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July 21, 2015

MEMORANDUM

TO: Legislative Education Study Committee
FR: Christina McCorquodale *CMC*
RE: STAFF REPORT: READING INTERVENTIONS

INTRODUCTION

For FY 15 and FY 16, according to the Public Education Department's (PED) Request for Application (RFA), *New Mexico Reads to Lead!* initiative provides the following expectations and supports for early literacy interventions:

- increase in quality of reading instruction;
- a screening assessment to use for planning data-driven instruction;
- quality professional development for administrators, reading coaches, and teachers;
- ensure that districts and charter schools have a comprehensive plan for addressing literacy instruction; and
- support for parents and families through outreach with resources in English and Spanish.

To further provide the committee with information regarding funding and administration of the program, this staff report includes the following:

- *Reads to Lead!* Funding: A Comparison between FY 15 and FY 16;
- *New Mexico Reads to Lead!*: Request for Application Process;
- alternative reading intervention programs; and
- background.

Please note that the testimony to the committee will focus on urban school districts to be followed up with a focus on rural districts in August 2015.

READS TO LEAD! FUNDING: A COMPARISON BETWEEN FY 15 AND FY 16

New Mexico Reads to Lead! initiative funding provides for:

- **FY 15: \$14.5 million:**
 - \$1.9 million to provide a common K-3 interim assessment for use in all elementary schools to identify struggling readers (DIBELS Next¹ and IDEL²);
 - \$1.9 million for professional development designed for teachers, coaches, and administrators on how to use data to drive instruction and effectively intervene with struggling readers and regional reading coaches; and
 - \$10.7 million for reading coaches and intervention support; and

- **FY 16: \$15 million:**
 - \$1.9 million to provide a common K-3 interim assessment for use in all elementary schools to identify struggling readers (DIBELS Next and IDEL);
 - \$2.4 million for professional development designed for teachers, coaches, and administrators on how to use data to drive instruction and effectively intervene with struggling readers and regional reading coaches; and
 - \$10.7 million for reading coaches and intervention support.

In the 2015-2016 Request for Application, PED states that school districts and charter schools who participate in the non-competitive application process will receive funding to:

- hire reading coaches by the school district or charter schools to provide professional development for educators to improve instruction in reading and support increased student achievement;
- support for grades K-3 reading interventions to include:
 - hire reading interventionists³ by district or charter schools to provide interventions for struggling students; or
 - purchase intervention instructional materials; and

- hire a combination of reading coaches by the school district or charter school and support for grades K-3 reading interventions.

In addition, based on the funding for *Reads to Lead!*, PED will provide DIBELS Next and IDEL assessments for grades K-3 to districts and charter schools at no cost.

¹ DIBELS Next is an assessment used to measure the acquisition of early literacy skills from kindergarten through

² IDEL is a research-based formative assessment series designed to measure the basic early literacy skills of children learning in Spanish. The use of IDEL is optional.

³ According to PED, an interventionist must be a certified teacher.

For both FY 15 and FY 16 funding was based on the distribution amounts by size of district or charter school, and collaboration with district leaders to fund on K-3 student membership.

For the committee's review, **Table 1, *New Mexico Reads to Lead! Funding Distribution FY 15-16***, on pages 4-7, provides a comparison of *New Mexico Reads to Lead!* allocations for FY 15 and FY 16. Funding in FY 16 from FY 15 includes the following differences:

- for districts:
 - \$47,500 increase for Dexter (line 31); and
 - \$32,500 decrease for Moriarty (line 70); and

- for charter schools:
 - \$47,500 increase for Horizon Academy West (line 113);
 - \$28,000 decrease for Cariños de los Niños (line 36), San Diego Riverside Charter (line 55), Rio Gallinas Charter School (line 105), Dream Dine' (line 111), and Taos International School (line 128);
 - \$33,000 decrease for Albuquerque School of Excellence (line 107);
 - \$50,000 for Sandoval Academy of Bilingual Education (line 126) as a new state-chartered charter school; and
 - \$50,000 for Ralph Bunch Academy (line 123) was not awarded funds due to closure.

NEW MEXICO READS TO LEAD! REQUEST FOR APPLICATION PROCESS

Among its provisions, the 2015-2016 RFA for the *New Mexico Reads to Lead!* states that eligibility for *New Mexico Reads to Lead!* funds is limited to New Mexico school districts and charter schools. The RFA provides a:

- timeline of action beginning in March 2015 through May 2015 to include:
 - March 26: PED provides the RFA;
 - April 2: PED provides a *Reads to Lead!* Information Webinar;
 - March 26 through April 24: PED provides technical assistance;
 - April 24: application deadline for districts and charter schools; and
 - May 20: funding allocation is awarded to districts and charter schools.

- detailed application outline for eligibility that PED requires districts and charter schools to:
 - outline budget activities that align to increasing the quality of reading instruction and student achievement in reading for grades K-3 by implementing a K-3 Comprehensive Reading Plan. Within these confines, districts and charter schools are

**TABLE 1
NEW MEXICO READS TO LEAD! FUNDING DISTRIBUTION FY 15-16**

	A	C	B	D	
	DISTRICT/CHARTER	FY 15	FY 16	Difference	
1	ALAMOGORDO	\$162,500.00	\$162,500.00	\$0.00	1
2	ALBUQUERQUE	\$1,060,500.00	\$1,060,500.00	\$0.00	2
3	ALICE KING COMMUNITY SCHOOL	\$50,000.00	\$50,000.00	\$0.00	3
4	CHRISTINE DUNCANS COMMUNITY	\$50,000.00	\$50,000.00	\$0.00	4
5	CORRALES INTERNATIONAL	\$50,000.00	\$50,000.00	\$0.00	5
6	EL CAMINO REAL	\$50,000.00	\$50,000.00	\$0.00	6
7	MONTESSORI OF THE RIO GRANDE	\$50,000.00	\$50,000.00	\$0.00	7
8	MOUNTAIN MAHOGANY	\$50,000.00	\$50,000.00	\$0.00	8
9	ANIMAS	\$50,000.00	\$50,000.00	\$0.00	9
10	ARTESIA	\$130,000.00	\$130,000.00	\$0.00	10
11	AZTEC	\$130,000.00	\$130,000.00	\$0.00	11
12	MOSAIC ACADEMY CHARTER	\$50,000.00	\$50,000.00	\$0.00	12
13	BELEN	\$130,000.00	\$130,000.00	\$0.00	13
14	BERNALILLO	\$130,000.00	\$130,000.00	\$0.00	14
15	BLOOMFIELD	\$130,000.00	\$130,000.00	\$0.00	15
16	CAPITAN	\$50,000.00	\$50,000.00	\$0.00	16
17	CARLSBAD	\$162,500.00	\$162,500.00	\$0.00	17
18	JEFFERSON MONT. ACAD.	\$50,000.00	\$50,000.00	\$0.00	18
19	CARRIZOZO	\$50,000.00	\$50,000.00	\$0.00	19
20	CENTRAL CONS.	\$162,500.00	\$162,500.00	\$0.00	20
21	CHAMA VALLEY	\$50,000.00	\$50,000.00	\$0.00	21
22	CIMARRON	\$50,000.00	\$50,000.00	\$0.00	22
23	CLAYTON	\$50,000.00	\$50,000.00	\$0.00	23
24	CLOUDCROFT	\$50,000.00	\$50,000.00	\$0.00	24
25	CLOVIS	\$162,500.00	\$162,500.00	\$0.00	25
26	COBRE CONSOLIDATED	\$97,500.00	\$97,500.00	\$0.00	26
27	CORONA	\$50,000.00	\$50,000.00	\$0.00	27
28	CUBA	\$50,000.00	\$50,000.00	\$0.00	28
29	DEMING	\$162,500.00	\$162,500.00	\$0.00	29
30	DES MOINES	\$50,000.00	\$50,000.00	\$0.00	30
31	DEXTER	\$50,000.00	\$97,500.00	\$47,500.00	31
32	DORA	\$50,000.00	\$50,000.00	\$0.00	32
33	DULCE	\$50,000.00	\$50,000.00	\$0.00	33
34	ELIDA	\$50,000.00	\$50,000.00	\$0.00	34
35	ESPAÑOLA	\$130,000.00	\$130,000.00	\$0.00	35
36	CARIÑOS DE LOS NIÑOS	\$50,000.00	\$22,000.00	(\$28,000.00)	36
37	ESTANCIA	\$50,000.00	\$50,000.00	\$0.00	37
38	EUNICE	\$50,000.00	\$50,000.00	\$0.00	38
39	FARMINGTON	\$195,000.00	\$195,000.00	\$0.00	39
40	FLOYD	\$50,000.00	\$50,000.00	\$0.00	40
41	FT. SUMNER	\$50,000.00	\$50,000.00	\$0.00	41
42	GADSDEN	\$195,000.00	\$195,000.00	\$0.00	42
43	GALLUP	\$195,000.00	\$195,000.00	\$0.00	43

**TABLE 1
NEW MEXICO READS TO LEAD! FUNDING DISTRIBUTION FY 15-16**

44	GRADY	\$50,000.00	\$50,000.00	\$0.00	44
45	GRANTS	\$130,000.00	\$130,000.00	\$0.00	45
46	HAGERMAN	\$50,000.00	\$50,000.00	\$0.00	46
47	HATCH	\$97,500.00	\$97,500.00	\$0.00	47
48	HOBBS	\$195,000.00	\$195,000.00	\$0.00	48
49	HONDO	\$50,000.00	\$50,000.00	\$0.00	49
50	HOUSE	\$50,000.00	\$50,000.00	\$0.00	50
51	JAL	\$50,000.00	\$50,000.00	\$0.00	51
52	JEMEZ MOUNTAIN	\$50,000.00	\$50,000.00	\$0.00	52
53	LINDRITH AREA HERITAGE	\$22,000.00	\$22,000.00	\$0.00	53
54	JEMEZ VALLEY	\$50,000.00	\$50,000.00	\$0.00	54
55	SAN DIEGO RIVERSIDE CHARTER	\$50,000.00	\$22,000.00	(\$28,000.00)	55
56	LAKE ARTHUR	\$50,000.00	\$50,000.00	\$0.00	56
57	LAS CRUCES	\$260,000.00	\$260,000.00	\$0.00	57
58	LAS VEGAS CITY	\$97,500.00	\$97,500.00	\$0.00	58
59	LOGAN	\$50,000.00	\$50,000.00	\$0.00	59
60	LORDSBURG	\$50,000.00	\$50,000.00	\$0.00	60
61	LOS ALAMOS	\$130,000.00	\$130,000.00	\$0.00	61
62	LOS LUNAS	\$162,500.00	\$162,500.00	\$0.00	62
63	LOVING	\$50,000.00	\$50,000.00	\$0.00	63
64	LOVINGTON	\$130,000.00	\$130,000.00	\$0.00	64
65	MAGDALENA	\$50,000.00	\$50,000.00	\$0.00	65
66	MAXWELL	\$50,000.00	\$50,000.00	\$0.00	66
67	MELROSE	\$50,000.00	\$50,000.00	\$0.00	67
68	MESA VISTA	\$50,000.00	\$50,000.00	\$0.00	68
69	MORA	\$50,000.00	\$50,000.00	\$0.00	69
70	MORIARTY	\$130,000.00	\$97,500.00	(\$32,500.00)	70
71	MOSQUERO	\$50,000.00	\$50,000.00	\$0.00	71
72	MOUNTAINAIR	\$50,000.00	\$50,000.00	\$0.00	72
73	PECOS	\$50,000.00	\$50,000.00	\$0.00	73
74	PEÑASCO	\$50,000.00	\$50,000.00	\$0.00	74
75	POJOAQUE	\$97,500.00	\$97,500.00	\$0.00	75
76	PORTALES	\$130,000.00	\$130,000.00	\$0.00	76
77	QUEMADO	\$50,000.00	\$50,000.00	\$0.00	77
78	QUESTA	\$50,000.00	\$50,000.00	\$0.00	78
79	ROOTS & WINGS	\$22,000.00	\$22,000.00	\$0.00	79
80	RATON	\$97,500.00	\$97,500.00	\$0.00	80
81	RESERVE	\$50,000.00	\$50,000.00	\$0.00	81
82	RIO RANCHO	\$260,000.00	\$260,000.00	\$0.00	82
83	ROSWELL	\$195,000.00	\$195,000.00	\$0.00	83
84	ROY	\$50,000.00	\$50,000.00	\$0.00	84
85	RUIDOSO	\$97,500.00	\$97,500.00	\$0.00	85
86	SAN JON	\$50,000.00	\$50,000.00	\$0.00	86
87	SANTA FE	\$195,000.00	\$195,000.00	\$0.00	87
88	TURQUOISE TRAIL	\$50,000.00	\$50,000.00	\$0.00	88
89	SANTA ROSA	\$50,000.00	\$50,000.00	\$0.00	89
90	SILVER CITY CONSOLIDATED	\$130,000.00	\$130,000.00	\$0.00	90

**TABLE 1
NEW MEXICO READS TO LEAD! FUNDING DISTRIBUTION FY 15-16**

91	SOCORRO	\$97,500.00	\$97,500.00	\$0.00	91
92	COTTONWOOD CHARTER	\$50,000.00	\$50,000.00	\$0.00	92
93	SPRINGER	\$50,000.00	\$50,000.00	\$0.00	93
94	TAOS	\$97,500.00	\$97,500.00	\$0.00	94
95	ANANSI CHARTER	\$50,000.00	\$50,000.00	\$0.00	95
96	TAOS MUNICIPAL CHARTER	\$50,000.00	\$50,000.00	\$0.00	96
97	TATUM	\$50,000.00	\$50,000.00	\$0.00	97
98	TEXICO	\$50,000.00	\$50,000.00	\$0.00	98
99	TRUTH OR CONSEQUENCES	\$97,500.00	\$97,500.00	\$0.00	99
100	TUCUMCARI	\$97,500.00	\$97,500.00	\$0.00	100
101	TULAROSA	\$50,000.00	\$50,000.00	\$0.00	101
102	VAUGHN	\$50,000.00	\$50,000.00	\$0.00	102
103	WAGON MOUND	\$50,000.00	\$50,000.00	\$0.00	103
104	WEST LAS VEGAS	\$97,500.00	\$97,500.00	\$0.00	104
105	RIO GALLINAS CHARTER SCHOOL	\$50,000.00	\$22,000.00	(\$28,000.00)	105
106	ZUNI	\$97,500.00	\$97,500.00	\$0.00	106
	A	C	B	D	
	STATE CHARTERS	FY 2014-2015	FY 2015-2016	Difference	
107	ALBUQUERQUE SCHOOL OF EXCELLENCE ST. CHART (APS)	\$50,000.00	\$22,000.00	(\$33,000.00)	107
108	ALBUQUERQUE SIGN LANGUAGE ST. CHARTER (APS)	\$22,000.00	\$22,000.00	\$0.00	108
109	CIEN AGUAS INTERNATIONAL ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	109
110	CORAL COMMUNITY (APS)	\$50,000.00	\$50,000.00	\$0.00	110
111	DREAM DINE' (Central)	\$50,000.00	\$22,000.00	(\$28,000.00)	111
112	ESTANCIA VALLEY (MORIARTY)	\$50,000.00	\$50,000.00	\$0.00	112
113	HORIZON ACADEMY WEST ST. CHARTER (APS)	\$50,000.00	\$97,500.00	\$47,500.00	113
114	INT'L SCHOOL MESA DEL SOL ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	114
115	J. PAUL TAYLOR ACADEMY (LAS CRUCES)	\$50,000.00	\$50,000.00	\$0.00	115
116	LA JICARITA	\$22,000.00	\$22,000.00	\$0.00	116
117	LA PROMESA ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	117
118	LA TIERRA MONTESSORI SCHOOL (ESPANOLA)	\$22,000.00	\$22,000.00	\$0.00	118
119	MCCURDY CHARTER SCHOOL (ESPANOLA)	\$50,000.00	\$50,000.00	\$0.00	119
120	MONTESSORI ELEMENTARY ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	120
121	NEW MEXICO INTERNATIONAL SCHOOL (APS)	\$50,000.00	\$50,000.00	\$0.00	121
122	NORTH VALLEY ACADEMY ST. CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	122
123	RALPH BUNCH ACADEMY (APS)	\$50,000.00		(\$50,000.00)	123
124	RED RIVER VALLEY (QUESTA)	\$22,000.00	\$22,000.00	\$0.00	124
125	SAGE MONTESSORI CHARTER (APS)	\$50,000.00	\$50,000.00	\$0.00	125

TABLE 1
NEW MEXICO READS TO LEAD! FUNDING DISTRIBUTION FY 15-16

126	SANDOVAL ACADEMY OF BILINGUAL EDUCATION		\$50,000.00	\$0.00	126
127	TAOS INTEGRATED SCHOOL OF ARTS ST. (TAOS)	\$50,000.00	\$50,000.00	\$0.00	127
128	TAOS INTERNATIONAL SCHOOL (TAOS)	\$50,000.00	\$22,000.00	(\$28,000.00)	128
129	UPLIFT COMMUNITY SCHOOL (APS)	\$50,000.00	\$50,000.00	\$0.00	129
130	WILLIAM W & JOSEPHINE DORN CHARTER (APS)	\$22,000.00	\$22,000.00	\$0.00	130
131	TOTAL	\$10,759,500.00	\$10,654,000.00		131

encouraged to align RFA budget with the Program Budget Questionnaire and Web EPSS⁴; and

- accurately depict and detail the role of administration (including principals), professional development, assessment, curriculum and instruction in the improvement of student learning.

The RFA also provides a rubric for district and charter school application feedback that scores each section from 0-2 (see **Attachment, VII. PED Rubric for District/Charter Application Feedback**). The K-3 Comprehensive Reading Plan narrative is based on these sections and is aligned with the most important goals of Response to Intervention (RtI)⁵. Based on expectations of the rubric include:

1. The district or charter school level leadership must:

- indicate measurable school goals for student achievement in reading for school year 2015-2016 described as a percentage increase from the previous year, and indicate how efforts to improve reading instruction in grades K-3 be sustained in grades 4-5;
- outline district or charter school's student progression plan to ensure students are proficient readers by grade 3, and include a description of school's retention policy, provide data of how many students were retained and reason for retention in grades K-3 during school years 2013-2014 and 2014-2015;
- ensure that explicit instruction is aligned with Common Core State Standards (CCSS), and the use of complex, text-based vocabulary and comprehension instruction is in a 90 minute reading block for core instruction, along with additional time for intensive intervention;
- provide a timeline when the district or charter school will provide principals with information on the K-3 Reading Plan, and explain how the district or charter school will facilitate improvement for schools not making academic improvements; and
- define the role of the reading coach, monitor the implementation and effectiveness of *New Mexico Reading Coach Model*⁶, and demonstrate how *New Mexico Reads to Lead!* funding resources will be distributed based on students' and teachers' level of need.

⁴ Program Budget Questionnaire and Web EPSS are required by PED for district/charter school budget requests. As defined in the *Assessment and Accountability Act* [1978 NMSA 22-2C-6], educational plan for student success (EPSS) means a student-centered tool developed to define the role of the academic improvement plan within the public school and the school district that addresses methods to improve student learning and success in school and that identifies specific measures of a student's progress.

⁵ According to PED, RtI is an organizational framework by which schools assess student needs, strategically allocate resources, and design and deliver instruction to all students within the school. Key elements provide quality core instruction to all students, administer high quality assessment to monitor progress and identify students in need of intensive interventions, and design and deliver interventions that are responsive to student needs.

⁶ According to PED, a reading coach must be an effective content Level II or III teacher for grades K-3 for three consecutive years based on performance evaluations, and hold a TESOL endorsement if working in a school with a high concentration of English language learners (ELL). The model outlines the skills, instructional practices, assessment knowledge, and organizational leadership of a reading coach.

2. The school level leadership must:

- ensure that state-funded reading coaches and interventionists attend professional development provided by PED, and indicate how the principal will ensure that time is provided for teachers to meet weekly for professional development opportunities;
- demonstrate how the reading leadership teams focus on literacy concerns across the school, how the principal will establish themselves as literacy leaders in their school, and increase family involvement;
- ensure that assessment data is communicated to and between teachers, as well as how the principal will monitor teacher implementation of lesson plans; and
- indicate how the principal will communicate the details of the K-3 Reading Plan and how the implementation of the plan will be monitored.

3. Providers of professional development (internal and external) must:

- ensure that all teachers, coaches and administrators are grounded in the essential components of reading instruction: **oral language, phonological awareness, phonics, vocabulary, comprehension, and fluency**;
- ensure that implementation of all instructional materials, reading programs, and strategies on evidence-based reading research is done with fidelity and must be aligned with Learning Forward⁷; and
- provide instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments that effectively identify students with reading difficulties.

4. Schools that offer a rich curriculum in classroom instruction must:

- describe by outlining all research-based instructional materials in grades K-3 that is used to provide **Tier I, Tier II, and Tier III**⁸ reading instruction, and how it will be integrated into the overall instructional design;
- explain how instruction is modified for students who do not respond to intensive interventions, and how reading instruction will be designed to intrinsically motivate students to become successful readers;
- demonstrate how texts are reviewed for complexity so that all students have access to appropriate grade-level content and used for core instruction, as well as interventions; and
- describe how writing in response to reading will be incorporated across curriculum as an aid to comprehension.

⁷ Learning Forward is an education association working solely to increase student achievement through more effective professional learning. For more information please visit <http://teachnm.org/programs/learning-forward.html>.

⁸ According to PED, Tier I is high-quality, core instruction and targeted-based interventions, Tier II is supplemental, strategic and individualized support for struggling readers, and Tier III is Special Education-related services provided for students identified with disabilities under the federal *Individuals with Disabilities Act* (IDEA) and state criteria for gifted students.

5. District/charter school's assessment system must:
 - use DIBELS Next K-3 if in receipt of *Reads to Lead!* funding;
 - describe the process to utilize DIBELS Next K-3 (IDEL if needed) assessment data from screening/progress monitoring along with other forms of assessments to determine reading instructional interventions for grades K-3; and
 - outline other district-wide or charter school assessments used with students in grades K-3.

6. District/charter school's proposed budget for use of *Reads to Lead!* funding must:
 - outline estimated expenditures for K-3 Reading Coach, K-3 Reading Interventionist, K-3 reading intervention instructional materials, and professional development.

Finally, according to the RFA, applications for *Reads to Lead!* will be read and evaluated through a PED review process. Applications that receive scores of zero or one on any section of the rubric will need to be completed or clarified through communication with the district or charter school and PED.

ALTERNATIVE READING INTERVENTION PROGRAMS

MATCH New Mexico

During the 2015 legislative session, HM 6, *College Students as 3rd Grade Mentors* (Identical to SM 2) passed both chambers and was signed. Both bills resolve that:

- the Legislative Education Study Committee (LESC), in cooperation with PED and the Higher Education Department (HED), be requested to establish a work group to report on the feasibility of creating a mentoring and tutoring program for third grade students with college students serving as mentors;
- the feasibility study include a needs assessment, implementation plan, and fiscal impact analysis with measurable outcome data applicable to the various populations of New Mexico;
- the work group be composed of:
 - an equal number of New Mexico resident college students from community-based colleges and universities; and
 - leaders from the public and private sector representing:
 - science;
 - industry;
 - education;
 - community organizations;
 - foundations;
 - government; and
 - health and welfare programs; and

- the LESC, in cooperation with PED, HED, and the work group, report the results of their study and their recommendations to the Legislature and the Governor before the 2016 legislative session.

Finally, both memorials identify a particular program that might meet the needs and criteria described in the memorial: MATCH New Mexico, an international model adapted in 25 countries that “has shown positive benefits for both mentors and their mentees.” As stated in both memorials, this model has been used successfully in Santa Fe Public Schools (SFPS), and it is being implemented in Albuquerque Public Schools (APS), with plans for future implementation in Taos Municipal Schools.

According to an analysis by the Higher Education Department (HED), MATCH New Mexico is a project of a 501(c)(3) organization called HiddenFromView, which is committed to revealing Israeli innovations in science, technology, and education. Also according to HED, MATCH New Mexico currently operates a program with Ramirez Thomas Elementary School in SFPS and with St. John’s College, also in Santa Fe. In school year 2014-2015, MATCH New Mexico is collaborating with several other organizations to bring MATCH mentoring to students at the University of New Mexico, who will be matched with third graders from Lavaland Elementary School in APS.

Lottery Student Community Outreach Pilot Project

During the 2015 legislative session, HB 460, *Study Lottery Tuition Recipient Mentoring* (Laws 2015, Ch. 84) was enacted and will go into effect in the fall of 2016 and subsequent semesters of the Lottery Student Community Outreach Pilot Project’s term.

Among its provisions, HB 460 establishes that:

- the “Lottery Student Community Outreach Pilot Project” as a six-year study that encourages students who receive the Legislative Lottery Tuition Scholarship to volunteer and provide community outreach, chiefly through mentoring public school students;
- the duties of HED, among them are to:
 - administer the pilot project along with at least three public postsecondary educational institutions;
 - certify a list of nonprofit community- and education-oriented organizations that maintain relationships with public schools with which student volunteers may work;
 - determine application requirements and procedures to apply for the pilot project, criteria to evaluate applications, and quantitative and qualitative measures of the pilot project’s efficacy;
 - establish reporting and evaluation requirements for all participants in the pilot project; and
 - provide interim and final reports annually to the Governor and the Legislature;
- specifies that a student who wants to participate in the pilot project is to provide at least two hours per week of community outreach with public school students in the area of the student’s public postsecondary educational institution;

- grants preference for the pilot project to institutions in areas with high poverty rates and in public schools with 85 percent or more of the students eligible for free- or reduced-fee lunch and high English language learner populations;
- requires that community outreach under the program must consist of:
 - partnering with community-based organizations and assisting with community-based projects;
 - mentoring public school students; or
 - mentoring first-year college students;
- sets forth the schedule of community outreach for student volunteers:
 - students in their first program semester shall partner with a community-based organization to assist in community outreach or specific community-based projects;
 - students in their sophomore and junior years shall mentor students in grades K-12; and
 - students in their senior year shall mentor college freshmen;
- requires participating public schools to identify willing students who would benefit from participation and requires the K-12 students' teachers or school principals to work with the nonprofit organization and college student volunteer to determine what activities and types of engagement would benefit the K-12 mentee student;
- requires participating public postsecondary institutions, nonprofit community- and education-oriented organizations, and public schools to actively seek public and private grants and donations for any costs of the pilot project;
- specifies that grants and donations must be kept and expended as other grants and donations of the institution, organization, or public school; and
- provides that, if a tuition scholarship student who wants to participate is unable to perform the community outreach service during the school year because of class load, work requirements, or other reasons, the student volunteer may volunteer for an approved community outreach project that will be available for the student volunteer to participate in during semester breaks or the summer for a total of at least 32 hours.

Foundations Program Pilot

APS provides professional development and materials for general education classrooms, K-2, as well as professional development and tools to implement the Wilson Foundations prevention/early intervention model that has been provided to 86 out of 90 elementary schools since 2013.

The Wilson Foundations prevention/early intervention model provides:

- research-based integrated, systematic, word study, spelling, and handwriting instruction in a multisensory approach;
- support designed to reduce reading and spelling failure;
- support in teaching print knowledge, alphabetic principle, phonemic awareness, decoding, spelling, and vocabulary development;
- alignment to existing core reading programs; and

- daily instruction focus on the five essential components identified by the National Reading Panel for Early Reading Success:
 1. phonemic awareness;
 2. phonics;
 3. fluency;
 4. vocabulary development; and
 5. comprehension strategies.

According to APS, Foundations thoroughly teaches the foundational skills of the CCSS and are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. The Foundations model comprehensively supports the foundational skills of the CCSS.

BACKGROUND

The LESC has heard testimony during its interim regarding literacy initiatives, especially K-3 reading initiatives. During the 2013 LESC interim, the committee heard testimony from the Secretary of PED to provide details on PED's use of funding for reading initiatives statewide, including;

- the appropriation of \$8.5 million for FY 13 to support early reading initiatives;
- the funds provided to districts through the *Reads to Lead!* application process; and
- launched a PED reading website with resources in English and Spanish.

In response to committee questions about the selection of the districts for *Reads to Lead!* funding, PED staff testified that all schools were required to frame their requests for funding according to proven practices from leading research and that PED would provide a report to the committee of the activities of each of the *Reads to Lead!* grantees. Of the 44 districts and charter schools that had applied, 13 received rewards.

In a joint meeting with the Legislative Finance Committee in August 2014, the LESC heard testimony on national trends in early literacy interventions by a professor of education in the Harvard Graduate School of Education and by a policy analyst with the Education Commission of the States (ECS).

In response to a committee member's comment relating to the Legislature's discussions on mandatory retention and early interventions, the professor explained that the state needs to focus on improving schools' overall quality of classroom instruction, not just interventions, including professional development that is focused on improving the quality of daily instruction and academic language development. She also emphasized the need to track data for students as a group and not just the individual.

Describing her focus on children from minority, multi-lingual, and socio-economically disadvantaged backgrounds, the professor compared New Mexico's demographics with those of the rest of the country:

- 33 percent of children ages birth through five in New Mexico live in poverty, compared to 26 percent of US children among the same age group; and
- 22 percent of children and youth in New Mexico are children of immigrants, compared to 24 percent in the US.

A majority of these children, this testimony emphasized, are generally not fluent in English, creating an obstacle to their proficiency in literacy.

Among other points, this testimony:

- noted that it is equally important to create partnerships with adults to increase their capacity to assess and support children's language and literacy development; and
- emphasized the need to support good teaching with high-quality and comprehensive curricula that promote language development.

Beginning with the value of assessments of reading skills in the early grades, the ECS testimony reported that policies nationwide indicate that:

- 33 states (New Mexico among them) and the District of Columbia assess reading proficiency in at least one grade, between pre-K and grade 3;
- 19 of those states assess in grades K-3;
- three states begin assessing in pre-K;
- nine states do not assess until grade 3, which is considered too late for remediation;
- 30 states and the District of Columbia offer some type of intervention; and
- 16 states and the District of Columbia require third-grade retention.

In New Mexico, this testimony continued:

- all K-3 students are assessed;
- continuous assessments for monitoring student progress are in place;
- an individualized reading plan is created for those students who are not reading on grade level and do not meet reading proficiency standards;
- extra time in the student's day or year is in place for the implementation of reading programs; and
- professional development is provided to teachers.

The ECS testimony also identified the components of a strong reading policy:

- early identification/assessment of pre-K/kindergarten;
- early intervention outside of normal school hours;
- highly qualified reading teachers with pre-service teaching programs to offer certification;
- assignment of highly effective teachers to those students with the greatest need;
- parental involvement;
- ongoing assessment; and
- program evaluation.

VII. PED Rubric for District/Charter Application Feedback

Applications will be read through a PED review process. Feedback on application will be provided through communication with the district/charter school and PED. All applicant districts and charters will receive New Mexico Reads to Lead funding based on the distribution amounts by size of district or charter included within this RFA.

Rubric:

- 0 = Information not included
- 1 = Information is included but lacks some specificity or relevance
- 2 = Information is included, accurate, and pertinent

Requirements for New Mexico Reads to Lead K-3 Reading Initiative	0	1	2
1. K-3 Reading Plan Narrative: District/Charter School Leadership provides a description of the district/charter school system for monitoring and improving K-3 reading instruction, including measurable district/charter school goals for student achievement in reading with all narrative questions completely addressed			
2. K-3 Reading Plan Narrative: School Leadership provides a description of the process for monitoring and improving K-3 reading instruction at the school level with all narrative questions completely addressed			
3. K-3 Reading Plan Narrative: Professional Development provides professional development in reading for teachers and administrators aligned with the Common Core State Standards and follow up professional development			
4. K-3 Reading Plan Narrative: Curriculum and Instruction provides description of the Core Basal Reading Programs, Intervention Reading Programs, Educational Technology Programs, and assessments used district-wide/charter school, including how the programs will be integrated into the overall instructional design and how assessment results will be used to guide instruction with all narrative questions completely addressed			
5. K-3 Reading Plan Narrative: Assessment K-3 provides description of how assessment results will be used to guide instruction			
6. Budget Worksheet shows appropriateness of the budget in relation to the proposed activities			