

**New Hampshire Department of Education  
Increasing Adult Education Technology Discretionary Grant  
Bureau of Adult Education  
January 9, 2023**

**Summary:** The New Hampshire Department of Education (NHDOE) is issuing a request for applications (RFA) for a Student Achievement in Reading (STAR) pilot program that includes a managed enrollment process, the inclusion of STAR specific assessments and strategies and a designated STAR course.

**Dates:** Application available January 9, 2023 and are due by January 25, 2023. The award will be announced by January 27, 2023.

**Purpose of the Program:** The purpose of this discretionary grant is to target Federal WIOA Adult Education funds to pilot the STAR model in a NH adult education and literacy (AEL) program to gather data regarding the challenges and successes to better inform the future inclusion of the STAR model in adult education programming.

**Eligibility:** All Bureau-funded adult education & literacy programs with an approved FY23 budget in the Grants Management System. Applicants must have the following:

- At least one STAR-certified instructor who will take responsibility for developing and implementing the class in accordance with the model
- Support from the Program Director
- Willingness to participate in coaching and technical assistance from the national trainers
- An intermediate level class with a minimum of 8 committed students
- Agree to share pilot experiences and results including allowing classroom observation and participation from this year's STAR trainees

**Total Funding Available:** \$75,000

**Estimated Award Amounts:** There is no minimum or maximum award.

**Provision of Services:** Funds must be obligated by June 30, 2023 and submitted for reimbursement in the Grants Management System by August 15, 2024.

**For Further Information:** contact Sarah Wheeler, [Sarah.L.Wheeler@doe.nh.gov](mailto:Sarah.L.Wheeler@doe.nh.gov) or 603-271-6701.

**Submission:** See attached application.

**This grant program has one absolute priority. Applicants must meet the absolute priority.**

**Absolute Priority: Implementing a STAR pilot program.** This grant priority focuses on the development and implementation of a STAR pilot program by providing funding for directly associated costs.

Federal law (WIOA) specifies that adult education programs use instructional practices that include the essential components of reading and that activities are based on the best practices derived from the most rigorous research available. For more than a decade, the US Department of Education, Office of Career, Technical and Adult Education has supported and promoted the STAR initiative because its instructional practices work on all four essential components of reading to transform and are grounded in peer reviewed research.

STAR, an evidence-based reading instruction program (EBRI), focuses on intermediate level student reading between 4.0 – 8.9 grade level equivalency because they were the largest and most complex group identified in the research.

Their primary needs are in fluency and academic vocabulary. Programs across eighteen states that have implemented the model have seen dramatic student success in academic skill gain and persistence.

New Hampshire trained its first cohort with STAR in 2017, added a national trainer based in NH the next year and has run four additional cohorts since then. While trainees have implemented specific assessments and strategies, none have fully implemented the STAR model including the systemic and instructional changes required. Evidence has shown that maintaining fidelity to the STAR model has been highly effective. Without this fidelity, NH adult learners may be missing out on an opportunity to be more successful. Additionally, the Bureau invested substantial resources in STAR training, but is not sufficiently meeting the federal requirements for the integration of essential components of reading and the use of evidence-based instructional practices at all levels.

The Bureau recognizes that the primary challenges in implementing the STAR model are funding for the additional instructor preparation time and systemic changes to current intake and assessment practice. This grant funding is intended to support up to 100 instructor hours including classroom instruction and additional time for preparation and assessment. The funding can also be used to support directly-related additional administrative and programming support needed for systemic change such as increased hours for intake and assessment specialists, data entry specialists, counselors and the program director. In addition to financial support, the Bureau will provide technical assistance from the two NH-based national STAR trainers including an initial meeting, coaching, four check-in meetings and various resources through the Statewide Professional Development contract.

Previous STAR pilot grantees may apply for a continuation of the project.

Applicants must assign a STAR-certified instructor as the project lead because he/she is most familiar with the model. The STAR instructor should have experience using EBRI instructional strategies and assessments in the classroom. The applicant must provide, but is not limited to, the following:

- A Star-certified instructor as the project lead<sup>1</sup>
- 100 hours of instructor time including:
  - A minimum of three hours of STAR instruction
  - A minimum of three hours of prep for STAR instruction
  - A 16-week course starting by February 6, 2023 and concluding by June 9, 2023
    - The course schedule should include enough hours for learners to meet post-testing requirements by the end of June.
  - A minimum of four additional hours for assessment to include TABE 11/12 or TABE Clas-E
    - The applicant should indicate how it will ensure that learners are pre- and post-tested in accordance with the NH Data & Assessment policy.
- Agreement to attend technical assistance meetings
  - Initial meeting with Program Director
  - Check in meetings (4 during the 16 week session)
  - Funding for the coaches will be provided through the Professional Development contract and do not need to be included in the application budget.
- Program Director must:
  - Complete the Administrator module of the STAR Program (if not already completed) during the pilot
  - Attend at least two of the technical assistance check in meetings
- Pre- and Posttesting must be conducted using the TABE Reading test (either 11/12 or Clas-E)
- Designate a specific class for the pilot that has a minimum of 8 intermediate adult learners who are committed to the 16-week course
  - The applicant should use current Educational Functioning Level data to identify a pool of potential candidate large enough to reasonably anticipate meeting the minimum number of learners.
- Agree to open classroom for observation and participation from the new STAR trainees

---

<sup>1</sup> This instructor must have already completed the STAR training. It is not appropriate for instructors currently attending STAR to implement the program will attending the training.

- Willingness to share challenges and successes with the NH adult education field
- Adult learners in this class must be entered into LACES with a designation as a STAR student

The STAR pilot may be offered online, in-person or hybrid. An application may be submitted by one or more eligible applicants to offer one collaborative class to ensure the minimum number of students available.

The budget may include additional supplies, books, or technology (for online participation). Every effort should be made to use existing distance learning software licenses for extended learning.

Applicants must identify the performance measures and outcomes anticipated from this grant award. This may include, but is not limited to:

- Increased measurable skill gains including educational functioning level gain, HSE/HSD credentials, and/or entrance into postsecondary education or training prior to the end of the program year
- Increased outcomes including HSE/HSD credentials, entrance into postsecondary education or training after exit and/or postsecondary credential attainment.
- Increased average instructional hours and/or increase distance learning hours

**Scoring Process:** Grants will be scored by at least two peer reviewers according to the criteria below. Scores will be averaged into one overall score. After scores are determined, the applications will be rank ordered based on point totals of the average of the reviewer scores. Funding will be dispersed based on the rank order for applications of sufficient quality, which may be determined by applications scoring above 70 total points, until funds are depleted. Therefore, not all applications will be funded unless the total requests are less than or equal to the total amount of funding for this discretionary grant. The NHED reserves the right to adjust budget requests as needed based on reviewer scores and rank order.

In the event that the applicant does not score a minimum of 70 total points, the Bureau has the option to provide technical assistance and request that the applications be resubmitted.

### **Additional Resources**

STAR-Recommended Managed Enrollment Strategies and Managed Enrollment Scenarios

<https://sabes.org/sites/default/files/resources/STAR%20Recommended%20Managed%20Enrollment%20Strategies%20and%20Managed%20Enrollment%20Scenarios.pdf>

SABES – The Student Achievement in Reading Initiative (MA)

Includes the Massachusetts STAR Handbook, STAR instruction videos, example lesson plans, teacher reviews and other resources

<https://sabes.org/content/star>

Student Achievement in Reading (STAR)

Professional Development Initiative in Evidence-Based Adult Reading Instruction

<https://lincs.ed.gov/state-resources/federal-initiatives/student-achievement-reading>

A Report on the Minnesota Student Achievement in Reading (STAR) Project

<https://lincs.ed.gov/professional-development/resource-collections/profile-494>

Scoring Criteria: Adult Education – STAR Pilot 2023 New Hampshire Dept. of Education

Criteria	Points				
Application meets the requirements of the <b>absolute priority, implementation of a STAR Pilot program</b>	<b>24 points</b> Application supports absolute priority completely including examples of demonstrated commitment from the program administrator and other staff	<b>18 points</b> Application supports absolute priority to a strong degree including some commitments from the program administrator and other staff	<b>12 points</b> Application supports absolute priority to a moderate degree including a general commitment from the program administrator	<b>6 points</b> Application supports absolute priority to a minimal degree and may not include a commitment from the program administrator	<b>0 points</b> Application does not support absolute priority
Applicant has <b>included a lead instructor who has experience with EBRI, demonstrate s a commitment to implementing the full STAR model and a willingness to share the pilot experience with others</b>	<b>24 Points</b> The instructor declaration is clear and compelling with supporting detail; includes past use of STAR model components, a full commitment to the pilot and examples of previous sharing of best practices	<b>18 points</b> The instructor declaration is clear with some supporting detail; several examples of previous use of STAR components, a commitment to the pilot and some experience sharing best practices	<b>12 point</b> The instructor declaration is included; lacks supporting detail; or only one area or strategy provided.	<b>6 points</b> The instructor declaration does not support the grant activity; minimal strategies provided and may not include a commitment to full implementation	<b>0 points</b> The applicant does not explain how funding will be used to implement a STAR pilot.
Applicant <b>demonstrates a potential student pool and a timeline to ensure a class of at least 8 starting in September, with a total of 48 hours of instruction by June</b>	<b>24 points</b> Applicant provides solid data on current eligible students, a reasonable time line and course schedule designed to allow for MSG gain through post-testing at completion of the course	<b>18 points</b> Applicant provides solid data on current eligible students, a general timeline and course schedule that is likely to result in MSG.	<b>12 points</b> Applicant provides some data on current eligible students; a general timeline and course schedule that may result in MSG.	<b>6 points</b> Applicant provides little to no data on current eligible students; a general course schedule and may include a general assumption that MSGs will be gained	<b>0 points</b> Applicant does not provide data on potential student pool; no timeline or course schedule included
<b>Performance measures</b> and outcomes align with the program activity	<b>12 points</b> Performance measures are clearly written, align with the program activity <b>and</b> outcomes; includes detailed evaluation schedule.	<b>9 points</b> Performance measures align with the program activity <b>and</b> outcomes; evaluation schedule is vague.	<b>6 points</b> Performance measures show some alignment with the program activity <b>or</b> outcomes; evaluation schedule is not included.	<b>3 points</b> Performance measures are included; however the measures do not align with the program activity or outcomes	<b>0 points</b> Performance measures and outcomes are not included or are very general.
<b>Budget</b>	<b>16 points</b> The budget is reasonable, necessary and complete;	<b>12 points</b> The budget is complete;	<b>8 points</b> The budget is included; is unreasonable for the activity or includes non-directly related costs	<b>4 points</b> The budget is incomplete or inconsistent with activity	<b>0 points</b> The budget is not included, is not reasonable or necessary, and/or does not support the activity
<b>Total points possible</b>	100				

NH Adult Education

Adult Education Federal Funds – STAR Pilot Program

January 9, 2023

Email completed application to: [AdultEd@doe.nh.gov](mailto:AdultEd@doe.nh.gov) Due: January 25, 2023 at 4:00 pm

Center Name:		Date:	
Person Completing Application:		Email:	
<b>Eligibility</b>			
<input type="checkbox"/>	I confirm that this center is a Bureau-funded Adult Education & Literacy (AEL) program.		
<input type="checkbox"/>	I confirm that this center has an approved FY23 budget in the Grants Management System.		
<input type="checkbox"/>	The STAR-trained Instructor as Project Lead is:		
	Name:		
	Date of Completed STAR Training:		
<input type="checkbox"/>	The Program Director is:		
	Name:		
<b>Absolute Priority</b>			
<p><b>1. Program Director Declaration:</b> Please insert a brief declaration from the Program Director that includes:</p> <ul style="list-style-type: none"> <li>• Please describe your level of commitment to the implementation of the STAR pilot including examples of systemic support that you will provide.</li> <li>• Please indicate if you have completed the Admin module of the STAR program or if you have not completed it yet, your commitment to completing the module during the fall STAR training.</li> <li>• Please describe your thoughts on the systemic changes including managed enrollment as required for full implementation of the STAR model.</li> </ul>			
<p><b>2. Instructor Declaration:</b> Please insert brief declaration from the Project Lead that includes:</p> <ul style="list-style-type: none"> <li>• Please describe your experience using STAR/EBRI instructional strategies and/or assessments in the adult education classroom.</li> <li>• Please describe why you are interested in being the project lead for the implementation of the STAR pilot including your availability to develop, plan and implement the full STAR model.</li> <li>• Please describe your commitment to working with the NH-based national trainers (Connie Cullen and Katie Walker), including attending required meetings, accepting coaching assistance, willingness to allow observation and participation from the next cohort of STAR training participants and documenting your experience for future STAR implementation projects.</li> <li>• Please describe your experience sharing best practices with other adult education practitioners.</li> </ul>			

- 3.
- Please provide data on the current potential pool of learners who will be targeted for participation in the pilot program including Educational Functioning Level, and the plan for recruiting eligible learners for the pilot.
  - Please describe the timeline for implementation of the STAR model to be completed by the end of January.
  - Please describe the course schedule including initial assessments, a minimum of 3 hours per week and the plan for post-testing in accordance with the NH Data & Assessment policy.

4. Please describe the performance target(s) that the proposed pilot is designed to meet by June 30, 2023. Please include how the target(s) align(s) to the proposed activities including how and when the outcomes will be evaluated.

**Budget**

5. Please include a detailed budget and budget narrative explaining any calculations using the following GMS Categories and line items as applicable.

Category	Line Item	Amount	Narrative Description
Administrative	Salary		
	Benefits		
Support	Salary		
	Benefits		
Instructional	Salary		
	Benefits		
	Professional Technical Services		
	Property Services		
	Other Purchased Services		
	Supplies		
	Property		
	Other Objects		
	Other Uses of Funds		
Indirect Costs	Indirect Costs		Please insert approved rate here:
Total Amount Requested			