

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Striving Readers Comprehensive Literacy Program**

**CFDA # 84.371C**

**PR/Award # S371C170021**

**Grants.gov Tracking#: GRANT12453549**

OMB No. , Expiration Date:

Closing Date: Jul 17, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 07/17/2017	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="New Mexico Public Education Department"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="85-6000565"/>	* c. Organizational DUNS: <input type="text" value="8085616900000"/>	
<b>d. Address:</b>		
* Street1: 300 Don Gaspar Avenue	<input type="text"/>	
Street2: <input type="text"/>	<input type="text"/>	
* City: Santa Fe	<input type="text"/>	
County/Parish: <input type="text"/>	<input type="text"/>	
* State: NM: New Mexico	<input type="text"/>	
Province: <input type="text"/>	<input type="text"/>	
* Country: USA: UNITED STATES	<input type="text"/>	
* Zip / Postal Code: 87501-2786	<input type="text"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text" value="Priority Schools Bureau"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: Mr.	* First Name: Matthew	<input type="text"/>
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: Montano	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: Deputy Secretary of Teaching and Learning	<input type="text"/>	
Organizational Affiliation: <input type="text" value="New Mexico Public Education Department"/>		
* Telephone Number: 1.505.8276045	Fax Number: <input type="text"/>	
* Email: <input type="text" value="Matthew.Montanol@state.nm.us"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.371

CFDA Title:

Striving Readers

**\* 12. Funding Opportunity Number:**

ED-GRANTS-051617-001

\* Title:

Office of Elementary and Secondary Education (OESE): Striving Readers Comprehensive Literacy Program CFDA Number 84.371C

**13. Competition Identification Number:**

84-371C2017-1

Title:

Striving Readers Comprehensive Literacy Program

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

New Mexico Literacy Connections Striving Readers Comprehensive Literacy Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="20,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="20,000,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

New Mexico Public Education Department

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	153,397.50	153,397.50	153,397.50			460,192.50
2. Fringe Benefits	56,204.84	56,204.84	56,204.84			168,614.52
3. Travel	5,000.00	5,000.00	5,000.00			15,000.00
4. Equipment	450.00	450.00	450.00			1,350.00
5. Supplies	2,000.00	2,000.00	2,000.00			6,000.00
6. Contractual	6,333,333.33	6,333,333.34	6,333,333.33			19,000,000.00
7. Construction						
8. Other	62,121.30	62,121.30	62,121.31			186,363.91
9. Total Direct Costs (lines 1-8)	6,612,506.97	6,612,506.98	6,612,506.98			19,837,520.93
10. Indirect Costs*	54,159.69	54,159.69	54,159.69			162,479.07
11. Training Stipends						
12. Total Costs (lines 9-11)	6,666,666.66	6,666,666.67	6,666,666.67			20,000,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 05/31/2017 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 19.40%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.  
PR/Award # S371C170021

Name of Institution/Organization New Mexico Public Education Department	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kathy Ytuarte</p>	<p>TITLE</p> <p>Deputy Secretary of Teaching and Learning</p>
<p>APPLICANT ORGANIZATION</p> <p>New Mexico Public Education Department</p>	<p>DATE SUBMITTED</p> <p>07/17/2017</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Striving Readers"/> CFDA Number, if applicable: <input type="text" value="84.371"/>
--	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix     \* First Name     Middle Name

\* Last Name     Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix     \* First Name     Middle Name

\* Last Name     Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix     \* First Name     Middle Name   
\* Last Name     Suffix

Title:     Telephone No.:     Date:

**Federal Use Only:** Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

New Mexico Public Education Department

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.

\* First Name: Matthew

Middle Name:

\* Last Name: Montano

Suffix:

\* Title: Deputy Secretary of Teaching and Learning

\* SIGNATURE: Kathy Ytuarte

\* DATE: 07/17/2017

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix: Mr.	First Name: Matthew	Middle Name:	Last Name: Montano	Suffix:
----------------	------------------------	--------------	-----------------------	---------

Address:

Street1:	300 Don Gaspar Avenue
Street2:	
City:	Santa Fe
County:	
State:	NM: New Mexico
Zip Code:	87501-2786
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
1.505.827-2786	

Email Address:  
Matthew.Montano1@state.nm.us

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Literacy Connections: The New Mexico Striving Readers Comprehensive Literacy Initiative**

### **Abstract**

New Mexico's Striving Readers Comprehensive Literacy (SRCL) project, *Literacy Connections*, supports the implementation, monitoring, and continuous improvement of the five core components of the state's literacy framework in the neediest LEAs in the state. While New Mexico has one of the highest percentages of disadvantaged students in the country and is saddled with some of the nation's lowest educational outcomes, the state is on a path of significant education reform characterized by ambitious goals and a clear reform agenda. The SRCL project builds on the strong foundation that the state has established in early childhood education through a \$37 million systems-building grant and a K–12 reform agenda articulated in the state's ESSA plan. The funding from the SRCL grant will support the creation of local *Literacy Connection Teams* to work to vertically integrate evidence-based literacy programs and practices in competitively-chosen districts that will support the state in meeting literacy performance goals outlined in the state's ESSA plan.

The funding will have a significant impact on children and students in the state and will serve approximately 30,000 students from at least 12 districts chosen through a competitive subgranting process. The competitive process is designed to select high-need districts with a strong desire to support vertical literacy integration and that propose a high-quality local literacy plan that aligns with the state framework. Districts receiving subgrants will range in size from large urban districts to very small district of less than 400 students and will also include districts applying as a consortium. The state will create a compendium of evidenced-based literacy practices and provide training and technical assistance to the subgrantees to support: (1) Leadership; (2) Comprehensive Assessment; (3) Evidence-based interventions and practices; (4) Exemplarily teacher supported through Professional Development; and (5) Family Engagement as outlined in the state literacy framework. The state will work closely with subgrantees in implementing their local literacy plans, and will use the state's current assessment and accountability infrastructure to closely monitor the subgrantees and engage them in a continuous quality improvement process.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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## Literacy Connections:

### The New Mexico Striving Readers Comprehensive Literacy Initiative

#### Introduction

Since taking office, Governor Susana Martinez, in collaboration with education stakeholders, has been engaged in an education reform effort to better prepare New Mexico's children to achieve at the highest levels in their academic and professional careers. In September 2016, Governor Martinez introduced her *Route to 66* plan, which established a rigorous yet attainable target of 66 percent of working-age New Mexicans earning a college degree or post-secondary credential by the year 2030. More recently, the New Mexico Public Education Department (PED) used the *Every Student Succeeds Act* (ESSA) planning process to raise expectations for students, set ambitious achievement goals, and take the next steps in reforming the state's birth-to-grade-12 (B-12) education system. The vision and goals identified in the ESSA plan (*New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act*), PED's Strategic Plan (*Kids First, New Mexico Wins*), and the state's comprehensive literacy plan (*The New Mexico Statewide Literacy Framework ECE-12*) lay the groundwork to successfully meet the long-term *Route to 66* target.

New Mexico's Striving Readers Comprehensive Literacy (SRCL) Initiative is critical to enhancing New Mexico's literacy education to support goals on the path to the *Route to 66* target. The grant will support local *Literacy Connection Teams* that will build a vertical continuum of literacy interventions supported by moderate or strong evidence in targeted Local Education Agencies (LEAs) across the state that have a high number of disadvantaged students<sup>1</sup>. The goal is to improve school readiness and significantly increase the number of children who meet the state's

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<sup>1</sup> Defined as children who are economically disadvantaged, are English learners, have disabilities (including infants and toddlers), or other characteristics discussed in Section B that increase the risk of school failure.

language and literacy standards by: (1) Supporting early language and literacy skills from birth to age 5; (2) Ensuring that children are “reading to learn” by third grade; and (3) Increasing reading proficiency for children in grades 4–12 with a focus on serving disadvantaged children across the B–12 continuum.

New Mexico has the leadership and organizational infrastructure to implement a high-quality plan for the SRCL grant. PED has ambitious goals for the grant that are aligned with the performance measures of the SRCL federal notice and consistent with the targets set in the state’s ESSA plan. PED expects to see a significant impact in state literacy outcomes driven by the estimated 30,000 children in at least 12 districts who will be impacted by the grant funding<sup>2</sup>. Table 1 (below) provides the state’s outcome goals. LEAs will provide local goals in their subgranting proposals that align with these state goals. Progress toward goals will be evaluated each year as part of the project’s state and local Continuous Program Improvement (CPI) processes.

The graphics following the table outline the implementation of key activities over the three-year grant period as well as the state’s logic model charting the relationship between activities at the state, LEA, and school/teacher levels and the anticipated outcomes. The timeline assumes a start date of December 2017. Both the activities and components of the logic model are described in detail in Sections (A) through (C).

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<sup>2</sup>The methodology used to establish the funding categories and estimate the number of children served is described in Section D.

**Table 1. SRCL English Language Arts Achievement Goals<sup>3</sup>**

<b>Age 4 (oral language)</b>	<b>Baseline (2016)</b>	<b>End of SRCL Grant</b>	<b>ESSA Target (2022)</b>
All	26%	45%	NA
Economically disadvantaged	26%	45%	NA
Children with disabilities	19%	38%	NA
English Language Learners	23%	16%	NA
<b>Grade 5 (ELA proficiency)</b>	<b>Baseline (2016)</b>	<b>End of SRCL Grant</b>	<b>ESSA Target (2022)</b>
All	25.0%	47.1%	58.2%
Economically disadvantaged	19.3%	43.2%	55.5%
Children with disabilities	6.8%	35.3%	49.9%
English Learners	6.6%	37.0%	51.1%
<b>Grade 8 (ELA proficiency)</b>	<b>Baseline (2016)</b>	<b>End of SRCL Grant</b>	<b>ESSA Target (2022)</b>
All	25.8%	45.4%	58.2%
Economically disadvantaged	19.1%	39.5%	55.5%
Children with disabilities	4.4%	27.2%	49.9%
English Learners	5.2%	28.1%	51.1%

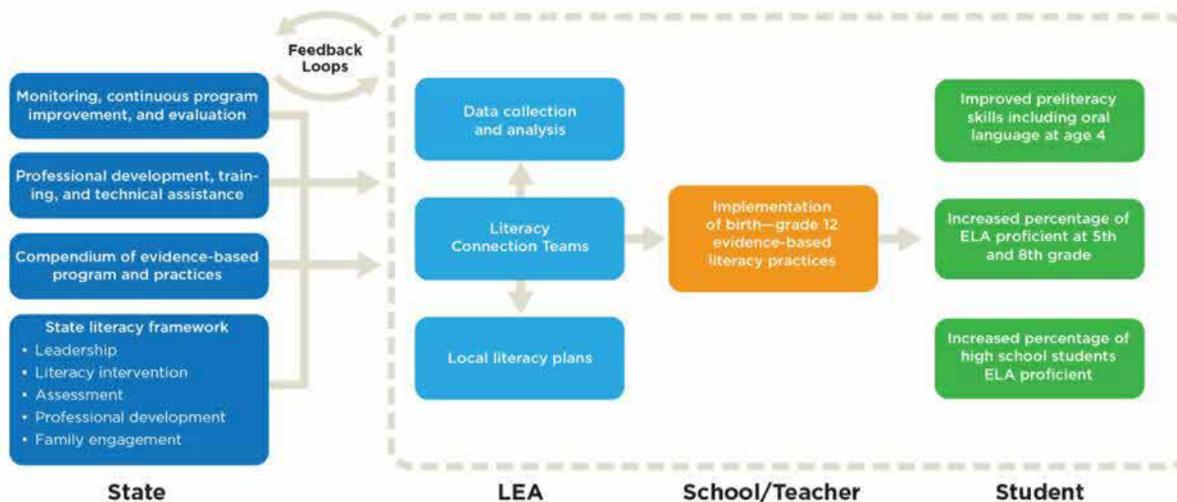
<sup>3</sup> Age 4 goals are based on KEA data. New estimates will be derived using the Early Childhood assessment required as part of grant. Other data is 2016 PARCC for each grade, using Interim Measures of Progress in the ESSA plan.

<b>G9-11 (ELA proficiency)</b>	<b>Baseline (2016)</b>	<b>End of SRCL Grant</b>	<b>ESSA Target (2022)</b>
All	34.3%	56.6%	67.7%
Economically disadvantaged	25.6%	49.9%	62.0%
Children with disabilities	7.5%	35.9%	50.0%
English Learners	4.4%	33.5%	48.0%

**STRIVING READERS COMPREHENSIVE LITERACY IMPLEMENTATION TIMELINE  
DECEMBER 2017 TO NOVEMBER 2020**



## New Mexico Striving Readers Comprehensive Literacy Project Logic Model



The activities and logic model proposed here address both the Absolute Priority of interventions supported by strong or moderate evidence and the two Competitive Preference Priorities of serving disadvantaged children and creating a B–12 continuum.

### SELECTION CRITERION A: STATE-LEVEL ACTIVITIES

PED will follow a high-quality plan (see Table A.1) to build local and state-level capacity to support a vertical continuum of evidence-based interventions that improves language and literacy outcomes with a focus on disadvantaged children. Five percent of the proposed funding (\$1,000,000) will support state-level activities in the following areas:

- 1) Strengthening **state-level infrastructure** to support SRCL subgrantees;
- 2) Providing **literacy planning support** for potential SRCL subgrantees;
- 3) Providing ongoing **implementation support** for funded SRCL subgrantees; and
- 4) Engaging in **continuous program improvement** efforts.

#### (1) Technical assistance to SRCL subgrantees.

##### Strengthening state-level infrastructure

PED will engage in a series of activities at the state level to more effectively bolster the ability of local subgrantees to promote children’s language and literacy learning from B–12. These state-level activities include a) revising the *New Mexico Statewide Literacy Framework ECE-12*; b) building the State literacy team; c) hiring an SRCL Coordinator, an SRCL Literacy Specialist, and an SRCL Data Management Coordinator; d) the development of a rigorous SRCL Request for Applications (RFA) and peer review process.

### ***Revising The New Mexico Statewide Literacy Framework***

The foundation of New Mexico’s SRCL project is the state’s literacy plan. This cornerstone document is based on the premise that every child in New Mexico can succeed regardless of ethnic background, socioeconomic status, primary home language, prior academic experience, or home community. PED recently revised the Framework to include the full B–12 continuum of literacy development and supports. The PED Bureau of Literacy and Bureau of Student Achievement and School Turnaround collaborated with a state literacy expert to develop *The New Mexico Statewide Literacy Framework ECE–12*. The Framework is in direct alignment with needs and goals articulated in New Mexico’s ESSA Plan and PED’s Strategic Plan 2017–2020. After the first year of implementation, PED will launch a statewide listening tour to engage teachers, administrators, parents, and community leaders about their experience and use of the Framework. Going forward, this plan will be revisited annually and revised.

The Framework provides clear guidance on the components of a comprehensive literacy system to build, implement, and strengthen literacy instruction. It is designed to strategically address the persistent achievement gap for New Mexico students by implementing evidence-based practices, a consistent voice, and sense of urgency around literacy. The Framework is comprised of five critical components of an effective literacy program, rooted in a foundation of evidence-

based programs and practices, and a continuous improvement model. The five critical components are:

(1) **Informed and Effective Leadership:** Leaders at the state, tribe, district, building and classroom levels collaborate to build shared ownership and direction toward sustaining an effective approach to literacy.

(2) **Evidence-based Instruction and Interventions:**

Evidence-based curriculum and learning materials are aligned to high state standards. These materials are differentiated to meet individual student needs and are implemented within a strong system of professional development and fidelity supports.



(3) **Comprehensive Assessment System:** Literacy needs are identified using valid and reliable screening, formative, diagnostic, and outcome measures to target instruction and monitor progress.

(4) **Professional Development:** Coordinated professional development activities and resources enhance literacy learning for students, educators, and providers; and

(5) **Family Engagement:** Partnerships with families and communities are implemented to support literacy efforts and initiatives.

The Framework will underpin the successful implementation of New Mexico's SRCL grant. The Framework's will serve as a beacon for the development of local literacy plans and SRCL subgrantee applications. In addition, implementation checklists for each of the five critical components will play a key role in monitoring the fidelity of implementation of subgrantees' SRCL plans (see Section C).

### ***Building the State Literacy Team***

To support the work of not only the New Mexico SRCL Program, but also to build Literacy Connections B–12 statewide, an Advisory Committee will be formed, pulling from existing stakeholder groups already supporting and in alignment with PED’s strategic plan and ESSA plan. Advisory members, appointed by the Deputy Secretary for Teaching and Learning, will meet two to three times a year to coordinate literacy efforts throughout the state; discuss SRCL program implementation; and study data from the subgrantee sites, state assessments, reports from program directors and consultants, and budget updates.

Advisory Committee members will serve one-year terms, and will include representation and contributions from multiple constituents, including early childhood education, K–12 education, professional organizations, institutions of higher education, community-based organizations, and libraries. Finally, the Committee will include representation from the office of the Governor and General Assembly. PED will ensure that the Committee includes experts in the areas of literacy assessment, serving disadvantaged children, and professional development related to literacy development and instruction.

### ***Hiring of SRCL state-level positions***

To support the SRCL work at the state-level, PED will hire an SRCL Coordinator (1 FTE), an SRCL Specialist (1 FTE), and an SRCL Data Management Coordinator (0.5 FTE).

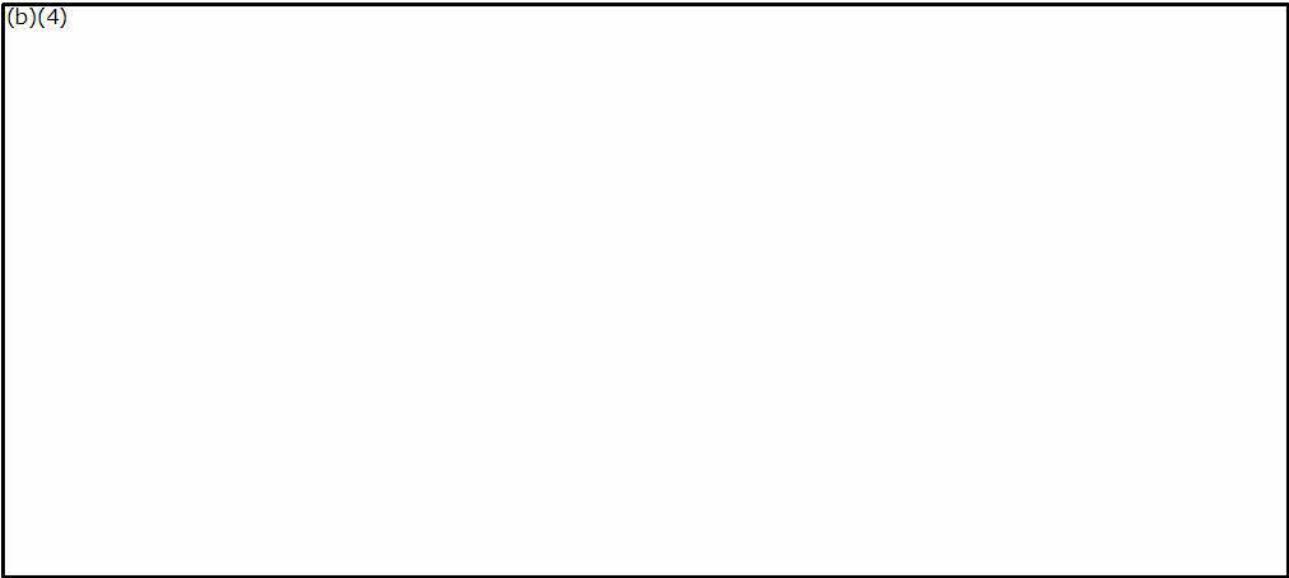
The **SRCL Coordinator** will ensure that the activities proposed in the subgrants are accomplished, primarily by coordinating with subgrantee project leads. The position will be responsible for holding each subgrantee accountable for their deliverables aligned to the approved subgrant; short- and long-term results of each of the projects; tracking spending; reporting to PED, and the SRCL Advisory Committee; and the day-to-day oversight of all aspects of the full SRCL

grant. The Coordinator will also lead the development of the Compendium of evidence-based programs and practices (discussed below) and conduct site visits.

The **SRCL Literacy Specialist** will focus on enhancing each subgrantee’s ability to work with teachers to provide instruction that builds students’ academic skills, is academically rigorous, and addresses curriculum standards through an aligned curriculum framework that enhances students’ engagement in and ownership of their learning. The SRCL Specialist will also work with administrators and teachers to align their work with district priorities, ensuring a high functioning instructional leadership team that makes data-driven decisions. The Specialist will participate in recurring professional development and inquiry and SRCL site visits.

The **SRCL Data Management Coordinator** will be the organizational lead for the collection and dissemination of data within SRCL, contributing to the effective monitoring and evaluation of our work. This position will also serve as the lead on working with an external evaluator to identify data required, set up systems to record this information accurately, and oversee its collation and reporting from the relevant SCRL stakeholders.

(b)(4)



Page 26 of 82

Withheld pursuant to exemption

(b)(4)

of the Freedom of Information and Privacy Act

## ***Compendium of Evidence-Based Literacy Programs and Practices***

To ensure that SRCL applicants are using programs and practices that conform to the highest standards of evidence, PED will develop a comprehensive list of evidence-based interventions. The SRCL Coordinator will develop the Compendium using a rubric based on the following criteria: 1) meets the definition of *strong* or *moderate evidence*, 2) promotes age-appropriate instruction across a B–12 continuum of literacy development, and 3) supports differentiated instruction based on student needs. To be included in the Compendium, each intervention will need to pass through all three “screens”.

*(1) Does research supporting the intervention fall into the strong or moderate evidence category?*

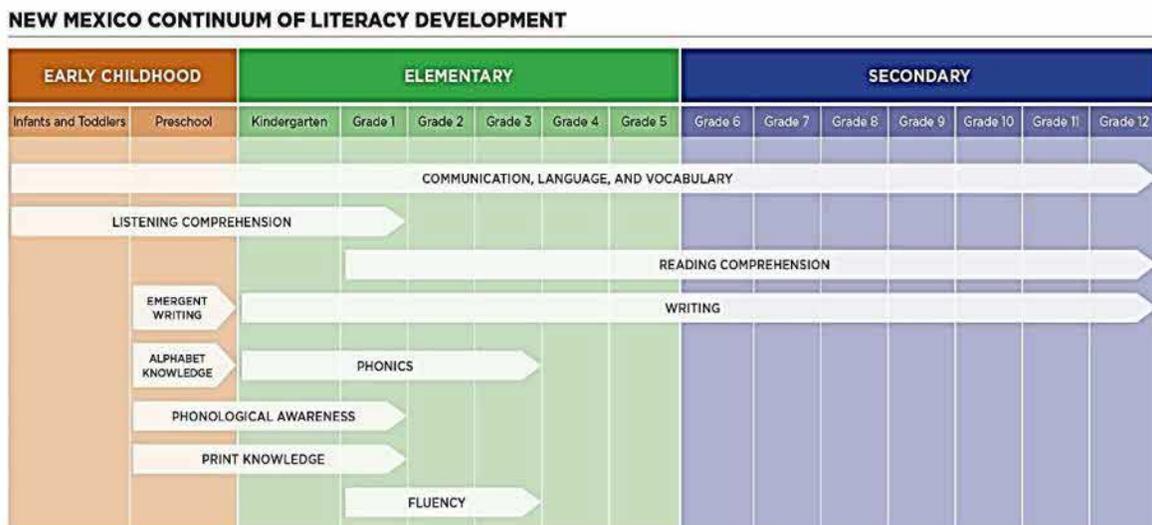
To ensure that selected programs meet this level of rigor, PED will consult the Institute of Education Sciences’ What Works Clearinghouse (WWC). The SRCL Coordinator will use the “Literacy” filter to find relevant programs and practices for grades Pre-K–12. From this list, interventions will be selected that meet the WWC effectiveness ratings of “positive effects” or “potentially positive effects” and have group designs that either “Meet WWC group design standards without reservations” or “Meets WWC group design standards with reservations”.

PED will expand on this list of interventions by consulting other resources such as the Child Trends What Works database using a similar vetting methodology. This will be especially important for obtaining evidence-based interventions for infants and toddlers as the WWC only includes interventions for preschool and older. Expert reviewers will determine whether there are any gaps and seek out other programs and practices from credible entities (e.g., Zero to Three, Early Head Start, the LENA Research Foundation).

*(2) Do programs and practices support age-appropriate instruction across a B–12 continuum of literacy development?*

In addition to having moderate to strong evidence demonstrating effectiveness, it will also be important that the interventions listed in the Compendium represent the range of literacy skills that develop from B–12. The SRCL Coordinator will ensure that there are sufficient options for subgrantees to choose from in the key areas for each age group as outlined in Figure A.1.

**Figure A.1** Continuum of Literacy Development



The developmental areas identified within this continuum align with the Federal SRCL definition of comprehensive literacy instruction,<sup>4</sup> *The New Mexico Statewide Literacy Framework*, the *New Mexico Infant and Toddler and Preschool and Kindergarten Early Learning Guidelines*, and New Mexico’s K–12 Content Standards.

(3) *Do the programs and practices support differentiation of instruction based on student need?*

The New Mexico Statewide Literacy Framework states that “Regardless of the grade level, schools need to have a continuum of instructional reading materials to meet the needs of ALL

<sup>4</sup> i.e., “Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension”

students (Tier 1, Tier 2, and Tier 3<sup>5</sup> as well as the diverse needs within each tier). Schools need to systematically research and identify programs to provide evidence- and/or research-based core, supplemental, and intervention instruction.” Thus, the Compendium will include interventions that represent each of these categories:

- 1) **Core:** basal reading program that is the basis for classroom reading instruction,
- 2) **Supplemental:** provides deeper instruction and additional practice on a particular essential element or subset of essential elements, and
- 3) **Intervention:** intense reading programs designed to address the needs of students who are well below grade-level goals.

Once the list of programs and practices for the Compendium have been finalized, they will be presented in an accessible format that will facilitate SRCL applicants selecting high-quality, evidence-based interventions that meet their community needs. Sources such as the recently published *Extending and Enhancing Literacy Learning in Afterschool Programs: A Practice Guide*<sup>6</sup> developed by the Barbara Bush Family Literacy Foundation will be consulted as a reference for the development of the Compendium. The Compendium will have information such as intervention descriptions, cost, training required, target grades and skills, and implementation considerations to facilitate subgrantees in selecting programs that meet their community needs.

Although the Compendium will contain a wealth of resources for SRCL applicants to use in guiding the development of their plans, New Mexico also believes in supporting the autonomy and discretion of its individual communities. Thus, it will not be mandatory that applicants select

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<sup>5</sup> Tier 1 = grade-level or above; Tier 2 = somewhat below grade level; Tier 3 = well-below grade level

<sup>6</sup> Barbara Bush Foundation for Family Literacy (2017). *Extending and Enhancing Literacy Learning in Afterschool Programs: A Practice Guide*.

interventions from the Compendium. However, if an applicant proposes an intervention outside of the Compendium, they must prove that their selected intervention meet the criteria used in selecting the interventions for the Compendium.

### ***Preproposal TA Support***

PED will host five regional meetings across the state, hold webinars and TA office hours to provide technical assistance in advance of the RFA process (See Section B).

### ***SRCL Webpage***

As a means of communicating about SRCL with potential and awarded subgrantees and their stakeholders, PED will design and establish an SRCL webpage linked to the PED webpage. The SRCL webpage will be used to disseminate the Compendium, the *Statewide Literacy Framework*, the SRCL grant application, and other relevant SRCL information during the application and implementation periods.

## **Ongoing implementation support for funded SRCL subgrantees**

### ***SRCL Kick-Off Summit Meeting***

Awarded subgrantees will be required to attend a one-day SRCL Kick-Off Summit to be held in July 2018. The purpose of this meeting will be to provide initial TA on subgrant implementation, the state literacy plan, state supports for the project, and the importance of local leadership in grant implementation; connect the subgrantees in a community of practice; allow the local *Literacy Connection Teams* to begin the process of coordination; and outline the state's expectations around monitoring, grant reporting, and accountability.

### ***Professional Development***

Effective professional development plans are systematic, intentional, coordinated, ongoing, and guided by student achievement data. As such, PED will develop, identify, and provide high-quality, embedded professional development support for subgrantees to enable B–12 literacy educators to teach language, reading, and writing skills effectively. The state will support subgrantees through local capacity-building at the Kick-Off Summit; state-level teacher, coach, and leadership trainings and webinars, and a series of virtual supports described in more detail below.

For early childhood providers, the state will sponsor multiple activities to strengthen language and literacy supports for children birth through kindergarten. This will include an annual pre-conference training at the New Mexico Association for the Education of Young Children (required for subgrantee providers but open to all early childhood providers statewide) and an annual Early Literacy Institute for subgrantees. These trainings will focus on topics such as: Building Blocks of the Alphabetic Principle, Reading Interactively, Working with Families of Infants and Toddlers to Build Oral Language, Using Picture Books to Increase Vocabulary, and Our Youngest Dual-Language Learners: Promoting Home Language while Increasing English Skills.

The Literacy Specialist will conduct a needs assessment to determine other training activities or to determine areas requiring additional resources and new program implementation. The Literacy Specialist will monitor progress of program objectives that affect the quality and level of services provided and the program's success; provide technical assistance to providers; and make referrals for external professional development and technical assistance as needed.

Additionally, PED will develop a vibrant, online community of practice (OCoP) where all New Mexico educators have free, anytime, anywhere access to rigorous, high-quality content,

including: Focus on Foundational Reading Skills, Advanced Word Fluency, Developing Academic Language, and Increasing Reading Comprehension. Teachers will access modules that are in alignment with their classroom benchmark literacy data (e.g., if 75 percent of students are struggling with phonemic awareness, they would access the corresponding module). An analogous set of literacy modules will be created for early childhood teachers including content on: Literacy Development Ages Birth to 5; Fun with Language: Rhyme and Alliteration; Reading with Infants and Toddlers; Holistic Alphabet Learning for Toddlers; and Engaging Infants and Toddlers in a Storybook. Early childhood teachers will be able to complete these modules independently or in communities of practice facilitated by a FOCUS coach. Teachers will complete modules on a bi-weekly basis. These professional development opportunities will be available to teachers throughout the state, but will be a requirement that teachers participate.

The *New Mexico Statewide Literacy Framework* identifies the role of leaders to build shared ownership and direction toward sustaining an effective approach to literacy. Within the OCoP there are Leader Modules designed to help district and school leaders and coaches better understand, promote and improve early literacy learning in their schools, districts, and communities. Topics include: Setting the Context for Literacy Development; Understanding Early Language and Literacy for ELLs; Instruction in Foundational Literacy Skills; Instruction in Comprehension and Language; Instruction in Writing, Speaking, and Listening; Administrators' Role in the Classroom; Administrators' Role Using Assessment Data; and Administrators' Role in Supporting Family Engagement. These online communities and regular interactions will help support all SRCL subgrantees stay connected even when thousands of miles away.

### ***SRCL Sustainability Summit***

The Sustainability Summit brings together SCRL subgrantees to identify and share successful practices. Participants will work in groups to identify and develop guidance as to how this practice can be sustained and replicated in other LEAs and schools. Finally, participants will meet within their Literacy Connection Teams to develop a Sustainability Plan to be implemented in the remainder of the 2020–2021 school year and beyond to ensure continuation of evidence-based practices leading to improved student outcomes.

**(2) Continuous program improvement.**

The overarching goals of the New Mexico SRCL Initiative are to support language and literacy development for children ages birth to five, to ensure children are “reading to learn” by third grade, and to increase the reading proficiency for students in grades 4 through 12, with an emphasis on disadvantaged children. To achieve these goals, PED will support rigorous Continuous Program Improvement (CPI) processes at both the local and state levels.

***Subgrantee CPI Activities***

Local SRCL subgrantees will engage in CPI as they work toward the goals they articulated in their local literacy plan, their SRCL application, and their 90-day NM DASH plan. Data will be collected through many sources:

**CSI Maps.** Core/Benchmark, Strategic, and Intensive (CSI) Maps offer teachers a snapshot of how their students are performing on grade-level essential components of literacy, which students are on-track for literacy development, and which would likely benefit from a supplemental or intervention reading program. Grade-level teams complete an instructional map for CSI including goals for the first semester of instruction and benchmarks for mid-year assessment. Subgrantees would submit their CSI Maps to PED.

**FOCUS CQI Process.** All early childhood programs must engage in a CQI Process through FOCUS that includes the Plan-Do-Study-Act cycle with an emphasis on setting goals for quality and monitoring their achievement. Programs will engage in self-assessment and set goals that are documented within a Planning Template or the school's NM DASH 90-day Plan. At least one goal in the NM DASH plan must address an area of early literacy. Early childhood programs will monitor program quality progress using one of the state's recommended assessment tools and have a team that meets regularly to reflect, track, and document action plan progress. Program staff will integrate successful practices and consider revisions, modifications, and additions to the plan to make course corrections as needed.

**RtI Data.** New Mexico's RtI framework is a three-tier model of student intervention (Tier 1 = at grade-level, universal intervention; Tier 2 = below grade-level, Student Assistance Team process; Tier 3 = well-below grade level, special education). As described in the *Statewide Literacy Plan*, schools should closely examine progress-monitoring data on an ongoing basis. At the end of the school year, school teams evaluate the overall impact of reading instruction by calculating the percentage of students who met formative and summative reading goals within each tier and across all tiers. The data will help these teams reach conclusions regarding which instructional programs and practices are working effectively and should be maintained, and which are not working as planned and should be modified. End-of-year data regarding the percentage of children who moved to a lower tier will be submitted to PED. A similar process will be undertaken in early childhood settings where programs review and report on a triannual basis using child progress data from the Early Childhood Observation Tool.

**SRCL Site Monitoring Visits.** The SRCL site visit (described in Section C) will occur at least two times per year during the grant period. With regard to CPI, a SRSV Feedback Report will

document whether leadership has: a system to monitor teacher implementation/use of content/skill/tools on which teachers were trained; identified performance benchmarks for implementation objectives; monitored progress on implementation by comparing to performance benchmarks; and a feedback mechanism to inform stakeholders of implementation.

**District Self-Assessment and Targeted TA.** PED will monitor multiple sources of progress made by subgrantees including CSI Maps, FOCUS CQI plans, RtI data, SRSV Feedback Reports, teacher effectiveness data (NMTEACH), student achievement data, and NM Report Card data. Subgrantees not showing progress toward goals will receive additional TA to strengthen a district's own approaches for assessing the primary strengths and weaknesses of a school, and provide districts with the knowledge, skills, and tools to assess these conditions. These subgrantees will complete a District Self-Assessment and participate in a Collaborative Conversation<sup>7</sup> such that PED can better understand school needs and establish the conditions under which the SRCL grant can be successful. PED will help the district identify patterns and trends in the Self-Assessment and will provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including partnering with principals on such "critical autonomies" as staffing decisions, scheduling, budgeting, targeted professional development, and other operational issues.

### ***State-level CPI Activities***

PED will also engage in a CPI process at the state-level to inform decision-making and SRCL Initiative improvement. PED will examine school-level indicators such as CSI Maps, FOCUS CQI plans, RtI data, student achievement data, teacher effectiveness data, and NM Report Card data on an annual basis. PED will also examine formative/interim assessment data, SRSV data, and NM

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<sup>7</sup> Collaborative Conversations involve a small team of PED members and district leadership, who conduct a two-hour visit to the district.

DASH data on an ongoing basis. PED will use this data to inform professional development offerings and determine which schools may need to complete a District Self-Assessment and targeted TA. In addition, PED will require each subgrantee to maintain an SRCL Body of Evidence (BOE) documenting the school's progress in meeting grant requirements (e.g., student data, meeting minutes, etc. submitted in a year-end report). The BOE will be used for sustainability planning for PED to understand specific interventions, practices, and strategies that worked for specific populations across the state. PED will monitor 20-, 40-, and 80-day counts of student subgroups to ensure that sufficient levels of disadvantaged students are being served throughout the grant period.

### **External Evaluation**

PED will engage an outside evaluator with literacy expertise whose role in the program will be limited solely to conducting the evaluation. The evaluator will be asked to craft a thorough, feasible, and aligned evaluation plan for the project that measures progress against goals and objectives, and considers participating student populations and specific subgrantee activities. The evaluator will submit annual performance reports as well as a comprehensive evaluation report at the end of the program articulating qualitative and quantitative program outcomes for subgrantees and the state. Results will be compared to baseline data. PED has a relationship with the South Central Comprehensive Center (SC3), part of a national network of centers funded by the U.S. Department of Education to support the improvement of educational outcomes. The state will leverage the existing relationship and resources under the scope of SC3 to support the evaluation of the SRCL grant. Results of all evaluation efforts will be posted to the SRCL website, and shared with all stakeholder and advisory groups.

**Table A.1** High-Quality Plan<sup>8</sup> for SRCL State-Level Activities

<b>Goal A1: Strengthen state-level infrastructure to support SRCL subgrantees</b>			
<b>Activities</b>	<b>Indicators of Success</b>	<b>Timeline</b>	<b>Party Responsible</b>
<p><b>A1.1</b> Obtain stakeholder feedback on <i>The New Mexico Statewide Literacy Framework</i> through 5 regional meetings and online survey</p>	<p>Feedback incorporated into the final NM Literacy Framework to include the introductory narrative and supporting tools and resources.</p>	<p>September 2017</p>	<p>Literacy Director (LD), support from the Student Achievement, &amp; School Turnaround Director (SASTD) SASTD</p>

<sup>8</sup> Financial resources to complete these activities are described in detail in the Budget Narrative

<p><b>A1.2</b> Hire SRCL Coordinator (SRC), Literacy Specialist (LS), and Data Management Project Coordinator (DMPC)</p>	<p>Well-qualified individuals hired for positions</p>	<p>December 2017</p>	<p>LD, DSPP</p>
<p><b>A1.3</b> Establish state advisory team appointed by Deputy Secretary for Teaching and Learning</p>	<p>Advisory committee meetings with clearly defined roles and expectations.</p>	<p>December 2017</p>	<p>LD, SRC, LS, Deputy Secretary for P&amp;P (DSPP), SASTD</p>
<p><b>A1.4</b> Develop SRCL RFA and peer review process</p>	<p>(See Activities B2.1–2.2 and B3.1–3.3 in Section B High-Quality Plan)</p>	<p>January 2018</p>	<p>LD, SRC, LS</p>
<p><b>Goal A2:</b> Provide planning support for potential SRCL subgrantees</p>			
<p><b>Activities</b></p>	<p><b>Indicators of Success</b></p>	<p><b>Timeline</b></p>	<p><b>Party Responsible</b></p>

<p><b>A2.1</b> Continue state activities supporting use of NM DASH</p>	<p>Effective process for schools &amp; LEAs to engage in needs assessment &amp; CPI planning; TA provided on NM DASH as necessary</p>	<p>Ongoing</p>	<p>Priority Schools Bureau</p>
<p><b>A2.2</b> Develop Compendium of Evidence-Based Literacy Programs &amp; Practices</p>	<p>Compendium that will facilitate subgrantees' selection of evidence-based, developmentally appropriate B–12 interventions</p>	<p>January 2018</p>	<p>SRC with support from LS, LD</p>
<p><b>A2.3</b> Conduct 5 regional RFA trainings, technical support webinars, and office hours to support LEAs.</p>	<p>(See Activities B1.1 &amp; B1.2 in Section B High-Quality Plan)</p>	<p>January 2018</p>	<p>SRC, LS, LD</p>
<p><b>A2.4</b> Design and establish an SRLC webpage on the PED page</p>	<p>Website with Compendium, <i>Statewide Literacy Framework</i>, SRCL grant application, FAQs, other relevant SRCL information</p>	<p>January 2018</p>	<p>SRC, LS, LD, IT,</p>
<p><b>Goal A3:</b> Provide ongoing implementation support for funded SRCL subgrantees</p>			

Activities	Indicators of Success	Timeline	Party Responsible
<p><b>A3.1</b> Hold SRCL Kick-Off Summit Meeting</p>	<p>Subgrantees receive initial TA on implementation, grant requirements, and connect to state supports</p>	<p>July 2018</p>	<p>SRC, LS, LD, DSPP</p>
<p><b>A3.2</b> Establish online community of practice with PD modules</p>	<p>Subgrantees required to participate in 20 online modules helping teachers, district and school leaders, and coaches support language and literacy learning</p>	<p>September 2018</p>	<p>SRC, LS, LD</p>
<p><b>A3.4</b> Literacy Specialist conducts needs assessment to inform professional development plan</p>	<p>Comprehensive review of B–12 state PD offerings, online survey to subgrantees about needs, and recommendations made about PD plan</p>	<p>September 2018</p>	<p>LS, coordinates with LD</p>
<p><b>A3.4</b> Set calendar and topics for regional workshops and professional development</p>	<p>SRCL professional development events calendar aligned with other state initiatives sent to all grantees</p>	<p>September 2018</p>	<p>SRC, LS, DSPP</p>

<p><b>A3.5</b> Host SRCL Sustainability Summit</p>	<p>Subgrantees share lessons learned and develop plans to carry work forward through 2020–21 school year and beyond</p>	<p>November 2020</p>	<p>SRC, LS, LD, DSPP</p>
<p><b>Goal A4:</b> Engage in continuous program improvement efforts</p>			
<p><b>Activities</b></p>	<p><b>Indicators of Success</b></p>	<p><b>Timeline</b></p>	<p><b>Party Responsible</b></p>
<p><b>A4.1</b> Hire external evaluator and develop SRLC evaluation design.</p>	<p>Qualified, independent evaluator with knowledge of literacy achievement and state landscape</p>	<p>December 2017</p>	<p>SRC, LD, DMPC, DSPP</p>
<p><b>A4.2</b> Collect baseline evaluation data</p>	<p>Baseline indicators collected as per evaluation design plan</p>	<p>Sept/Oct 2018</p>	<p>External Evaluator, DMPC</p>

<p><b>A4.3</b> Collect beginning-, mid- and end-of-year (BOY, MOY, EOY) student data for all grades</p>	<p>ECOT (3- &amp; 4-year-olds), POT, KOT (Kindergarten), IStation (K–2), and ELA/Reading data (3–12) collected for all children participating in subgrantee programs to inform local and state-level CPI plans</p>	<p>BOY in Oct 18, 19, 20; MOY in Feb 19 and 20 EOY data in May/June 19</p>	<p>DMPC, subgrantees</p>
<p><b>A4.4</b> SRCL Site Visits</p>	<p>Site visits to monitor implementation and assist with CPI efforts</p>	<p>Jan/Feb 2019 &amp; 2020; Oct/Nov 2019 &amp; 2020</p>	<p>SRC, LS</p>
<p><b>A4.5</b> EOY data analysis at local and state level</p>	<p>Use of EOY data to inform local- and state-level CPI efforts</p>	<p>July 2019 &amp; 2020</p>	<p>DMPC, subgrantees</p>
<p><b>A4.6</b> Subgrantee CPI plans submitted and updated literacy plans as necessary</p>	<p>CPI plans based on EOY data and lessons learned to inform implementation during following school year; literacy plans updated as necessary</p>	<p>August 2019 &amp; 2020</p>	<p>Subgrantees (submit to DMPC)</p>

<b>A4.7</b> State CPI checkpoint	Review SRCL program in combination with other state initiatives and plans; evaluate alignment and make mid-course corrections if necessary.	August 2019 & 2020	SRC, LS, LD, Advisory Committee, Senior PED Leadership
<b>A4.8</b> Disseminate year-end results and new support resources	Subgrantees receive information about progress and any new research and/or tools to support and strengthen their programs	August 2019 & 2020	SRC, LS, LD, DSPP, DSAST, DMPC, External Evaluator
<b>A4.9</b> Qualitative data analysis for evaluation	Process study data including interviews with practitioners and leadership to inform ongoing implementation and sustainability	Sept 2019 & 2020	External Evaluator
<b>A4.10</b> Final evaluation report	Comprehensive report documenting quantitative and qualitative data across the grant period	Oct/Nov 2020	External Evaluator

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## **SELECTION CRITERION C: SEA MONITORING PLAN**

PED allocates every educational dollar with student achievement in mind. This philosophy has driven the state to develop a strong monitoring infrastructure focused on student outcomes that can be used to monitor the local SRCL grantees. New Mexico’s strategy will draw on implementation science to monitor fidelity of local models and engage subgrantees in a continuous program improvement process.<sup>10</sup> The monitoring activities in the state’s high-quality plan include: 1) Creation of an implementation and BOE reporting template that builds off the state’s current reporting requirements and system, 2) Development of a an SRCL site visit protocol to assess implementation fidelity and alignment to the state literacy plan, 3) Desktop reviews of implementation data, 4) A minimum two site visits to each subgrantee by the SRCL coordinator and literacy specialist per grant year, and 5) Review of subgrantee annual reports that contain fiscal accountability information and student outcome data to assess progress toward local and state literacy goals.

### **(1) Alignment to State literacy plan**

New Mexico’s comprehensive literacy plan includes five components (Leadership; Comprehensive Assessment; Instruction and Interventions; Professional Development; and Family Engagement) that provide a roadmap for designing local literacy systems that support strong literacy outcomes. The plan contains a section for each component that concludes with a “School Leadership Implementation Checklist” that provides guidance for successful implementation of each component. To ensure alignment to the state literacy plan, these checklists will be included

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<sup>10</sup>Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

as part of the site visit monitoring protocol and bimonthly desktop reviews. Subgrantees who are not making progress in implementation will receive additional state technical assistance and support from the SRCL Literacy Specialist.

An equally important aspect of alignment is monitoring subgrantee progress toward the state's student outcome goals for literacy proficiency. The state's ESSA plan has the goal of 64.9 percent of students proficient in English Language Arts (ELA) by 2022. On the path to this ESSA goal, PED's strategic plan has the expectation that 50 percent of students will be proficient in ELA by December 2020, which corresponds to the end of the SRCL grant period. New Mexico is a Partnership for Assessment of Readiness for College and Careers (PARCC) state that collects data on ELA proficiency in grades 3–11 using the PARCC assessment. As part of the state's assessment, accountability, and evaluation system, PARCC assessment data is analyzed for each grade for all children and by 10 subgroups<sup>11</sup>. The state also uses the New Mexico Alternative Performance Assessment (NMAPA) to ensure that students with disabilities participate in school and teacher accountability. For younger children, the PED will require the use of the Early Childhood Observational Tool (ECOT). The Kindergarten Observational Tool (KOT) is currently used statewide to measure kindergarten readiness at school entry. At the end of each school year during the grant period, subgrantees will review PARCC/NMAPA, ECOT, and KOT data along with the implementation reports and work with the SRCL Coordinator and Literacy Specialist to develop a CPI plan.

A final aspect of monitoring critical to successful implementation and alignment is fiscal monitoring. Subgrantee expenditure information will be uploaded into the state's Operating

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<sup>11</sup> female, male, Caucasian, African American, Hispanic, American Indian, Economically Disadvantaged, Students with Disabilities, English Language Learners, and Migrant

Budget Management System (OBMS). Desktop reviews of subgrantee expenditures will be monitored by PED fiscal staff. Subgrantee expenditures must be allowable, reasonable, and necessary for their local literacy plans and conform to federal and state procurement codes. The SRCL Coordinator will work with PED fiscal staff to conduct desktop reviews to monitor budgets, budget adjustment requests, and requests for reimbursement to ensure that expenditures are consistent with statutory and regulatory requirements of SRCL and project goals. The SRCL Coordinator, working with PED fiscal staff, will offer feedback throughout the duration of the grant, ensuring that SRCL subgrant funds are used to execute a comprehensive and coherent literacy program that serves students from birth through grade 12.

## **(2) Extent of evidence**

As part of the five regional TA meetings, subgrantees will be trained in the state's definition of moderate and strong evidence and made aware of the Compendium that includes interventions meeting the strong and moderate evidence thresholds. The RFA will vet proposals to ensure evidence-based practices are being proposed. The desktop reviews will monitor whether subgrantees are implementing the proposed evidence-based practices. Implementation of the proposed practices will also be confirmed during site visits. Subgrantees struggling with implementation of the evidence-based practices will be targeted for additional support. Subgrantees will be required to report any changes in interventions or practices as they occur.

## **(3) Extent of differentiation and developmental appropriateness**

New Mexico's *Early Learning Guidelines* (ELGs) and Common Core State Standards (NMCCSS) provide developmentally appropriate expectations for literacy development for children birth to age 5 and students in kindergarten through grade 12. Evidence-based literacy assessments, curriculum, professional development, and other practices will be monitored on how they align with the standards both in terms of literacy content and level of difficulty. Children of

the same age in the same classroom will be at different levels of reading proficiency relative to the standards, and as such, the use of formative assessments to determine a child's proficiency level is a core aspect of the state's comprehensive literacy plan. Effective teaching begins with assessment, and the assessment process is the primary determinant in how practices are differentiated to meet children where they are and to help them make progress toward age-appropriate and grade-level proficiency. As such, PED will hold subgrantees accountable for using valid and reliable screening, diagnostic, formative and outcome measurement tools that target instruction and align with ELGs and NMCCSS. This will be monitored through the desktop reviews and site visits. Currently, LEAs in the state use the Student Teacher Accountability Reporting System (STARS) to provide data on student demographics and academics, which includes an "Assessment Template" to provide information about the assessments used and scores.

Subgrantees will be required to use an observation-based assessment for children birth to age 3 and ECOT for 3- and 4-year-olds. For K–3, PED will require subgrantees to use Istation. ISIP™, Istation's Indicators of Progress, Early Reading (ISIP Early Reading) is a web-delivered Computer Adaptive Testing (CAT) system that provide Continuous Progress Monitoring (CPM) by frequently assessing and reporting student ability in critical domains of reading through the academic years. ISIP Early Reading provides teachers and other school personnel with easy-to-interpret, web-based reports that detail student strengths and challenges and provide links to teaching resources. Use of this data allows teachers to more easily make informed decisions regarding each student's response to targeted reading instruction and intervention strategies. All districts in the state are currently required to use Istation for grades K–2 and districts and charter schools receiving Reads to Lead funding are required to utilize Istation will all students in grades

K-3. As such, the use of Istation as tool for differentiated literacy practices will not be an additional burden to the subgrantee and can be easily monitoring by the state using existing protocols.

Finally, per 6.69.8.8 NMAC, each district and charter is required to use valid and reliable measures of student achievement growth approved by PED. Each subgrantee's choice of assessment for grades 4-12 will be vetted during the proposal process and monitored through the desktop review and site visits.

#### **(4) Implementation fidelity and alignment with State and local literacy plans**

Subgrantees are required to develop local literacy plans that align with the state Framework. In the start-up phase of the grant, potential subgrantees will be trained on the Framework, made aware of the SRCL funding opportunity, and provided adequate time to create a local literacy plan. This local plan will serve as the foundation for monitoring implementation fidelity and alignment with the state plan. The site visits, using the SRCL Site Visit Protocol will be the primary vehicle for monitoring implementation and will examine the systems that support and relate to instruction. During the site visit, through a collaborative conversation, Promising Practices (PP) and Opportunities Moving Forward (OMF) are identified and reported back to the school in the SRSV Feedback Report.

During the second and third site visit, the collaborative conversation will begin by reviewing any progress made in the OMF identified in the initial site visit. To gather evidence as to the implementation of the Opportunities Moving Forward, as identified from the first visit, PED will use the Stages of Implementation<sup>12</sup> to provide feedback to schools.

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<sup>12</sup> Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*.

Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

**Figure C.1** High-Quality Plan<sup>13</sup> for Section C

<b>Goal C1: Develop protocols to monitor compliance to local SRCL plans and grant requirements</b>			
<b>Activities</b>	<b>Indicators of Success</b>	<b>Timeline</b>	<b>Party Responsible</b>
<b>C1.1</b> Develop implementation and BOE reporting template	Template that builds off state’s current reporting requirements and systems	August 2018	SLCL Coordinator (SRC), Literacy Specialist (LS), Literacy Director (LD), Data Management Project Coordinator (DMPC)
<b>C1.1</b> Develop SRCL Site Visit Protocol	Protocol to assess implementation fidelity and alignment to state literacy plan	December 2018	SRC, LS, LD, DMPC
<b>Goal 2: Utilize monitoring protocols to track implementation fidelity, alignment to state literacy plan, and ongoing progress</b>			

<sup>13</sup> Financial resources for each of these activities are described in detail in the Budget Narrative

Activities	Indicators of Success	Timeline	Party Responsible
<b>C2.1</b> Desktop monitoring	Ongoing monitoring and contact to ensure implementation fidelity to SRCL proposal and fiscal accountability	Oct/Nov 2018, 2019, & 2020;  March 2019 & 2020	SRC, LS, DMPC
<b>C2.2</b> SRCL Site Visits	Site visits to monitor implementation and assist with CPI efforts and fiscal accountability	Jan/Feb 2019 & 2020;  Oct/Nov 2019 & 2020	SRC, LS
<b>C2.3</b> Subgrantee annual reports	Analysis of student outcome data submitted to PED to assess progress toward local and state literacy goals	May/June 2019	Subgrantees submit to DMPC, reviewed by SRC, LS, LD, Literacy Advisory Committee

## SELECTION CRITERION D: ALIGNMENT OF RESOURCES

### (1) Targeted subgrants

Figure D.1 outlines the allocation of funding between the state and LEAs for SRCL grant. PED will dedicate 95 percent of the total SRCL grant funds (\$19 million) toward the LEAs, with LEAs that serve large numbers of disadvantaged children receiving priority for funding. The remaining 5 percent (\$1 million) will be used for state level activities.

**Figure D.1** Allocation of SRCL grant funds



PED defines disadvantaged children as those who are economically disadvantaged, identified as English language learners/limited English proficient, or receiving special education services.

As discussed in Section B, LEAs will include a demonstration of need in the subgranting proposals.

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## **SELECTION CRITERION E: ADEQUACY OF RESOURCES**

### **(1) Effective use of funds**

PED will take several steps, discussed throughout the proposal, to ensure the effective use of funds; that costs are reasonable in relation to the project design; and that the proposed funding request has a significant impact on local literacy practices and child and student outcomes across the state. These steps include: (1) a well-thought out logic model for how the activities will impact child and student outcomes across the birth-to-grade 12 continuum; (2) a clear project plan and timeline; (3) robust support and technical assistance by the state to support effective implementation of evidence-based programs and practices (e.g., the Compendium); a clear budget justification for the use funds by the state; (4) a clear vetting process for the subgranting of funds; and, (5) fiscal and project monitoring process to ensure the effective use of funds at the LEA level.

### **(2) Efficient use of funds**

The funds for this project will be provided to nine subgrantees that will provide evidenced-based literacy programs and practices to an estimated 30,000 children and students birth-to-grade 12 across the state. While the grant amount represents well less than 1 percent of the state's overall

education budget, it will impact 9.4 percent of the overall student population and nearly 12 percent of the state's disadvantaged students. The budget and budget narrative outline the efficient use of this funding, which will be closely monitored to ensure that the funds are used efficiently. Equally important, the initiatives proposed here are new. As such, the federal funding will not supplant funding for current initiatives, but instead provide supplemental funding to engage in new, important state-supported literacy initiatives at the local level.

#### **SELECTION CRITERION F: QUALITY OF PROJECT DESIGN**

The New Mexico SRCL Program is designed to build capacity and support the sustainability of evidence-based B–12 literacy systems. Subgrantees will form local Literacy Connection Teams that will continue spearheading literacy efforts after the grant, including the ongoing implementation of local literacy plans, continuation of the CPI processes established during the grant, and the maintenance of collaborative relationships across the B–12 continuum. Through the Compendium and capacity-building trainings, subgrantees will have identified and implemented evidence-based B–12 literacy interventions. As grant funds will mostly be used to purchase classroom materials and trainings, this is an investment in high-quality programs that will have returns extending beyond the timeframe of the grant. A large investment in human capital will also be made during the grant training teachers, leaders, and other key personnel such as coaches. All subgrantees will participate in a Sustainability Summit at the conclusion of the grant to share lessons learned and develop guidance on how practices can be sustained and replicated in other LEAs and schools. Subgrantees will also develop Sustainability Plans to be implemented in the remainder of the 2020–2021 school year and beyond to ensure continuation of evidence-based practices leading to improved student outcomes.

In addition to capacity-building at the local level, the SRCL Program will support the growth of the state's overall B–12 literacy efforts. The benefits of the SRCL Program will be leveraged to extend beyond the population of subgrantees and beyond the time of the federal funding period. For example, the published Compendium will have a large return-on-investment for the state. Beyond assisting potential SRCL subgrantees in developing their plans, this tool will benefit schools and LEAs across that state as a valuable resource for identifying evidence-based literacy programs and practices across the B–12 continuum. It will be incorporated into existing infrastructure (e.g., NM DASH) and (with periodic updates) will continue to benefit New Mexico's education community long after the SRCL grant sunsets. Similarly, the work of the state literacy advisory committee, Statewide Literacy Framework, and professional development content and infrastructure will continue to inform and improve New Mexico's efforts to support the language and literacy learning of all children in our state.

## Other Attachment File(s)

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# Matthew Montaña

## Leadership in Equity and Achievement

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### EXPERIENCE

- July 1, 2017 Deputy Cabinet Secretary, Teaching and Learning, Public Education Department. Oversight of Educator Quality Division, College and Career Readiness, New Mexico Equity Plan
- June 2011-Present Division Director, Public Education Department, Santa Fe, NM. Responsible for oversight of the following state regulatory bureaus: Professional Licensure, Effective Teachers and Leaders, Bilingual Multicultural Education, Instructional Materials, Professional Ethics. Responsibilities include monitoring and compliance of meeting statutory deadlines and requirements of funding, implementation, and staffing.
- June 2012-Present Project Lead, Public Education Department, Santa Fe, NM. Guided the development, implementation, and establishment of the NMTEACH Effectiveness system.
- January 2012-June 2012 Project Lead, Public Education Department, Santa Fe, NM. Guided the regulatory process for establishing New Mexico's Effective Teacher and School Leader regulation (NMAC 6.69.8)
- June 2011-August 2011 Facilitator of Effective Teacher Taskforce, Public Education Department, Santa Fe, NM. Responsible for providing research materials, establishing guidelines, and facilitating policy questions for Governor Susana Martinez's taskforce on Effective Teachers and School Leaders. The taskforce made 39 research-based recommendations to the Governor for implementation of evaluation of teachers and school leaders.
- June 2009-June 2011 Principal, Bernalillo High School, Bernalillo, NM. Responsible for school-wide operations, discipline, curriculum development, supervision, inter-governmental relations, community and public relations, professional development, fiduciary responsibility, and supervision of one-hundred staff/nine-hundred students. I have worked with the superintendent in repairing relationships with the seven pueblos being served by BHS, as well as the small communities that feed into our high school. I have led an effort to seek funding (grants and partnerships) for alternative programming and student incentives.
- October 2009-May 2010 Facilitator, Collaboration of Bernalillo Public Schools, Santo Domingo Pueblo, and Local Collaborative 16, Santo Domingo, NM. Responsible for creating a district-level team that would work with the tribe and other entities to address drug and alcohol abuse issues for students from Santo Domingo.
- July 2008-June 2009 Assistant Principal, Bernalillo Middle School, Bernalillo, NM. Responsible for school-wide discipline, facility maintenance, special education program, athletic programs, and supervision of custodians, educational assistants, and instructional staff. I also have led the School Improvement effort by guiding the process of professional learning communities within our school community.
- August 2006-July 2008 Dean of Students, Bernalillo Middle School, Bernalillo, NM. Responsible for school-wide discipline, facility maintenance, special education program, athletic programs, and Parent Teacher Student Organization. Supervised custodians and Language Department.

August 2007-  
June 2009 Bernalillo Public Schools District Language Arts Vertical Articulation Facilitator, Bernalillo, NM. Spearheaded effort in organizing the curriculum alignment of Language Arts teachers.

August 2007-  
June 2009 Bernalillo Middle School Athletic Coordinator, Bernalillo, NM. Scheduled athletic events, organized tournaments, hired coaching staff, budgeted supplies, contract services, and transportation.

December 2007-  
April 2008 English Language Arts Realignment Taskforce, NM Public Education Department. Worked on aligning NM State Standards with American Diploma Project and College Board Standards.

September 2007-  
June 2011 BPS RTI Training Coordinator, Bernalillo Public Schools, Bernalillo, NM. Responsible for training district staff in the three tier process of Response to Intervention and referral for Special Education.

May 2006-  
May 2007 BPS Emergency Response Committee, Bernalillo Public Schools, Bernalillo, NM. District-wide committee creating a uniform response system in cases of disasters and other emergencies.

August 2004-  
May 2006 AP Vertical Team Co-Chairperson, Bernalillo Public School, Bernalillo, NM. Lead discussion regarding vertical and horizontal teaming of language/literature issues. Provide research-based strategies for increased achievement in Advanced Placement courses and exams.

August 2004-  
May 2006 Literacy Coach, Bernalillo Middle School, Bernalillo, NM. 6th-8th grade language arts and math departments. Analyze data from the NMSBA and identified areas of need within the subjects of language and math.  
Researched and implemented strategies for effective constructed response in math and language. Utilized the Professional Teacher Learning Cycle (PTLC) to help teachers implement effective research-based lessons created in a collaborative setting.

June 2004-  
May 2006 Head Girls Cross Country Coach, Bernalillo High School, Bernalillo, NM.

Jan 2004-  
June 2011 EPSS Committee Member, Bernalillo Public Schools, Bernalillo, NM. Committee revised the district Educational Plan for Student Success. Led 6th-8th grade sub-committee on language arts.

May 2003-  
May 2007 BMS IPSS Chairperson, Bernalillo Middle School, Bernalillo, NM. Lead the semi-annual and annual evaluations of the Individual Plans for Student Success document. Led revision efforts to incorporate NMSBA and multiple short-cycle assessments utilized by BMS to create an effective data form for teachers and ancillary providers.

May 2003-  
May 2007 Matrix Committee Member, Bernalillo Middle School, Bernalillo, NM. Decision-making committee charged with developing the BMS class schedule and course offerings.

August 2002-  
May 2006 Special Education Teacher, Bernalillo Middle School, Bernalillo, NM. 8th grade level. Monitor and provide modifications to inclusion teachers within my strand. Responsible for a full caseload (FTE-1.0).

August 2001-  
May 2004 General Education Teacher, Bernalillo Middle School, Bernalillo, NM. 8th grade inclusion classroom. Teach Pre-AP language arts/literature and core language arts/literature in an inclusion setting.

December 2000-  
December 2001 District Level III committee, Bernalillo Public School, Bernalillo, NM. Chairperson 2003-2004 school-year. Committee made curriculum changes and provided grants for innovative projects. Organized sub- committees for district-wide issues and concerns.

August 2000- May 2002	Special Education Teacher, Bernalillo Middle School, Bernalillo, NM. 7th grade inclusion strand/block. Monitored and provided modification to inclusion teachers within my strand. Was responsible for a full caseload (FTE-1.0).
August 1998- 2006	General Education Teacher, Bernalillo Middle School, Bernalillo, NM. 7th grade inclusion strand/block. Taught Pre-AP Language Arts, NM History, and study skills.
November 1997 May 2000	Head Boys Basketball Coach, Bernalillo Middle School, Bernalillo, NM.
November 1997 May 2000	School and Community Collaboration Leader, Bernalillo Middle School, Bernalillo, NM. Led a collaborative group to discuss issues and implement strategies for effective instruction and transition of special education students. Family and community support was the main focus of this effort.
November 1997- December 1999	Special Education Inclusion Task Force, Bernalillo Middle School, Bernalillo NM. Committee member of a group charged with implementing effective inclusion strategies for special education students. Teacher education was the main focus.
September 1997- May 2000	Special Education Teacher, Bernalillo Middle School, Bernalillo, NM. 6th-8th grade classroom for students with behavior/emotional disorders. Taught math, language arts, and social studies. Implemented a structured transition program for individuals to enter the inclusion setting in science and exploratory arts programs.
December 1996- March 1997	Assistant Basketball Coach, Bernalillo High School, Bernalillo, NM.
August 1996- September 1997	Special Education Educational Assistant, Bernalillo Middle School, Bernalillo, NM. Assisted in a 6th-8th grade classroom for students with behavior/emotional disorders.
July 1991- May 1996	Data Processor, Student Financial Aid Dept., UNM, Albuquerque, NM. Responsible for entering and auditing financial aid applications of college students.

## **EDUCATION**

M.A., May 2008, College of Santa Fe. Curriculum and Instruction Leadership/Ed. Admin.

PreK-12 Special Education Certification, 1999. The College of Santa Fe

B.A., May 1996-The University of New Mexico. History and Religious Studies

## **PRESENTATIONS**

### **TRAININGS**

### **ACCOMPLISHMENTS**

Future Chiefs for Change program: one of 8 individuals selected from over 2,000 recommended individuals for this leadership academy. This program provides leadership training and networking with national leaders in Education reform, including Dr. John King, former Secretary of Education, Antwan Wilson, Chancellor of D.C. Public Schools, Derrell Bradford, Executive Vice President 50CAN, and many philanthropists that seek to improve the educational outcomes of underserved students

Selected as one of 25 semifinalists for the **Broad Leadership Academy**, Sponsored by Broad Foundation. Over 3,000 individuals were recommended for this leadership academy December 2015

Presenter *Making Sense of Educator Preparation Programs: Designing High Impact Colleges of Education that Prepare Teachers for Day 1 (A Case in New Mexico)* May 2017 at Council for Chief State School Officer, St. Louis, Missouri

Presenter *Why Teachers Matter? How New Mexico Is Emphasizing the Importance of Teachers and Teacher Leadership to Enhance the Profession and Improve the Outcomes of Students* April 2017 at the Education Leadership Conference at Yale University, New Haven, Connecticut

Lead Investigator for New Mexico in a collaborative research project with Harvard University and Johns Hopkins University *Assessing the Effectiveness of Instructional Materials: Using Data to Inform the Adoption of Instructional Materials* May 2015-Current

Lead facilitator using Danielson's Framework *Observing Classrooms Using a Uniform Standard* on behalf of Council of Chief State School Officers in New Orleans, Louisiana, St. John the Baptist Parish school district October 2016

Special Consultant to Education Council and National Council for Teacher Quality *Designing Effectiveness Systems that Differentiate Teacher Performance* November 2015

Received High Qualified Teacher flexibility May 2015 (only NM received this waiver)

Received the renewal of NCLB flexibility March 2015

Released first NMTEACH Summative reports May 2014

National Presentation to the Education Council in Washington, D.C. *Driving Student Improvement with Data* May 2014

NMTEACH Advisory Committee: Development and Implementation, June 2012 to May 2014

NMTEACH: Evaluations to promote school improvement Regional School Boards, Spring 2013

Implemented NMTEACH training for 1,700 NM administrators Annual training Summer 2013-Present

Developed NMTEACH training for school administrators Spring 2014

Developed NMTEACH Observation Protocol June 2012 – May 2013

Developed and implemented statewide NMTEACH pilot SY 2012-2013

Received ESEA Waiver from NCLB Spring 2013

Educator Quality Roadshow: Making School Grading work Regional School Boards, Fall 2012

Effective Educator Taskforce Statewide Facilitator, Summer 2012

High Schools That Work Summer Institute, July 2009. Atlanta Convention Center. School Reform

High Schools That Work Summer Institute, July 2007. New Orleans Convention Center. School Reform.

Pre-AP Summer Institute, June 2004.  
The University of New Mexico. Pre-AP strategies.

AP Vertical Team Training, January 2004-August 2004. Various sites. AP Vertical Alignment grades K-12.

AP Summer Institute, June 2002.  
The University of New Mexico. AP Literature.

Pre-AP Summer Institute, June 2001.  
The University of New Mexico. Pre-AP Language/Lit. for the Middle School classroom.

AP Summer Institute, June 2001.  
The University of New Mexico. AP Language.

Pre-AP Conference, February 2001.  
The University of New Mexico. Pre-AP Language.

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## **REFERENCES**

The Honorable Hanna Skandera, Secretary of Education, New Mexico Public Education Department (PED) (505) 500-2965

H. Paul Aguilar, Deputy Secretary of Finance and Operations (PED) (505) 614-4694

Leighann Lenti, Executive Director, State Government Relations, The College Board (202) 262-4493

Dr. Pete Goldschmidt, Professor, California State University Northridge (818) 235-9898

Dr. Smith Frederick, Director, Center for Student Success, University of New Mexico (505) 269-1952

# State of New Mexico

## CHILDREN, YOUTH and FAMILIES DEPARTMENT

**SUSANA MARTINEZ**  
GOVERNOR

**JOHN SANCHEZ**  
LIEUTENANT GOVERNOR



**MONIQUE JACOBSON**  
CABINET SECRETARY

**JENNIFER SAAVEDRA**  
DEPUTY CABINET SECRETARY

July 14, 2017

Christopher N. Ruszkowski  
Acting Secretary of Education  
New Mexico Public Education Department  
300 Don Gaspar Ave  
Santa Fe, NM 87501

Dear Mr. Ruszkowski;

New Mexico is on a strategic course to ensure that all students in New Mexico have the skills that they need to graduate college and career ready. After several years of strategic and thoughtful research and collaboration, Governor Susana Martinez and a team of stakeholders from the higher education community, laid out the ambitious Route to 66 plan. The Route to 66 plan establishes a rigorous yet attainable target that 66 percent of working-age New Mexicans will earn a college degree or post-secondary credential by the year 2030.

Research clearly demonstrates that a high-quality, literacy-rich environment beginning in early childhood is one of the most important factors in determining school readiness and success, high school graduation, college access and success, and workforce readiness. All citizens need advanced literacy skills in order to think critically, as well as to access new information and technologies. Graduating globally competent citizens depends on students using their reading and writing skills to develop important abilities in such areas as math, science, and technology.

As we seek to ensure New Mexico's workforce remains competitive in a global market, a strong state commitment to literacy is desperately needed. Striving Readers is the only targeted federal literacy funding for birth through grade 12 teacher professional development and research-based interventions for students who cannot read and write well enough to progress in school through graduation. The New Mexico Striving Readers Comprehensive Literacy Grant would provide 95 percent of the proposed \$20M to local school districts with priority going to those serving the greatest number/percentage of disadvantaged students, targeted to support reading and writing achievement so that more students graduate with the skills needed for success in higher education, work, and civic life.

Early Childhood Services Division supports your application for this important project geared to improve the lives of our New Mexico Children. Please let me know if we can be of any further assistance.

Sincerely,

(b)(6)

Alejandra Rebolledo Rea  
Acting Division Director



# State of New Mexico

Susana Martinez  
*Governor*

July 17, 2017

Secretary Betsy DeVos  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary DeVos:

In New Mexico, we believe that we succeed together. When our students graduate from our public education system ready for a successful college or career experience, our local and state communities benefit too. To encourage our families to go even further, my administration worked for years with stakeholders from our state's higher education community and other stakeholders to set New Mexico's first-ever higher education attainment goal: Route to 66. Our target of 66 percent of working-age New Mexicans with post-secondary credentials by 2030 is ambitious, yet achievable. I believe that we, as leaders, owe it to our constituents to set high standards.

It is also our responsibility to put New Mexico's children on the path to success early. Research tells us that the first few years of a child's life are the most crucial developmentally, and that early childhood literacy is a deciding factor for high school graduation, post-secondary success, and workforce readiness. Reading, writing, and critical thinking skills are more important than ever for New Mexicans as students, professionals, and engaged citizens.

Our state is already committed to education as the path to workforce competitiveness and personal success for New Mexicans, and programs like Striving Readers help us move forward even faster. The New Mexico Striving Readers Comprehensive Literacy Grant would dedicate 95 percent of the proposed \$20 million to our local school districts, with priority going to those serving the greatest numbers of disadvantaged students and with a special emphasis on reading and writing. This unique, targeted federal funding could make a world of difference to our students and to the teachers who help them.

I appreciate your consideration for this outstanding educational support, and I thank you for your leadership and continued advocacy for our nation's students. Please feel welcome to contact my office for any additional information.

Sincerely,

A handwritten signature in black ink that reads "Martinez". The signature is written in a cursive style with a large, stylized initial "M".

Susana Martinez  
Governor

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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**SRCL Budget Narrative**

The New Mexico SRCL Program proposal includes a request for \$20 million over a three-year period, with 95 percent to be distributed to subgrantees. The remaining five percent, \$1 million, will support salary and benefits for 2.5 FTEs (one SRCL project coordinator [1 FTE], one SRCL literacy specialist [1 FTE], and one data project management coordinator [0.5 FTE]), and operating costs, as well as direct expenses for program functions (technical assistance, networking, meetings, webinars, etc.) and travel (on-site technical assistance to subgrantees).

Budget Categories	Project Year 1	Year 2	Year 3	Totals
Personnel	\$153,397.50	\$153,397.50	\$153,397.50	\$460,192.50
Fringe Benefits	\$56,204.84	\$56,204.84	\$56,204.84	\$168,614.52
Travel	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Equipment	\$450.00	\$450.00	\$450.00	\$1,350.00
Supplies	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00
Contractual/awards	\$6,333,333.33	\$6,333,333.34	\$6,333,333.33	\$19,000,000.00
Construction				
Other	\$62,121.30	\$62,121.30	\$62,121.31	\$186,363.91
Total Direct (lines 1-8)	\$279,173.64	\$279,173.64	\$279,173.65	\$837,520.93
Indirect Costs	\$54,159.69	\$54,159.69	\$54,159.69	\$162,479.07
Training Stipends				
Total Costs (lines 9-11)	\$333,333.33	\$333,333.33	\$333,333.34	\$1,000,000.00
Total Grant	\$6,666,666.66	\$6,666,666.67	\$6,666,666.67	\$20,000,000.00
5% Admin	\$333,333.33	\$333,333.33	\$333,333.34	\$1,000,000.00

## **Budget Narrative**

### **Personnel: \$628,807.02**

The following three positions will provide state-level support for the implementation of the SRLC grant over the three-year grant period.

#### *SRCL Project Coordinator (1 FTE)*

The Project Coordinator will be housed within PED. This position is responsible for the overall planning and coordination of all state-level activities associated with the SRCL grant and oversight of the subgrantees. The Coordinator monitors progress made on the statewide literacy plan and provides leadership in expanding literacy opportunities, access to services and training, referral services, and public awareness. This position requires someone with knowledge of literacy development from birth to grade 12 (B-12); ability to plan and execute large-scale projects; and experience developing specific goals and plans. In addition, the position requires someone with a master's degree in education or related field. This is a full-time position and will be paid in line with the state pay plan. Base level pay is \$61,359.

#### *SRCL Literacy Specialist (1 FTE)*

This position will be housed within PED. The Literacy Specialist will conduct a needs assessment to determine training activities or to determine areas requiring additional resources and new program implementation. This individual will provide guidance and support to programs through research, supervision, and liaison activities. The Literacy Specialist will monitor progress of program objectives that affect the quality and level of services provided and the program's success; provide technical assistance to providers; and make referrals for external

professional development and technical assistance as needed. This position is a full-time position and will be paid in line with the state pay plan. The base pay is \$61,359

*SRCL Data Project Management Coordinator (0.5 FTE)*

The Data Coordinator will be housed within PED. This position will be responsible for SRCL data collection, management, and report production. This includes compiling and analysing data to determine trends. This individual will write various monthly, quarterly, and annual reports; explaining findings of research; and prepare and present summaries and analyses of data, describing methodology and results. The Data Coordinator will make recommendations regarding program improvements in SRCL based on data. This position requires someone with the knowledge of methods and techniques of compilation of research and statistical data; knowledge of the principles and practices of statistical research; ability to plan and execute research projects, and experience developing specific goals and plans. In addition, the position requires someone with a bachelor’s degree in mathematics or related field. This is a half-time position and will be paid in line with the state pay plan. Base level pay is \$30,679.50

**Personnel Salaries**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Project Coordinator	\$61,359	\$61,359	\$61,359	\$185,077
Literacy Specialist	\$61,359	\$61,359	\$61,359	\$185,077
Data Coordinator	\$30,679.50	\$30,679.50	\$30,679.50	\$92,038.50
<b>TOTAL</b>	<b>\$153,397</b>	<b>\$153,397</b>	<b>\$153,397</b>	<b>\$460,192.50</b>

**Fringe Benefits: \$168,614.52**

*Project Coordinator*

Fringe Benefits at 36.64% = \$22,481.94 calculated as follows:

FICA 7.65%

Retirement, Workers Compensation and Unemployment 16.99%

Health Insurance 10.0%

Retiree Health Care 2%

*Data Coordinator*

Fringe Benefits at 36.64% = \$22,481.94 calculated as follows:

FICA 7.65%

Retirement, Workers Compensation and Unemployment 16.99%

Health Insurance 10.0%

Retiree Health Care 2%

*Literacy Specialist*

Fringe Benefits at 36.64% = \$11,240.96 calculated as follows:

FICA 7.65%

Retirement, Workers Compensation and Unemployment 16.99%

Health Insurance 10.0%

Retiree Health Care 2%

**Fringe Benefits**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>Project Coordinator</b>	\$22,481.94	\$22,481.94	\$22,481.94	\$67,445.82
<b>Literacy Specialist</b>	\$22,481.94	\$22,481.94	\$22,481.94	\$67,445.82
<b>Data Coordinator</b>	\$11,240.96	\$11,240.96	\$11,240.96	\$33,722.88
<b>TOTAL</b>	\$56,204.84	\$56,204.84	\$56,204.84	\$168,614.52

**Travel: \$15,000**

Travel reimbursement will be made available to SRCL state staff for regional meetings, providing professional development and technical assistance, and an estimated 12 monitoring site visits. Travel reimbursement rates in New Mexico are \$.43/mile when a state-owned vehicle is not available for employee use. Per diem rates for lodging and meals are in accordance with the NM Procurement Code. Rates for meals is \$30/day, Standard lodging rates are \$85/night. Estimated travel costs are based travel based on the furthest LEA potentially funded.

**Equipment/Supplies: \$1,350**

Supplies include, but are not limited to office supplies and instructional materials to support program staff. Our estimated cost is \$450 each year for supplies for the 2.5 staff positions.

**Contractual/Awards: \$19,000,000.00**

As outlined in detail in Section D, the State will distribute subgrants to LEAs in the following categories:

- Birth through age five (16% of subgrant total): \$3,040,000.00
- Kindergarten through grade five (42% of subgrant total): \$7,980,000.00
- Middle and high school students (42% of subgrant total): \$7,980,000.00

The subgrants will be distributed evenly across three years in the amount of \$6,333,333.33 per year. Subgrantees will submit literacy plans and detailed budgets regarding how these funds will be spent. As part of the administration and oversight of the grant, New Mexico will monitor and track all subgrantee expenditures to ensure that funds are spent in accordance with the state SRCL grant plan.

**Indirect Costs: \$162,479.07**

**Contractual/Awards indirect cost: \$0.00**

**Other Costs: \$186,363.91**

Cost of regional meetings 5 per year (15 total) \$100,000

Cost of kickoff summit \$10,000

Cost of sustainability summit \$10,000

Regional PD meetings 3 per year (9 total) \$66,363.91

**Other Funds Allocated to the SRCL Program**

PED has an existing relationship with the South Central Comprehensive Center (SC3), part of a national network of centers funded by the U.S. Department of Education (ED) to support the improvement of educational outcomes. The state will leverage the existing relationship and resources under the scope of SC3 to support the evaluation of the SRCL grant.