



New Hampshire

# Department of Education

## **Leaning into Literacy Resource Grant Request for Applications 2023-2024**

### **REQUEST FOR APPLICATIONS (RFA)**

The New Hampshire Department of Education (NHED) Bureau of Learner Support is issuing a Request for Application (RFA) for the *Leaning into Literacy* initiative. Competitive grants will be awarded to NH public and public charter schools in funding Science of Reading evidence-based literacy curriculum and Science of Reading resource materials for students in K-6 for the 2023-2024 school year.

### **DEADLINE**

Due Date: Applications will be accepted on a rolling basis until funding is exhausted.

### **PURPOSES**

The purposes of this RFA are as follows:

- (1) To assist New Hampshire public and chartered educational agencies in establishing Science of Reading evidence-based literacy resources for kindergarten through grade six students.
- (2) To provide funding for resources to help students master literacy skills such as (screening, diagnostic assessments, instructional materials, and classroom-based materials) to assist teachers in implementing the essential components of reading instruction; phonemic awareness, phonics, fluency, vocabulary, and comprehension.

### **BACKGROUND**

The New Hampshire Department of Education's Leaning into Literacy Grant must ensure the implementation of Science of Reading evidence-based Literacy resources and a comprehensive reading program; at the tier one instructional level. The competitive funds will support schools in implementing a literacy curriculum using evidence-based instructional strategies that address the needs of students.

### **ELIGIBILITY**

New Hampshire public and chartered educational agencies serving students K-6 looking to improve literacy instruction using evidence-based techniques in tier one.

## SPECIFIC INSTRUCTIONS

Failure to follow these instructions will deem an application non-responsive and will not be scored.

1. Review the RFA details to ensure eligibility and all grant application materials and requisites can be provided at the time of application submission.
2. Align to The Science of Reading evidence-based practices for tier-one instruction.
3. Resources must be research-based, reliable, and replicable resources (including screening, diagnostic assessments, instructional materials, and classroom-based materials) to assist teachers in implementing the essential components of reading instruction; phonemic awareness, phonics, fluency, vocabulary, and comprehension.
4. Diagnostic tools and instructional strategies must emphasize reading instruction's essential components: phonemic awareness, phonics, fluency, vocabulary, comprehension, and written output.
5. Submit the [GOOGLE Application](#).
6. Applications will be accepted on a rolling basis until funding is exhausted.

## FUNDING

Leaning into Literacy Resource Grant is a Competitive Grants funded by ESSER III therefore program assurances apply. Schools that are awarded the RFA grant funding must provide information on the rationale and pricing of the research based comprehensive school wide resources.

- 1) While there is no award minimum or maximum amount for each proposal, the estimated budget for each proposal is \$5,000 to \$25,000.

## KEY TERMS/ DEFINITIONS

**Evidence-Based Reading Instruction (EBRI)** refers to practices for teaching the components of reading grounded in research and professional wisdom.

**A comprehensive, evidence-based reading program** means print, non-print, evidence-based electronic medium of reading instruction designed and targeted to assist student needs for kindergarten through sixth grade; program instructional resources shall include education in the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to improve literacy acquisition.

**Evidence-Based screener and assessments** are assessments that measure student skills in the main components of literature.

**Tier 1 instruction** means all students receive high-quality universal instruction aligned with grade-level standards, school-wide behavioral expectations, and core social-

emotional competencies. Teachers use differentiation and scaffolding to ensure all students benefit from core instruction.

**REQUIREMENTS**

- (1) Identifying information: School name and administrator information, district and superintendent information, and business administrator information are required as they are the main contacts for the fiscal administration of the grant. Distribution of grant funds by the Department of Education is completed through the Grants Management System (GMS).
- (2) Narrative Descriptions of school’s literacy needs for evidence-based comprehensive literacy programs selected for tier one instruction and the rationale for the use of the materials. Helpful resources for evidence based materials can be found here [LINK](#) and [LINK](#).
- (3) Proposal information on how you plan to use the resource with tier one instruction **SEE RUBRIC**.
- (4) Budget Summary Form for the Leaning into Literacy Resource Grant.
- (5) Application is fully executed.

**EVALUATION AND ASSESSMENT**

<b>Evaluation Criteria and Rubric</b>		<b>9 Maximum points</b>
<b>Part 1</b>	<b>Description of Literacy Needs</b>	<b>3 points</b>
<p>This section briefly describes the <b>current literacy</b> need at the site and a compelling need for the Leaning into Literacy Resource Grant for tier-one instruction that focuses on the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). - 250 words or less.</p>		
<b>1 pts</b>	<b>2 pts</b>	<b>3 pts</b>

An incomplete or vague description of the school's current literacy needs.	A limited description of the school's literacy needs does not focus on essential literacy instruction components.	A detailed description of the school's literacy needs and a detailed rationale for the resource, focusing on evidence-based literacy instruction.
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<b>Part 2</b>	<b>Screeners, Assessments and Curriculum Programs resources Aligned to evidence-based practices and students' needs.</b>	<b>3 Points</b>
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This section explains the methodology or selection process for selecting the evidence-based resource based on instructional needs. - 150 words or less.

<b>1 pts</b>	<b>2 pts</b>	<b>3 pts</b>
No mention of the process the school used to determine the resources.	Incomplete or vague explanation of the process the school used to determine resources needed based on student need.	Explanation of the process the school used to determine the students' need for the resource is in-depth, provides rational, and is articulated thoroughly.

<b>Part 3</b>	<b>Screeners, Assessments, and Curriculum Programs Resources Implementation.</b>	<b>3 Points</b>
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This section should explain how the school plans to utilize grant funds to support literacy needs in evidence based practices and the implementation of the resource at the school setting. **Describe** how the resource meets educators needs and include a brief plan for professional learning to support the use of the resource. - 250 words or less.

<b>1 pts</b>	<b>2 pts</b>	<b>3 pts</b>
Incomplete or vague explanation of how the resource will support the school's specific literacy needs	Explanation of how the resource will serve the school's specific literacy needs in tier one but lacks details.	Explanation of how the resource will serve the school's specific literacy in evidence-based instruction in tier one, including plan for implementation that is in-depth, thorough, and clear.

<b>Part 4</b>	<b>Budget Summary</b>	<b>3 points</b>
In this section the schools need to fill out the Budget Summary Form for the Leaning into Literacy Resource Grant.		
<b>1 pts</b>	<b>2 pts</b>	<b>3 pts</b>
Budget is not complete and is missing essential components.	Budget merely includes grant request amounts, but it is not clear what is being purchased and for whom.	Budget includes all essential elements in the budget section, with clear costs for supplies detailed and all expenses are allowable.

<b>Budget Summary Form for the Leaning into Literacy Resource Grant</b>	
Please create a separate budget for each project. Define the project utilizing the tabs at the bottom (Project #1, Project #2, etc.). For a project at a different school within the same District, a separate application and associated documents shall be filled out.	
School Name:	

District Name:		
SAU #:		
Program Contact Name:		
Program Contact Email:		
Resource:		
Resource Description (brief):		
Amount Requested:		
Type of Cost	Description of Cost	Cost
Example: Supplies	Purchase XYZ program to implement program during the school year,	\$5,000.00
Total Cost of Project:		\$5,000.00

## **SUBMISSION AND CONTACT**

Please contact [Kathleen.a.McCaffery@doe.nh.gov](mailto:Kathleen.a.McCaffery@doe.nh.gov) for any questions or concerns around submission or application.

## **PEER REVIEW PROCESS**

The NH ED will establish an evaluation team to initially score the applications. This evaluation team will review the applications and give a score to them using the rubric included in this document.

## **CONTACT AWARD**

Districts will receive a notice of award once processed and graded.