

New Hampshire Department of Education

Request for Proposals

for

New Hampshire Reading First Program

Title I, Part B, Subpart 1
No Child Left Behind Act of 2001

For the time period of:

May 1, 2006 – June 30, 2008

Year One: May 1, 2006 – June 30, 2006

Year Two: July 1, 2006 – June 30, 2007

Year Three: July 1, 2007 – June 30, 2008

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Due Date: March 31, 2006

Postmarked: March 31, 2006

Hand-Delivered: March 31, 2006 (by 4:00 PM)

New Hampshire Reading First Program **Request for Proposals**

Introduction

In 2002, Congress appropriated an unprecedented \$900 million for Reading First under the authority of Title I, Part B, Subpart I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. For six years, beginning with the 2002-2003 fiscal year, the United States Department of Education will award annually to New Hampshire the small state minimum of over \$2 million to carry out the New Hampshire Reading First Program. The amount awarded to New Hampshire is determined by formula according to the proportion of children ages 5 to 17 who reside within the State and who are from families with incomes below the poverty line.

In turn, the state of New Hampshire's Department of Education will award competitive grants to *eligible* local educational agencies (LEAs¹) in amounts that are of sufficient size and scope to enable LEAs to improve reading instruction and in relation to the number or percentage of K-3 students in that LEA who are reading below grade level. The purpose of this Request for Proposals (RFP) is to outline the application requirements for the New Hampshire Reading First Program. This proposal should be written for a three-year period (from May 1, 2006 to June 30, 2008). More information regarding the New Hampshire Reading First Program, including New Hampshire's Reading First plan, is available at www.ed.state.nh.us.

Purpose of Reading First

The purpose of the New Hampshire's Reading First Program is to assist "local educational agencies in establishing reading programs for students in kindergarten through grade 3 that are based on scientifically based reading research, to ensure that every student can read at grade level or above not later than the end of grade 3" (No Child Left Behind, Part B—Student Reading Skills Improvement Grants, Subpart 1—Reading First, SEC. 1201.Purposes, p.178).

In order to accomplish this goal, state and local educational agencies [i.e. SEAs and LEAs] will

- (a) provide professional development "so the teachers can identify specific reading barriers facing their students and so the teachers have the tools to effectively help their students learn to read";
- (b) provide assistance in selecting and administering a complete battery of valid and reliable reading assessment tools including screening, diagnostic, progress monitoring, and outcome based measures, as well as classroom based (or informal) measures;
- (c) provide assistance in "selecting or developing [as well as implementing] effective instructional materials . . . [and] programs, learning systems, and strategies to implement methods that have been proven to prevent or remediate reading failure . . ."; and
- (d) "strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all children" (No Child Left Behind, Part B—

¹ The term "local educational agency" (or LEAs) is used interchangeably with the term "district" in this RFP.

Student Reading Skills Improvement Grants, Subpart 1—Reading First, SEC. 1201.Purposes, p.178-179).

Scientifically Based Reading Research

School applications must demonstrate a deep understanding of scientifically based reading research, as outlined in such reports as:

- *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998) published by the National Research Council.
- *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (National Reading Panel, 2000).
- *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3* (Armbruster, Lehr, & Osborn, 2001) published by the Center for the Improvement of Early Reading Achievement.

Moreover, school applications must demonstrate how the scientific reading research informs key Reading First activities including: (a) overall goal, objectives, and priorities, including curriculum alignment; (b) leadership, coordination, and communication; (c) instructional assessment; (d) instructional strategies and delivery model; (e) instructional programs and materials; (f) access to print materials; (g) meeting the needs of special populations; (h) professional development; (i) technical assistance; and (j) evaluation and reporting strategies.

Scientifically Based Research

Scientifically based reading research is research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

- employs statistical, empirical methods that draw on observation or experiment;
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Five Essential Components of Effective Reading Programs

Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, a comprehensive reading program that includes explicit and systematic instruction as part of a coordinated instructional sequence must be provided in the following five areas:

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

- **Phonics** – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
- **Vocabulary Development** – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
 - Listening vocabulary – the words needed to understand what is heard;
 - Speaking vocabulary – the words used when speaking;
 - Reading vocabulary – the words needed to understand what is read; and
 - Writing vocabulary – the words used in writing.
- **Reading fluency, including oral reading skills** – Fluency is the ability to read text accurately, quickly, and with expression. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- **Reading comprehension strategies** – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Coherent Structure of an Effective Comprehensive Reading Program

A comprehensive reading program refers to the full range of materials, services, time, and support provided children and teachers to ensure that all children are reading at grade level or above by the end of grade three. An effective comprehensive reading program is one that is grounded in the scientifically based reading research and coherently integrates the following features:

Clearly articulated overall goal, objectives, and priorities, including curriculum alignment, which include the following specific expectations: (a) Ensure the following goal is a stated priority and actively promoted within the school and community: *Every student can read at grade level or above not later than the end of Grade 3*; (b) Ensure the 10 key Reading First activities, as stated in this section of the application, are clearly communicated and actively promoted within the school and community as the vehicle (or objectives) for achieving the overall goal of the Reading First initiative; (c) Ensure the priorities placed on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) are actively promoted and understood by the school and community; (d) Align district/school curricular goals and grade level expectations to reflect content knowledge associated with scientifically based reading research (SBRR), as outlined by *Report of the National Reading Panel* (NICHD, 2000); (e) Ensure that the goals, objectives, and priorities are commonly understood by teachers and administrators within and between grades to evaluate and communicate student learning and improve instructional practice; and (f) Ensure that the goals, objectives, and priorities are consistently used to guide curricular, assessment, and instructional decisions.

Effective leadership, coordination, and communication, which includes the following specific expectations: (a) Ensure that schools provide effective instructional leadership, coordination, and communication in order to implement a comprehensive reading program that is based on the key Reading First activities and informed by scientifically based reading research (SBRR), as outlined by *Report of the National Reading Panel* (NICHD, 2000); (b) Establish a Reading First Leadership Team that includes broad representation of key constituents (including the Reading First on-site coordinator/coach as well as teaching staff), meets at least monthly to oversee the decision-making process of the Reading First initiative, and regularly reports to the board and superintendent; (c) Establish a collaborative relationship with state professional development providers and the state leadership team (through regular on-site visits) to provide ongoing, job-embedded, high quality professional development and to provide technical assistance in developing, implementing, and monitoring all Reading First key activities; (d) Ensure that the building principal prioritizes his/her role as an instructional leader in collaboration with all staff responsible for K-3 reading instruction (see application for more details); (e) Hire a full-time, Reading First on-site coordinator/coach with a strong background in reading, extensive knowledge of at-risk populations, experience working with K-3 children and teachers, and effective communication, organizational, and management skills to oversee the implementation of the Reading First grant and its key activities; (f) Establish and develop a Reading First coaching team (including the Reading First on-site coordinator/coach) which may include the hiring of part-time or full-time Reading First coaches with a strong background in reading, experience working with K-3 children and teachers, and effective communication skills; this team will coach all staff responsible for K-3 reading instruction and will participate in ongoing professional development provided by the State Professional Development Providers; (g) Establish and support collaborative K-3 instructional team(s) that meet frequently and regularly to monitor student progress and instructional programs, with a priority placed on grade level meetings that include classroom teachers, reading specialists, Reading First coach(es), Title I teachers, Special Education teachers, Reading First on-site coordinator/coach, and key administrators; the teams should include and/or communicate regularly with additional support staff as needed, including library-media specialists, ELL teachers, migrant/homeless teachers, paraprofessionals, and volunteers; (h) Communicate regularly with all constituents whose decisions may have an impact on reading instruction (e.g., board members, superintendent, key administrators such as Title I Director, Special Education Director, and Curriculum Coordinator, committees, other grants, support staff such as guidance, OT, specials teachers, secretarial staff, custodial staff); and (i) Provide sufficient time and resources to coordinate and maximize the Reading First effort at the local level, and to effectively administer and fiscally manage the grant, by providing a regular financial report from the federal funds manager to the Reading First site coordinator and the Reading First Leadership Team.

Screening, diagnostic, progress monitoring, outcome based, and classroom based assessments that are valid and reliable, which includes the following specific expectations: (a) Establish and support a school-wide assessment system and database for maintaining student assessment data, including the required participation in the national DIBELS data system; (b) Administer the valid and reliable state required Reading First assessments, including screening, diagnostic, progress monitoring, outcome based, and classroom based tools for the following purposes: to identify children who may be at risk for reading failure or who are already experiencing reading difficulty, to diagnose more in-depth information on students' skills and instructional needs that forms the basis of an instructional plan, to determine whether students are making adequate progress or need more support to achieve grade-level outcomes, to

determine the effectiveness of Reading First activities for individual schools, and to make instructional decisions for K-3 students and to inform decisions about appropriate interventions; (c) Administer, score, analyze, and report the assessment data in a timely fashion to teachers, the K-3 team, parents, and other stakeholders; (d) Use the results from these measures to inform instruction, affect change, and/or indicate progress in selected instructional programs; and (e) Ensure all users receive ongoing training in administration, scoring, and interpretation to ensure proper administration and valid and reliable results.

Research-based instructional strategies and delivery model, which includes the following specific expectations: (a) Ensure all staff responsible for K-3 instruction, and 4-12 special educators, clearly know how to implement instructional strategies that are supported by scientifically based reading research, that address five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension), and that address students' specific strengths and weaknesses; (b) Ensure staff responsible for K-3 instruction, and 4-12 special educators, clearly know how to implement an instructional delivery model characterized by explicit and systematic instruction (including a coordinated instructional sequence), guided practice with corrective feedback and scaffolding, ample practice opportunities (including features such as active student engagement, tailored instruction, flexible groupings, and effective classroom management allowing for high levels of time on task), and aligned student materials; (c) Ensure that a school-wide plan, using the 3-Tier Reading Model, is in place to allocate sufficient reading time and coordinate resources to ensure optimal use of time, including a daily, uninterrupted block of time of at least 90 minutes for reading instruction (including whole group, small group, and independent practice) and an additional 60 minutes of intervention instruction allocated to students who are not making adequate reading progress; (d) Ensure that scientifically based instructional strategies and an effective instructional delivery model are used to accelerate performance and monitor the progress of struggling readers; and (e) Ensure that instruction optimizes learning for all students by tailoring instruction and materials to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.

Research-based instructional programs and aligned materials, which includes the following specific expectations: (a) Select a core reading program consistent with the scientifically based reading research (SBRR), as outlined by *Report of the National Reading Panel* (NICHD, 2000), aligned with the criteria outlined in *A Consumer's Guide to Evaluating a Core Reading Program—Grades K-3: A Critical Elements Analysis* (Simmons and Kame'enui, March 2003), and approved by the NH Reading First Program; (b) Use a core reading program as a foundation to ensure all children will read at grade level or above not later than the end of grade 3; (c) Select and use, in close collaboration with the NH Reading First State Leadership Team, supplemental programs consistent with scientifically based reading research, and *A Consumer's Guide to Evaluating Supplemental and Intervention Programs*, and used for the purpose of supplementing an identified gap in a core program and/or meeting the needs of individual students who need additional support above and beyond what the core program is able to provide; (d) Select and use intervention programs, in close collaboration with the NH Reading First State Leadership Team, consistent with SBRR and *A Consumer's Guide to Evaluating Supplemental and Intervention Programs*, to provide intervention services to children who may need strategic or intensive intervention services; (e) Select and use additional materials to support the implementation of scientifically based core, supplemental, and intervention reading programs; (f) Use additional time, resources, and personnel to support the implementation of a comprehensive reading

program; (g) Ensure that instructional programs and materials are not layered onto a non-research program already in use; and (h) Ensure that instructional programs and materials are implemented with a high degree of fidelity.

Increased access to print materials, which includes the following specific expectations: (a) Promote K-3 reading and library programs (both in and out of school and during the summer) that provide open and equal access to a wide array of engaging reading and multi-media materials, including both expository and narrative texts; (b) Plan the acquisition of reading and multi-media materials, including a large collection of diverse resources that meet the different instructional needs and interests of the students and that are aligned with SBRR; (c) Coordinate with programs funded through others sources (e.g., Improving Reading Through School Libraries program, Title I, library budget); (d) Collaborate and communicate between school library media and technology specialists, local public librarian (if applicable), and K-3 instructional teams; and (e) Provide or contribute to family literacy programs that encourage families to read together and use public libraries, that assist parents in supporting their child's reading development through SBRR materials, programs, and strategies, and/or that provide training in SBRR to parents or other individuals who volunteer to be a student's reading tutor;

Deliberate attention to the needs of special populations, which includes the following specific expectations: (a) Identify special populations of children (e.g., special education, socioeconomic level, race, ELL, migrant/homeless, transient, troubled/difficult, gifted) and their needs using demographic and assessment data; (b) Identify research based resources to assist in meeting the needs of special populations; (c) Provide instructional services based on scientifically based reading research that has been demonstrated to meet the specific needs of different populations; (d) Differentiate instruction to accelerate and enrich student achievement by including: knowledge and skills with highest impact on learning to read; instruction aligned with SBRR and student needs; a range of instructional materials; flexible, small groupings; comprehensive guidance for teachers; explicit, intensive, extended, and systematic instruction; ongoing and corrective feedback; (e) Coordinate instructional services across different members of the K-3 instructional team and services provided at the state and local level; and (f) Expand the instruction provided by special education personnel to all children (including those not identified) who may need intervention services.

An aligned professional development plan, which includes the following specific expectations: (a) Establish a collaborative relationship with state professional development providers and the state leadership team to provide ongoing, job-imbedded, high quality professional development; (b) Participate in high quality, state-provided, professional development in scientifically based reading, under the leadership of the state professional development provider(s) for **all** staff responsible for K-3 reading instruction and **all** 4-12 special education staff; (c) Provide regular, ongoing release time (during the day and/or before/after school) for all staff responsible for K-3 reading instruction at the school level to ensure ongoing, job-embedded professional development concerning required assessment results and SBRR programs and materials; (d) Provide explicit means for assessing the specific professional development needs of teachers and designing professional development around those needs; (e) Have a clear plan that addresses the effective characteristics (i.e. context, content, and process) for the delivery of professional development; (f) Coordinate with professional development providers all local professional development activities related to improving reading achievement; (g) Use individuals highly knowledgeable of SBRR, experienced in program implementation, and approved by the NH

Reading First State Leadership Team; (h) Ensure K-3 staff responsible for reading instruction (e.g. principal, Reading First on-site coordinator/coach, Reading First coaches, classroom teachers, reading specialists, Title I teachers, special education teachers, speech and language teachers, ELL teachers, migrant/homeless teachers, library-media specialists, paraprofessionals) participate fully in professional development activities, including but not limited to instructional team meetings, data meetings, workshops, courses, teaching demonstrations, and coaching activities; (i) Provide targeted professional development, based on student reading achievement and implementation data, for teachers who need additional assistance with skills and strategies related to improving reading instruction; and (j) Ensure that all staff responsible for K-3 reading instruction, including the school building principal, attends the annual Summer Reading Academies to be held for the duration of the grant.

Provisions for high quality technical assistance, which includes the following specific expectations: (a) Establish a collaborative relationship with state professional development providers and the state leadership to provide technical assistance in developing, implementing, and monitoring all Reading First key activities; (b) Provide high quality assistance related to the implementation of Reading First and/or will coordinate with the SEA or other outside experts to provide assistance, including: (1) support the implementation of **all** Reading First activities, especially the application of SBRR to improve reading instruction and student reading achievement; (2) build capacity to implement Reading First; and (3) disseminate information on topics relevant to the implementation of Reading First; and (c) Provide high quality assistance to schools in evaluating their Reading First program, including: (1) assist in the process of monitoring and evaluating implementation of Reading First and the progress made in improving student achievement in reading; and (2) assist in the process of collecting data (e.g. demographics, process, and outcome data) and preparing reports.

Ongoing, formative and summative evaluation and reporting strategies, which includes the following specific expectations: (a) Participate in required evaluation and reporting procedures for Reading First including (b) implementation evidence (i.e. How will the LEA and its Reading First school(s) evaluate implementation evidence relevant to key Reading First activities?); (c) student achievement gains (i.e. How will the LEA and its Reading First school(s) evaluate student achievement gains?); and (d) program effectiveness (i.e., How will the LEA and its Reading First schools(s) evaluate program effectiveness?)

Subgrant Eligibility Criteria

There are two levels of eligibility for the New Hampshire Reading First Program: (a) LEA (or district) eligibility and (b) school eligibility. New Hampshire used the following process and criteria to identify eligible LEAs and eligible schools within each eligible LEA.

District Eligibility. New Hampshire used several steps to identify eligible Reading First LEAs. First, the Title I state coordinator and the Reading First coordinator identified a list of New Hampshire LEAs in order of the highest number and percentage of students scoring in the novice range (i.e., below grade level) on the third grade language arts section of the 2004 NHEIAP. The top 15% of the districts with the highest number or highest percentage of students in the novice range made up the first pool of LEAs.

Next, LEAs were identified that met at least one of the following three criteria: (a) geographic area that includes an empowerment or enterprise zone; (b) schools identified as Title I schools in need of improvement; or (c) highest numbers or percentages of children who are counted for allocations under Title I, Part A, using 2002 poverty census data as the threshold (i.e., greater than 200 students in poverty or 10% poverty).

Using these criteria, a list of eligible Reading First LEAs was identified. A final total of 20 LEAs was identified based on the LEAs in the first pool who also met at least one of the other criteria. These LEAs represent both urban (U) and rural (R) populations. This final list of eligible Reading First LEAs results in an applicant pool that is sufficiently targeted to ensure that LEAs will receive adequate funding and support yet broad enough to ensure that only applicants of the highest quality will be funded.

School Eligibility. The New Hampshire Department of Education provided eligible LEAs (or districts) with a list of eligible schools. Schools are eligible within a district based on academic reading scores (i.e., third grade NHEIAP scores in language arts from May of 2002), free and reduced lunch data (from October 2004), and schools identified as in need of improvement status (from 2003-2004). A competitive priority will be given to schools that can demonstrate a higher rate of students who qualify for free and reduced lunch (i.e., >40%) in their Reading First application. It is the local decision of eligible districts to determine which eligible Reading First schools will apply for funds.

Funding Available

Contingent on annual federal allocations, the New Hampshire Department of Education anticipates funding an estimated 3 school sites across the 20 eligible districts. However, funds will be distributed only to quality proposals that show the most promise for successful implementation, particularly at the classroom level, and for raising student reading achievement. If an insufficient number of applications do not meet the minimum standard, the New Hampshire Department of Education will request the most promising applicants to resubmit their applications with revisions within a reasonable timeframe.

The review process for the New Hampshire Reading First Program will be standards based. In other words, grant applications must meet, at a minimum, each of the criteria in the *Meets Standard* category of the evaluation rubric to receive funding. However, grant applications which also meet some or all of the criteria within the *Exemplary* category of the scoring rubric, in addition to those in the *Meets Standard*, category will have a competitive edge over other applications that only meet the minimum criteria. Applications that meet all of the relevant minimum standards may request funding in the range of \$50,000 to \$150,000 per year. A smaller amount may be awarded for year one because it has fewer months.

Pursuant to the requirements of the federal legislation, each LEA that successfully competes for a subgrant will receive at least the same percentage of the state's total Reading First subgrant funds as it received of the total Title I, Part A funds. Moreover, the New Hampshire Department of Education will make awards that are of sufficient size and scope to enable LEAs to improve reading instruction using scientifically based reading research and in relation to the number or percentage of K-3 students in that LEA who are reading below grade level.

Duration of Grants

Funds will be awarded in three installments, subject to annual demonstration of adequate yearly progress in reading and fulfillment of program requirements. For Year 1, the grant will run from May 1, 2006 to June 30, 2006. For Year 2, the grant will run from July 1, 2006 to June 30, 2007, and for Year 3 the grant will run from July 1, 2007 to June 30, 2008.

The total amount awarded for each school will depend upon the expense of the selected program(s) of instruction, number and percentage of K-3 students reading below grade level, staff population, and other local considerations.

Use of Reading First Funds

Reading First legislation stipulates seven required uses of funds which must be based on scientifically based reading research, including:

- Instructional reading assessments: Selection and administration of screening, diagnostic, progress monitoring, outcome based, and classroom based assessments.
- Reading programs: Selection and implementation of core, supplemental, and intervention programs based on SBRR.
- Instructional materials: Selection and implementation of supplemental materials, including education technology.
- Professional development: For teachers of K-3, special education teachers K-12, administrators, coaches, other personnel responsible for K-3 reading instruction (e.g., Title I teachers, paraprofessionals, reading specialists, librarians).
- Evaluation strategies: Collection and summary of valid and reliable data to document the effectiveness of Reading First in schools and the district.
- Reporting: Districts must report data for all students and subgroups as defined for AYP including racial/ethnic groups, LEP, low income, disadvantaged, and composite.
- Access to reading material: Promotion of reading and library programs that provide access to engaging reading material.

In addition to the above, districts may use Reading First funds for the following purposes:

- Leadership, coordination, and communication activities to foster a school-wide reading model and effective implementation of Reading First activities.
- On-Site Coordinator full-time salary and associated costs (i.e., FICA, Worker's Compensation, and retirement)
- Reading First Coaches full- or part-time salaries and associated costs (i.e., FICA, Worker's Compensation, and retirement)
- Substitute salaries and associated costs (i.e., FICA and Worker's Compensation) to provide release time for Reading First activities.
- Teacher and paraprofessional salaries and associated costs (i.e., FICA, Worker's Compensation, and retirement) to provide supplemental intervention instruction and to compensate staff for activities that extend beyond their contractual day, week, or year.

- Professional services for the purpose of providing professional development services (in consultation with Reading First State Leadership Team).
- Supplies (i.e., consumable supplies) associated with Reading First activities.
- Travel expenses associated with Reading First activities (in-state and out-of-state expenses), including mileage reimbursement, meals, tolls, parking, airfare, lodging, and transportation.
- Meal expenses associated with Reading First meetings and professional development training.
- Equipment (i.e., tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$100 or more per unit), if used to support the implementation of scientifically based instruction, reading programs, and materials.
- Teacher books for the purpose of supporting Reading First professional development and implementing SBRR instruction.
- Conference registration fees, with prior approval from the state coordinator, to attend conferences and workshops that support the implementation of Reading First activities.
- Support for and coordination with family literacy and early childhood programs (e.g., parent and volunteer training in the 5 components, assistance to parents in encouraging reading/reading developing in children).
- Photocopying related to Reading First activities.
- Indirect Costs, related to the administration of the grant, as determined by the state indirect cost rate for your district.

Application Requirements

All eligible LEAs and schools interested in applying for Reading First funds must submit an application to the New Hampshire Department of Education by March 31, 2006. The application includes a district application and a school application, both of which must be submitted by each eligible school applying for Reading First funds.

The **district application** requires applicants to prepare five sections including district information, eligible schools, district assurances, district signatures, and a district narrative addressing a series of questions. The **school application** requires applicants to prepare nine sections including school information, school assurances, school signatures, staffing sheet (indicating degree of participation of K-3 staff), needs assessment, school narrative, program abstract, budget, and competitive priorities.

The application must be either (a) hand-delivered by 4:00 PM on March 31, 2006, or (b) mailed and postmarked by March 31, 2006. If sent by mail, applicants are encouraged to send the application by registered mail with a return receipt. Applications should be sent to the New Hampshire Department of Education, Attention: Janet Catalfano, State Coordinator of Reading First, Bureau of Integrated Programs, 101 Pleasant St., Concord, NH 03301.

District and School Assurances

Available funds under the Reading First (2001 NCLB) initiative shall be used by participating LEAs to:

- Ensure every student can read at grade level or above not later than the end of Grade 3, as a stated priority at the district and school level and actively promote and address this overall goal through the required Reading First key activities.
- Establish the expectation that all K-3 staff responsible for reading instruction will participate in the Reading First initiative, including all Reading First professional development.
- Ensure that schools provide effective instructional leadership, coordination, and communication in order to implement a comprehensive reading program that is based on the key Reading First activities and informed by scientifically based reading research (SBRR), as outlined by Report of the National Reading Panel (NICHD, 2000).
- Establish a Reading First Leadership Team that includes broad representation of key constituents (including the Reading First on-site coordinator/coach and teachers), meets at least monthly to oversee the decision-making process of the Reading First initiative, and regularly reports to the board and superintendent.
- Establish a collaborative relationship with state professional development providers and the state leadership team (through regular on-site visits) to provide ongoing, job-embedded, high quality professional development and to provide technical assistance in developing, implementing, and monitoring the required Reading First key activities.
- Ensure that the building principal prioritizes his/her role as an instructional leader in collaboration with all staff responsible for K-3 reading instruction.
- Hire a full-time, Reading First on-site coordinator/coach with a strong background in reading, extensive knowledge of at-risk populations, experience working with K-3 children and teachers, and effective communication, organizational, and management skills to oversee the implementation of the Reading First grant and its key activities.
- Establish and develop a Reading First coaching team (including the Reading First on-site coordinator/coach) which may include the hiring of part-time or full-time Reading First coaches with a strong background in reading, experience working with K-3 children and teachers, and effective communication skills; this team will coach all staff responsible for K-3 reading instruction and will participate in ongoing professional development provided by the State Professional Development Providers.
- Establish and support collaborative K-3 instructional team(s) that meet frequently and regularly to monitor student progress and instructional programs, with a priority placed on with a focus on grade level meetings that include classroom teachers, reading specialists, Reading First coach(es), Title I teachers, Special Education teachers, Reading First on-site coordinator/coach, and key administrators; the teams should include and/or communicate regularly with additional support staff as needed, including library-media specialists, ELL teachers, migrant/homeless teachers, paraprofessionals, and volunteers.
- Align district/school curricular goals and grade level expectations to reflect content knowledge associated with scientifically based reading research (SBRR), as outlined by *Report of the National Reading Panel* (NICHD, 2000).
- Administer, interpret, and use results from screening, diagnostic, progress monitoring, outcome based, and classroom based assessments required by the NH Reading First Program and participate in the national DIBELS data system.

- Implement scientifically based reading instructional strategies and delivery system, using the 3-Tier Reading Model, which includes provisions for a daily, uninterrupted block of at least 90 minutes for reading instruction and an additional daily intervention block of 60 minutes.
- Select and use core, supplemental, and intervention program(s) and materials that are based on scientifically based reading research, as outlined by *Report of the National Reading Panel* (NICHD, 2000), consistent with *A Consumer's Guide to Evaluating a Core Reading Program—Grades K-3: A Critical Elements Analysis* (Simmons and Kame'enui, March 2003), and approved by the NH Reading First Program.
- Provide increased access to print materials through library programs, after-school programs, summer programs, family literacy programs, and community-based programs.
- Identify and meet the needs of special populations (e.g., special education, socioeconomic level, race, ELL, migrant/homeless, transient, troubled/difficult, gifted) using scientifically based research and valid and reliable assessment results.
- Participate in high quality, state-provided, professional development in scientifically based reading, under the leadership of the state professional development provider(s) for **all** staff responsible for K-3 reading instruction and **all** 4-12 special education staff.
- Provide regular, ongoing release time (during the day and/or before/after school) for all staff responsible for K-3 reading instruction at the school level to ensure ongoing, job-embedded professional development concerning required assessment results and SBRR programs and materials.
- Ensure that all staff responsible for K-3 reading instruction, including the school building principal, attend the annual Summer Reading Academies to be held for the duration of the grant.
- Provide high quality and ongoing technical assistance at the district and school level.
- Participate in required evaluation and reporting procedures for Reading First.
- Provide sufficient time and resources to coordinate and maximize the Reading First effort at the local level, and to effectively administer and fiscally manage the grant, including a regular financial report to the Reading First on-site coordinator/coach and the Reading First Leadership Team.

Budget Narrative and Summary

Applications must provide a clear, detailed budget that includes costs that are reasonable to the scope of the project yet provide adequate resources and time to fully implement the Reading First program.

The budget should anticipate costs for the first three funding years of the program (i.e., Year One: May 1, 2006 to June 30, 2006; Year Two: July 1, 2006 to June 30, 2007; Year Three: July 1, 2007 to June 30, 2008).

The budget must include a narrative explaining the costs associated with each budget line item. The budget should reflect the cost of the program for each of the three funding years of Reading First activities. Please detail items such as:

- Salaries and Stipends, including:
 - On-Site Coordinator full-time salary.
 - Reading First Coaches part- or full-time salary

- Substitute salaries to provide teacher release time for Reading First activities.
- Teacher and paraprofessional to provide supplemental intervention instruction and to compensate staff for activities that extends beyond their contractual day, week, or year.
- Payroll taxes and benefits (i.e. FICA, Worker's Compensation, retirement, health insurance)
- Professional services (i.e., contracted services) for the purpose of providing professional development services (in consultation with Reading First State Leadership Team)
- Professional development expenses, including monthly site coordinator meetings, monthly Reading First coaches trainings, state sponsored professional development events, assessment trainings, core program trainings, Summer Reading Academies, Leadership Academies, Reading First National Conference, and additional training.
- Supplies (i.e., consumable supplies) associated with Reading First activities.
- Travel expenses associated with Reading First activities (in-state and out-of-state expenses), including mileage reimbursement, meals, tolls, parking, airfare, lodging, and transportation.
- Meal expenses associated with Reading First meetings and professional development training.
- Equipment (i.e., tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$100 or more per unit), if used to support the implementation of scientifically based instruction, reading programs, and materials.
- Student books, materials, and technology for the purpose of implementing and supporting core, supplemental, intervention reading programs and instruction.
- Instructional reading assessments, as required by Reading First, including screening, diagnostic, progress monitoring, outcome based, and classroom based tools; also include the cost of scoring (for Stanford Reading First) and data system (for DIBELS).
- Teacher books for the purpose of supporting Reading First professional development and implementing SBRR instruction.
- Conference registration fees, with prior approval from the Reading First State Leadership Team, to attend conferences and workshops that support the implementation of Reading First activities.
- Support for and coordination with family literacy and early childhood programs (e.g., parent and volunteer training in the 5 components, assistance to parents in encouraging reading/reading developing in children).
- Photocopying related to Reading First activities.
- Indirect Costs, related to the administration of the grant, as determined by the state indirect cost rate for your district.

Applicants must clearly specify the funding year as well as the number of children and staff members associated with the anticipated costs. Schools should not include a Form I with their budget summary.

In preparing the above budget summary, applicants are encouraged to first consider the costs associated with the key Reading First activities for the three years of the program (e.g., leadership/coordination/communication, goals/objectives/curriculum, assessment, instruction, programs and materials, access to print, special populations, professional development, technical assistance, and evaluation), and then apply those costs to each relevant line item in order to calculate estimated totals for the budget summary (e.g., for the key activity of professional development there may be costs associated with stipends for participants to attend after-school,

substitute pay to release teachers during the day, professional services for contracted trainers, supplies, travel, meals, and teacher books).

Competitive Priorities

The proposal review team will assign additional points to LEAs for the following competitive priorities:

- Schools that have more than 40% of their children who qualify for free and reduced lunch based on October 2004 data.
- LEAs with Early Reading First, Even Start, or local early literacy programs as evidenced in district narrative (item #5).
- Title I Schoolwide School, or currently in the process of shifting from a Targeted Assistance School (TAS) to a Schoolwide School model.
- LEAs who can demonstrate their ability to leverage existing resources with Reading First funds in order to carry out the goals of the Reading First program, as evidenced in district narrative (item #5).

Application Information

Deadline: Postmarked no later than March 31, 2006, or
Hand-delivered to NHDOE on March 31, 2006 by 4:00 PM
Recommended: Send registered mail with return receipt.

Project Period: May 1, 2006 to June 30, 2008

Budget Periods: Year One: May 1, 2006 to June 30, 2006
Year Two: July 1, 2006 to June 30, 2007
Year Three: July 1, 2007 to June 30, 2008

Format:

- All documents must be standard letter size (8.5" x 11") using 12-point font double-spaced.
- Use 1.25-inch margins with a document footer indicating name of applicant and page number.
- Include a table of contents with numbered pages.
- Present topics in the same order as the application.
- Narrative sections should be concise and well-organized.
- Use headings and subheadings of application to identify each section.
- Appendices should be used to include supporting documents, and may include resumes for all individuals you wish to hire.

Presentation: Each copy of the application should be presented in a notebook binder (NO staples, paperclips, or rubber bands) with tabbed sections in the following order:

- Two Cover Pages (one outside and one inside of binder)
- Table of Contents (with page numbers)
- District/School Application
- References
- Appendices

Copies: Original and 4 copies

Review Process: Each application will be reviewed by a team of experts representing individuals who are knowledgeable about scientifically based reading research.

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