professional development for teachers of kindergarten through grade 3 and special education teachers of kindergarten through grade 6 that will prepare these teachers and other instructional staff in all of the essential components of reading instruction. Professional development must be provided that will assist teachers in becoming fully qualified for reading instruction. Providers of professional development must base training in reading instruction on scientifically based reading research. Professional development must be delivered by certified providers and must address:

- a. Information, instructional materials, programs, strategies and approaches based on scientifically based reading research, including early intervention, classroom reading materials, and remedial programs and approaches;
- b. Instruction in the use of screening, diagnostic, and classroom-based instructional reading assessments and other procedures that effectively identify students who may be at risk for reading failure or who are having difficulty reading

4. Evaluation strategies – Collection and summary of valid and reliable data to document the effectiveness of *New Mexico Reading First* in individual schools and in the district as a whole and to stimulate and accelerate improvement by identifying the schools that produce significant gains in reading achievement

5. Reporting – The district must report data for all students and categories of students described in the State’s Title I adequate yearly progress definition. The district will report assessment data using the DIBELS or the MIDE three times a year to NM Reading First via Wireless Generation or University of Oregon.

Documentation of the overall progress that the district is making in reducing the number of students in grades K through 3 served by *New Mexico Reading First* who are reading below grade level, including the percentages of students in disaggregated categories (i.e. low income, major racial/ethnic groups, Limited English Proficiency, and special education). Districts must also report the overall progress in increasing the number of students in grades K through 3 served by *New Mexico Reading First* who are reading at grade level or above. And, the district must provide evidence that all program requirements and obligations related to the implementation and administration of *New Mexico Reading First* are being met.

J. Additional Activities Which May be Funded

Additional activities may be funded by *New Mexico Reading First* funds, provided they are based on scientifically based reading research and align with the District’s overall *New Mexico Reading First* plan. Additional activities include:

1. Humanities-based family literacy programs (which may be referred to as “Prime Time Family Reading Time”) that bond families around the acts of reading and using public libraries.
2. Providing training in the essential components of reading instruction to a parent or other individual who volunteers to be a student's reading tutor, to enable such parent or individual to support instructional practices that are based on scientifically based reading research and are being used by the student's teacher.
3. Assisting parents, through the use of materials and reading programs, strategies, and approaches (including family literacy services) that are based on scientifically based reading research, to encourage reading and support their child's reading development.

Districts must identify any additional use of funds for these purposes and clearly describe how the activities are consistent with scientifically-based reading research and support their local *New Mexico Reading First* plan.

Districts must also assure that the additional activities are appropriate and well-aligned with the overall *New Mexico Reading First* state plan, and that the District has examined the proposed activities using criteria that include:

1. How the additional activities reflect and enhance the essential components of effective reading instruction;
2. How the additional activities strengthen the comprehensive approach to improve reading for all students;
3. How the additional activities contribute to building the capacity of the district to provide high quality scientifically-based reading instruction.

K. SCHOOL ENGAGEMENT IN THE WRITING PROCESS

Once districts have selected the students and schools on whose behalf they will apply they must write a proposal that addresses all of the review criteria outlined. Districts will be required to provide a

description of how K-3 teachers of identified students participated in the writing process for the district proposal. Engagement in the writing process should include the building-level principal, special education teachers, and representation from parent of the students to be served.

Implementation of a *New Mexico Reading First* program will require a strong commitment on the part of each school's leadership and K-3 teachers. In addition to ensuring representation in the writing process, the district must provide assurance that the principal, all kindergarten through third grade teachers, and special education teachers have been fully informed of and are in agreement with the commitments and responsibilities they will have in implementing the *New Mexico Reading First* program in their school.

L. PROPOSAL REVIEW PROCESS

The *New Mexico Reading First* proposals will be reviewed by an Expert Panel that will consist of highly-qualified members of the K-12 school community and institutions of higher education that prepare teachers to teach reading. Members of the Expert Panel must meet standards that include, (a) an advanced degree in reading or a reading-related field of study, (b) substantial experience working with K-3 educators (both pre-service and in-service) including school administrators in the field of reading, (c) demonstrated knowledge of scientifically-based reading research and the application of that knowledge to improve the teaching of reading, and (d) prior experience in reviewing and evaluating proposals to improve reading in New Mexico.

The Review Framework includes the following key questions:

1. To what extent does scientifically-based reading research provide a foundation for the proposal?
2. To what degree is the professional development of staff, the design of effective reading instruction, the use of valid and reliable assessment data, the commitment of leadership, and the identification and selection of reading materials, programs and approaches evident, well-coordinated and matched to the needs of the learners?
3. How will the implementation of the proposed components inform each other?
4. How does the budget support the proposal? Is it reasonable? How will the district leverage funds?
5. What is the strategic plan for sustainability and institutionalization?

M. Non-Negotiables: The following key components of the Reading First program must be adhered to:

1. SBRR Core Reading Program,
2. 90 Minute Uninterrupted Reading Block
3. 30 Additional Minutes for Strategic Students
4. 60 Additional Minutes for Intensive Students
5. Use the DIBELS/MIDE as your screening and progress monitoring instrument. Submit data to Wireless Generation or University of Oregon, verify results to PED.
6. Administer the DIBELS/MIDE in September, January, and May
7. Use the TPRI, Woodcock Johnson, Woodcock Reading Mastery as diagnostic instrument for those Intensive students not showing progress after systematic and intensive instruction.
8. Use SBRR Supplemental materials for Strategic students.
9. Use SBRR Intervention materials for Intensive students.
10. Provide professional development that is site specific.
11. Attend NMRF professional development
12. Teleconferencing system
13. Reading Coach

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C. TIMELINE

The *New Mexico Reading First* competition, technical assistance, and announcement of awards are as follows:

Date	Activity
February, 2006	Eligible Districts notified of funding availability.
March, 2006	Reading First RFP posted on CILT web site
March 29, 2006 @ Spring Budget Workshop 1:30 – 3:00 Alvarado Ballroom “A”	Statewide bidder’s conference for prospective applicants – Technical Assistance on Proposal Requirements and Development, New Applicants Should Attend
April 24, 2006	District applications due at the PED Room 206, by 5:00 PM
May, 2006	Expert Panel Review conducted, recommendations for funding made to Secretary of Education, awards announced
July 1, 2006	Funding available to begin implementation of programs
August 2-5, 2006	Summer Institute, Bernalillo, NM Required for new districts/schools
On-going	Site visits to monitor program progress

D. TECHNICAL ASSISTANCE

A Technical Assistance sessions will be held on March 29, 2006 at the Spring Budget Workshop. The RFP Assistance session is from 1:30 – 3:00. Sessions will provide essential information and support for applicants as they prepare to develop their proposals. Questions and answers generated as well as clarifying information will be available on the PED website.

Contact

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Website: <http://sde.state.nm.us/cilt>

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NEW MEXICO READING FIRST - APPROVED CORE READING PROGRAMS: Districts and schools must select one of the following as their core reading program:

1. Houghton Mifflin
2. Harcourt
3. Open Court
4. McMillan McGraw Hill
5. Scott Foresman

Schools providing reading instruction in Spanish should use the Spanish version of the above core reading programs unless otherwise directed by *New Mexico Reading First*.

NEW MEXICO READING FIRST – APPROVED INTERVENTION PROGRAMS: Districts and schools must select one or more of the following as their Intervention program(s). Exceptions may be made on an individual basis, however the district/school is responsible for submitting the research on the alternative program to *New Mexico Reading First* for approval:

1. Read Well K-1
2. Early Reading Intervention Grades K-1
3. Reading Mastery Classic I, II, Fast Cycle Grades K-2
4. Reading Mastery Classic III Reading Mastery Plus Grade 3
5. Corrective Reading Decoding Level A Grades K-1
6. Corrective Reading Decoding Levels B1 and B2 Grades 2-3
7. Phonemic Awareness in Young Children Grades K-1
8. Language for Learning Grades K-2
9. Waterford Grades K-2

NEW MEXICO READING FIRST – APPROVED SUPPLEMENTAL PROGRAMS:

Districts and schools must select one or more of the following as their Supplemental program(s). Exceptions may be made if the district or school chooses an alternative program, however the district or school is responsible for submitting the research on the program they propose to use to *New Mexico Reading First* for approval:

1. Open Court Phonics Kist Grades K-3
2. Phonics for Reading Grades K-3
3. Funnix Grades K-2
4. Headsprout Grades K-2
5. Kaleidoscope A and B Grades 2-3
6. Road to the Code Grades K-1
7. Kindergarten PALS
8. Saxon Phonics and Spelling Grades K-3
9. Build Up Kit Grades K-3
10. Comprehension Strategy Posters Grades K-3
11. Project Read Grades K-3
12. SIPPS Beginning Level Grades K-1; SIPPS Extension Grades 1-2
13. Voyager Extended Day Grades 1-3
14. Voyager Passport Grades K-3
15. Waterford Grades K-2

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NEW MEXICO READING FIRST RESOURCES

Information on obtaining these resources is provided below. Electronic links are available at: http://www.ed.gov/offices/OESE/reading_resources.html.

- *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3*
September 2001

This publication was developed by the Center for the Improvement of Early Reading Achievement (CIERA) and was funded by the National Institute for Literacy through the Educational Research and Development Center Program. To order this publication, call 1-877-4-ED-PUBS.

- *Report of the National Reading Panel: Teaching Children to Read*
April 2000

The National Reading Panel Report outlines the most effective approaches to teaching children to read, the status of the research on reading, and reading instructional practices that are ready to be used by teachers in classrooms. Both the report and the congressional testimony are available on line and in hard copy.

- *Preventing Reading Difficulties in Young Children*
December 1998

This landmark 1998 report of the National Research Council synthesizes the wealth of research on early reading development. It provides an integrated picture of how reading develops and how reading instruction should proceed. This book includes recommendations for practice and further research. Hardcover copies are available from the National Academy Press by calling 1-800-624-6242. Each book costs \$35.95 plus shipping and handling.

- *Starting Out Right: A Guide to Promoting Children's Reading Success*
1998

This guide, developed by the National Research Council, explains how children learn to read and how adults can help them. It provides ideas for the prevention of reading difficulties in early childhood and the primary grades. Copies are available from the National Academy Press by calling 1-800-624-6242. Each book costs \$14.95 plus shipping and handling.

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▶ APPLICATION GUIDELINES

The following guidelines have been provided to assist applicants in developing their proposals. All applications must include the following components and meet the submission requirements stated.

Cover Page	Use the cover page provided in the application packet and complete all parts.
Abstract	<p>One-page, single spaced</p> <p>Summarize the proposed project activities, the expected outcomes, and how the applicant proposes to address the needs of all participating K-3 eligible students.</p> <p>Briefly describe the student demographics, reading performance levels.</p> <p>Describe district and school readiness for implementation of the <i>New Mexico Reading First Initiative</i>.</p>
Table of Contents	Identify all sections and page numbers.
Narrative:	Double-spaced, 12-point font size, 50 page limit including forms. Sections as follows:
A. Schools to be served	<ol style="list-style-type: none"> 1. Identify schools in your district which meet eligibility for Reading First funds 2. Describe the strategy and criteria used for selecting the students and schools to be served, including the rationale for identifying schools that will not be served that meet eligibility criteria. The following must be considered and addressed in the proposal: <ol style="list-style-type: none"> a. Number and percentage of students that meet eligibility requirement for district and school site; b. Each school's capacity to serve these students, including the expertise of K-3 teachers and administration; c. Any additional criteria used for selection of schools to be served, and schools not selected; d. District level support to the school.

<p>B. Instructional Assessments</p>	<p><i>New Mexico Reading First</i> programs will administer the following subtests of the DIBELS or MIDE: Letter Naming Fluency, Initial Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency. In addition, <i>New Mexico Reading First</i> programs will also select one of the following diagnostic assessments for use throughout the period of performance: The Texas Primary Reading Inventory (TPRI) or ; The Woodcock Reading Mastery Test – Revised (WRMT-R); or The Woodcock-Johnson III Tests of Achievement.</p> <ol style="list-style-type: none">1. Describe how the <i>New Mexico Reading First screening, diagnostic and progress monitoring</i> assessments will be integrated into the district assessment program to identify students at risk for reading difficulties.2. Describe in detail, procedures for administering the assessments, collecting the data, using the statewide management system for reporting, and a process of how the data will be used at the local level to inform instruction.3. Include in all of the above, assessment strategies for English Language Learners. (Note: The MIDE is the Spanish equivalent of the DIBELS, the Tejas Lee is the Spanish equivalent of the TPRI)
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<p>C. Instructional Strategies and Programs</p>	<ol style="list-style-type: none">1. Identify the components of your comprehensive approach to teaching reading including the core reading program, supplemental and intervention programs selected by each school.2. Describe how these materials were selected and identify the participants for the selection process.3. Describe the strengths and weaknesses of the selected core in relation to the five essential components of reading. (Note: District must certify that they will discontinue the use of non-scientific-based reading programs.)4. Describe how the comprehensive approach to teaching reading will be used to fully address the five essential components of reading and development of oral language.5. Describe your plan for providing a 90 minute uninterrupted core reading block plus the additional 30 or 60 minute blocks for strategic and intensive students.6. Describe instructional strategies and programs to be used for oral language development (include research base):<ol style="list-style-type: none">a. For English Language Learners (ELL)b. For students needing additional language experience and enrichment.c. Describe alignment with the New Mexico Educational Plan for Student Success (EPSS) and the New Mexico Language Arts Standards, Benchmarks and Performance standards.
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<p>D. Additional Instructional Materials</p>	<p>Describe additional instructional materials that support the teaching of the five essential components of reading and development of oral language, and address the following:</p> <ol style="list-style-type: none">a. How the additional materials will be used – supplemental, intervention, and/or acceleration.b. How the materials/products support the goals of the program;c. How the materials/products are aligned with the comprehensive reading approach/program and the five essential components of reading;d. How the materials/products fill a need that is not duplicated;e. How the materials/products include effective program elements such as explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities;f. How the materials/products engage a greater diversity of students;g. How the materials/products will be used in teams and across grade levels if appropriate.
<p>E. Instructional Leadership</p>	<p>Describe the <i>New Mexico Reading First</i> instructional leadership plan including:</p> <ol style="list-style-type: none">a. A list of designated individuals with a description of their duties and responsibilities for leadership of the <i>New Mexico Reading First</i> program, including supporting and promoting the implementation of program and building sustainability structures for long-term impact;b. A statement of their authority levels to evaluate the district and school reading progress, their understanding of scientifically-based reading research and their ability to analyze achievement data and plan for monitoring the progress of the programs in their schools/district;c. A statement of assurance that teachers, coaches, principals and other district and school leaders will participate in statewide professional development activities; and,d. A plan for continuity of leadership and sustained efforts over the three-year period. of implementation and beyond.

F. District and School-Based Professional Development	<p>The district must provide a district- and school-based professional development plan which is comprehensive and meets the individual personal development needs of the K-3 reading instructional staff and K-12 special education teachers. Describe in detail the following:</p> <ol style="list-style-type: none">1. A clear plan and process for the delivery of professional development to K-3 (including K-12 Special Education and Bilingual teachers);2. Intensive and focused professional development in: (a) essential components of reading instruction; (b) implementing scientifically based instructional materials, programs, and strategies; (c) screening, diagnostic, and classroom-based instructional assessments using a variety of methods; and (d) designing instruction based on assessment data;3. Professional development that provides both initial preparation and ongoing support in implementing new strategies and programs;4. Professional development for all teachers in instructional strategies and approaches for ELL and ESL students.5. Use of individuals highly knowledgeable in Reading First implementation, scientifically based reading instruction, and using data to inform instruction.6. Allowing teachers adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation;7. Ongoing development and support to those serving as trainers and coaches;8. Professional development in state reading standards and assessments;9. Targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction.10. Collaboration with local institutions of higher education as appropriate.
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<p>G. District Based Technical Assistance</p>	<ol style="list-style-type: none">1. Describe how the district will provide high quality technical assistance to schools in the following areas:<ol style="list-style-type: none">a. Identifying professional development needs of individual schools;b. Setting goals and benchmarks for progress monitoring and evaluation;c. Budgeting;d. Fiscal support;e. Evaluation of individual schools <i>New Mexico Reading First</i> programs. 2. Describe how the district will provide high quality technical assistance for additional ongoing program activities:<ol style="list-style-type: none">a. Continuous and ongoing focus on valid and reliable assessment data;b. The appropriate use of external reading experts (beyond the <i>New Mexico Reading First</i> coaches and program specialists) to assist the classroom teachers and administrators in more effectively addressing the needs of their students.c. Support for teams of educators participating in state level activities;d. The use of local technologies to assist classroom teachers and administrators with data, information and resources to improve the district's program(s)e. Ongoing administrative and fiscal support for the smooth and efficient operation of the program.
<p>H. Evaluation Strategies</p>	<p>All <i>New Mexico Reading First</i> programs will be required to participate in the national evaluation of Reading First. In addition, districts must provide an local evaluation plan which:</p> <ol style="list-style-type: none">1. Describes the district and school level evaluation strategies for addressing <u>each</u> component of the <i>New Mexico Reading First</i> Program.2. Describes the valid and reliable measures to be used to document the effectiveness of <i>New Mexico Reading First</i> activities for individual schools and the district as a whole.3. Describes how reading achievement data will be reported, using valid and reliable measures4. Describes how the special education referral process will be included.

	<ol style="list-style-type: none"> 5. Disaggregate data by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in <i>New Mexico Reading First</i> schools. 6. Describes how the effectiveness of the professional development program for improving the instructional strategies and knowledge of classroom teachers and administrators will be evaluated. 7. Describes how the special education referral process will be included. 8. Describes how evaluation results will be communicated to teachers and administrators needing that information. 9. Provide plans for decision making in relation to New Mexico Reading First programs based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress. 10. Provides a timeline for evaluation activities.
<p>I. Access to Print Materials</p>	<ol style="list-style-type: none"> 1. Describe how reading and library programs that provide access to engaging reading materials will be promoted. 2. Describe how appropriate books and reading materials to support the research-based reading program will be selected and purchased. Include the process to be used to ensure that books and materials provide rich resources for students struggling to read.
<p>J. Additional Criteria (<u>optional</u> for additional consideration)</p>	<p>Activities which may be funded are discussed in detail in “Use of Funds”. <u>Additional</u> activities may be funded provided they are based on scientifically-based reading research and align with the District’s overall <i>New Mexico Reading First</i> plan</p> <ol style="list-style-type: none"> 1. Identify clearly any additional use of funds for these purposes and clearly describe how the activities are consistent with scientifically-based reading research and support your District’s <i>New Mexico Reading First</i> plan. Include in your description: <ol style="list-style-type: none"> a. How the additional activities reflect and enhance the essential components of effective reading instruction; b. How the additional activities strengthen the comprehensive approach to improve reading for all students; and,

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	<p>c. How the additional activities contribute to building the capacity of the district to provide high quality scientifically-based reading instruction.</p> <p>2. Provide an assurance that the additional activities are appropriate and well-aligned with the overall <i>New Mexico Reading First</i> state plan.</p>
<p>K. Competitive Priorities (will merit additional consideration)</p>	<p>Eligible districts that apply for a <i>New Mexico Reading First</i> subgrant will receive a required competitive priority for meeting the following criteria:</p> <ol style="list-style-type: none"> 1. Reading First Districts applying for a 4th year for current Reading First schools that have demonstrated adequate growth; 2. Reading First Districts applying for new schools within the district meeting eligibility requirements; 3. New Districts serving large numbers of Native American and/or ELL students.
<p>L. School budget</p>	<ol style="list-style-type: none"> 1. Complete the budget narrative provided as part of this proposal package for <i>New Mexico Reading First</i>. 2. Describe how the district will leverage funds from other sources to meet project needs.
<p>M. Required Forms and Attachments</p>	<ol style="list-style-type: none"> 1. Budget Adjustment Request (B.A.R.) form 2. District Assurances Form

New Mexico Reading First District Plan Matrix

Complete a Matrix for each Component of the District Plan (Comprehensive Reading Approach; Professional Development; Leadership and Management; Evaluation; and other components identified in the District Plan)

Component (include brief description):

Goal:
Measurable Objectives:

Description of current baseline data regarding this goal:

Actions to address identified needs for full implementation of this component

Timeline for implementation of actions:

What measurements will you use to determine student and/or program implementation success for this component?

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Demographic Data Form

1. General Data

Dropout Rate: _____

Number of Low Income Families: _____

Percentage of Low-Income Families: _____

Number of Single Parent Families: _____

Percentage of Single Parent Families: _____

Unemployment Rate: _____

Number of Free Lunches Served Daily: _____

Persons Below the Poverty Level in District: _____

District Teen Pregnancy Rate: _____

2. Ethnic Data (by percentage)

Anglo: _____ %

Asian: _____ %

Black: _____ %

Hispanic: _____ %

Native American: _____ %

3. Give a narrative description of the community (however narrow or broad) to be served, including its educational needs.

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Budget Form

Explanations of budget categories are provided on this form. Follow the instructions provided in completing it. Some items or activities are not permitted by either Federal or State Regulations.

Examples of items not allowable include:

1. Alteration or renovations of buildings.
2. Construction of building or purchase of land or buildings.
3. Dues to organizations, federations, or societies.
4. Purchase of standard office furniture, desk sets, etc.
(non-instructional items).
5. Entertainment, drinks, or receptions.
6. Establishment of contingency or “petty cash” funds.
7. Charges for meals, banquets, and coffee breaks.
8. Outside evaluation services

B. EMPLOYEE BENEFITS:

An itemized breakdown of fringe benefit costs must be included for all salaries justified in A: SALARIES. Fringe benefits are considered as those additional to regular salary which are received by all employees. They generally will include such items as insurance (life and health), retirement, and social security.

Request: \$

Explanation:

C. PURCHASED SERVICES:

Include anticipated expenditures for services rendered through special arrangements with a company, person, or other educational agency or institution. These are considered subcontracted services and are reserved to offset costs incurred by employment of consultant-type personnel or services not available within the capabilities of the participating agency. Personnel records are not usually maintained for individuals performing contractual services, nor are these persons usually eligible for personnel benefits that may accrue to regular full-time staff members. However, they are eligible to receive consulting fees and per diem at prevailing state rates. Consultant equipment rented for use during the term of the contract is considered to be a contractual service.

Request: \$

Explanation:

D. OTHER CHARGES:

Include other charges such as non-employee stipends here.

Request: \$

Explanation:

E. SUPPLIES AND MATERIALS:

A consumable item is defined as a material item of an expendable nature that is consumed, worn out, or deteriorated in use, or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

- a. Includes anticipated expenditures for supplies required to conduct the activity. This should include only supplies necessary for the conduct of the activity over and above regular office operational costs. Be specific in itemizing these costs.
- b. Includes anticipated expenditures for supplies used in the classroom for direct instruction only.

Request: \$

Explanation:

All public school districts are to use their 2005-2006 approved Federal indirect cost rate.

Procedure for calculating Indirect Cost:

Example: A district was awarded a \$50,00 grant, has an indirect cost rate of 5%, and will be purchasing \$5,000 in equipment:

- 1) Subtract the equipment line item from the total budget request.

Example: \$50,000 total budget request
 - 5,000 less equipment
 \$45,000total direct cost

- 2) Divide the total direct cost by your approved indirect cost rate plus 1.00.

Example: \$45,000total direct cost
 \$45,000 ÷ 1.05 = \$42,857

- 3) Add the Equipment cost into the result from step 2.

Example: \$42,857+ \$5,000 = \$47,857

- 4) Subtract step 3 answer from step 1 answer for indirect cost total. This amount should be rounded off to the nearest dollar.

Example: \$50,000
 -47,857
 \$ 2,143 total set aside for indirect cost

Federal Request: \$

Explanation:

District Assurances

1. The LEA assures that all programs, activities and expenditures of funds conducted in association with this program are in direct compliance with the provisions of the PUBLIC LAW 107–110, the “No Child Left Behind Act of 2001”, Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001; regulations, (EDGAR), in particular, Parts 76, 77, 80, 82, and 85.
2. The district assures that the subgrant shall be for a project of sufficient duration and of sufficient size, scope, and quality to fully carry out the purpose of the *New Mexico Reading First* Subgrant effectively.
3. The district assures that funding received under *New Mexico Reading First* Subgrant will not replace or reduce funding for existing federal education programs or for education reform efforts already in existence.
4. The district assures that funds received under *New Mexico Reading First* Subgrant will be used only so as to supplement and, to the extent feasible, increase the level of funds that would, in the absence of federal funds made available under this subgrant, be made available from nonfederal sources, and in no case will such funds be used so as to supplant funds from nonfederal sources.
5. The district assures that the local application will clearly describe how the subgrant funds will be used by the local educational agency, and the procedures to be used to make funds available to schools.
6. The district assures that schools identified for Reading First funding will select and implement one of the approved scientifically-based comprehensive reading programs, without layering programs on top of programs already in place. Non-approved reading programs, and supplemental materials will be discontinued.
7. The district assures that additional activities funded in accordance with statute will meet the requirements that they are both consistent with scientifically-based reading research and aligned with the overall District Reading First plan.
8. The district assures that all staff, coaches, principals and central office directors participating in Reading First will attend NMRF required professional development sessions.
9. The district assures that all professional development providers for district and school based Reading First sessions will be grounded in the knowledge of scientifically-based reading research and will provide evidence of a proven record of success in working with Reading First schools and staffs.
10. The district assures that it will provide for proper fiscal control and accounting procedures as may be required for fiscal audit.
11. The district assures that it will participate in the national evaluation of Reading First.

12. The district assures that the local Reading First plan will involve parents, teachers, and other local educators, community, and tribal leaders in developing system wide strategies that reflect the needs of their individual communities.
 13. The district assures that the local *New Mexico Reading First* plan will reflect the priorities of the PED's state plan.
 14. The district assures that it will comply with Public Law 101-336, American with Disabilities Act (ADA). The district further assures that it will develop an ADA comprehensive plan which includes the following components of the ACT: (1) develop a grievance procedure; (2) designate an individual to oversee grant compliance; (3) develop a transition plan if structural changes are necessary for achieving program accessibility; and (4) retain the self-evaluation for three years.
 15. The district assures that, as applicable, it will comply with the assurances specified in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.
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District

Superintendent's Signature & Date

If Consortium, Signature & Dates of Other members (add additional signatures below as needed)