



New Hampshire | LIVE FREE AND LEARN
Department of Education

Leaning into Literacy II Resource Grant Request for Applications 2024

REQUEST FOR APPLICATIONS (RFA)

The New Hampshire Department of Education (NHED) Division of Learner Support is issuing a Request for Application (RFA) for the Leaning into Literacy II initiative. Competitive grants will be awarded to NH public and public charter schools in funding Science of Reading evidence-based literacy curriculum, material, and professional development for the support of students in K-6.

DEADLINE

- **Due Date: Friday, April 26, 2024 at 5:00 PM**
- **Grading:** Will begin May 6-10, 2024

Once the application has been graded the allocation cannot be switched to another resource unless the entire application is re-submitted for evaluation.

PURPOSES

The purposes of this RFA are as follows:

- (1) To provide funding for resources to help students master literacy skills. Use High Quality Instructional Materials (HQIM) and valid and reliable screeners to assist teachers in implementing the essential components of reading instruction; phonemic awareness, phonics, fluency, vocabulary, comprehension, and written expression.
- (2) To assist New Hampshire public and chartered educational agencies in establishing Science of Reading evidence-based practices with kindergarten through grade six students.

BACKGROUND

The New Hampshire Department of Education's Leaning into Literacy II Grant must ensure the implementation of 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 HQIM 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 high quality instructional materials and 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 evidence-based practices HQIM for tier one instruction.
3. Resources must be evidence-based, reliable, and replicable and include HQIM, valid and reliable screeners, and classroom-based materials to assist teachers in implementing the essential components of reading instruction; phonemic awareness, phonics, fluency, vocabulary, comprehension, and written expression.
4. Submit the [Google Form Application](#).
5. Applications are competitive. The date to submit is closed on **April 26, 2024 at 5:00 PM**.

FUNDING

Leaning into Literacy II Resource Grant is a competitive grant funded by ARP EANS and all GEER II 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.
2. LEAs have until September 30, 2024 to obligate the funds it receives.
3. Grant funding can only be used for software access or activation during the grant period ending 9/30/24 and cannot be used to pay for software access beyond the 24-25 school year. LEAs may use other funds to pay for access extending past the 24-25 school year. LEAs would need to acquire a prorated invoice from the vendor to show the grant/other funds cost split.
4. Grant funding can only be used for professional development during the grant period ending 9/30/24 and cannot be used to pre-pay for services. LEAs may use other funds to pay for any additional professional development extending past the grant deadline. LEAs would need to acquire a prorated invoice from the vendor to show the grant/other funds cost split.
5. Priority will be given to LEAs that did not receive grant funds during the Leaning into Literacy I initiative.

KEY TERMS/ DEFINITIONS

[Understanding Evidence-Based Practices: A FAQ Guide to evidence Based Practices for NH Schools and Districts](#)

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.

High Quality Instructional Materials (HQIM)

- Are aligned to evidence-based best practices in the relevant content areas of reading language arts
- Support all learners, including students with disabilities, English Learners, and students identified as gifted and talented
- Enable frequent progress monitoring through embedded and aligned assessments
- Include implementation supports for educators

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. (In this grant the focus is on literacy.)

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. Must identify the High Quality Instructional Materials, valid and reliable screeners, and professional development that will support the school and refer to the [Guidance Document](#) and [Quick Guide](#).
3. 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 in the [Quick Guide](#).
4. Proposal information on how the school plans to use the resources with tier one instruction- **SEE RUBRIC BELOW.**
5. [Budget Summary Form](#) for the Learning into Literacy II Resource Grant. (See example below)
6. Application is fully executed.
7. View an [example](#) of a grant.

SUBMISSION AND CONTACT

Please contact Amanda Yasenchock, Amanda.C.Yasenchock@doe.nh.gov, for any questions or concerns around submission or application.

PEER REVIEW PROCESS

NHED 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

This is a very competitive grant. LEAs will receive a notice of approval or rejection once processed and graded.

EVALUATION AND ASSESSMENT

Evaluation Criteria and Rubric	12 Maximum points
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Part 1	Description of Literacy Needs	3 points
<p>This section briefly describes the current literacy need at the site and a compelling need for the Learning into Literacy II Resource Grant for tier one instruction that focuses on the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension, and written expression). - 300 words or less</p>		
1 pt	2 pts	3 pts
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 resources, focusing on evidence-based literacy instruction.

Part 2	Screeners, Assessments and Curriculum Program resources aligned to evidence-based practices and students' needs	3 points
<p>This section explains the methodology or process for selecting the evidence-based high quality instructional material resources based on instructional needs. *Must include the source used (direct URL) to validate the high quality material. - 300 words or less</p>		
1 pt	2 pts	3 pts
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 resources is in-depth, provides rationale, and is articulated thoroughly.

Part 3	Screeners, Assessments, and Curriculum Program Resources Implementation	3 points
<p>This section should explain how the school plans to support the implementation of evidence-based High Quality Instructional Materials for tier one literacy instruction at the school setting. The plan must include:</p> <ul style="list-style-type: none"> • who will provide the professional development (If PD will be provided by in-house staff members the application must include evidence of their Science of Reading/structured literacy background and experience.) • the training topics • how often and when the PD will take place • who will be included in the training • how the PD will support tier one success beyond this grant <p>- 300 words or less</p>		
1 pt	2 pts	3 pts
<p>Incomplete or vague professional development plan.</p>	<p>Explanation of how the professional development plan will serve the school's specific literacy needs in tier one is provided but lacks sufficient details.</p>	<p>Explanation of how the professional development plan will serve the school's specific literacy needs for evidence-based instruction in tier one is in-depth, thorough, and clear. The explanation provided answers all parts of the prompt above.</p>

Part 4	Budget Summary	3 points
<p>In this section the schools need to fill out the Budget Summary Form for the Leaning into Literacy II Resource Grant. *If software is being purchased, the access timeframe (start and end date) MUST be included.</p>		
1 pt	2 pts	3 pts
<p>Budget is not complete and is missing essential components.</p>	<p>Budget merely includes grant request amounts, but it is not clear what is being purchased and for whom.</p>	<p>Budget includes all essential elements in the budget section, with clear costs for supplies detailed and all expenses are allowable.</p>

Budget Summary Form for the Leaning into Literacy II Resource Grant

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:	

See examples below

Type of Cost	Description of Cost	Cost
Materials	Purchase XYZ program materials for 20 grade K-6 classrooms.	\$7,000.00
Software	Purchase XYZ software for 20 grade K-6 classroom teachers. Software access will be for the 24-25 school year, activated on August 1, 2024.	\$1,000.00
Professional Development	Professional Development from XYZ for initial training.	\$3,500.00

Total Cost of Project:	\$11,500.00
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