

Cultivating Ongoing Achievement through Coaching in Literacy (COACH)

**26-ET03-G03**

Program Term Date: September 30, 2025 -August 31, 2026

Application Due Date: August 21, 2025  
no later than 4:00 P.M.

Kevin Dehmer  
Commissioner of Education

Jorden Schiff, Ed.D.   
Assistant Commissioner

Lisa Haberl  
Executive Director

Division of Teaching and Learning

FY25

25-100-034-5063-374-HRID-6130-D005

New Jersey Department of Education

P.O. Box 500 ● Trenton, NJ 08625-0500

The following are requirements and instructions for a Notice of Grant Opportunity (NGO) from the New Jersey Department of Education (NJDOE). Instructions on how to gain access to the application and how to complete the application in the Electronic Web-Enabled Grant (EWEG) system are available in the Discretionary Grants Manual on the [Discretionary Grant Applications](https://www.nj.gov/education/grants/discretionary/apps/) webpage.

When responding to this NGO, applicants must use the [EWEG online application system](https://njdoe.mtwgms.org/NJDOEGmsWeb/logon.aspx) on the NJDOE’s [Homeroom](http://homeroom.state.nj.us/) webpage. In the EWEG GMS page scroll down to view “Available” grants to initiate the application. If the application is not available, contact [EWEG help (grants.vendors@doe.nj.gov)](mailto:grants.vendors@doe.nj.gov) to gain access to the application. The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the completed application through the online EWEG system through the NJDOE Homeroom webpage by no later than 4:00 P.M. on the due date of the application. Without exception, the ACC will not accept, and the Office of Grants Management (OGM) cannot evaluate an application submitted after this deadline for funding consideration.

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| --- | --- |
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| It is a policy of the New Jersey State Board of Education and the State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning nondiscrimination. | |

# I. Grant Program Information

## I.1 Purpose of the NGO

#### The United States Department of Education’s [Comprehensive Literacy State Development (CLSD)](https://www.ed.gov/grants-and-programs/grants-birth-grade-12/well-rounded-education-grants/comprehensive-literacy-state-development) program is authorized under Sections 2221-2225 of the Elementary and Secondary Education Act, as amended. The purpose of CLSD discretionary grants is to create comprehensive literacy programs to advance literacy skills, including pre-literacy skills, reading and writing, for children from birth through grade 12. In 2024, New Jersey was awarded almost $50 million in CLSD funding over five years to implement several subgrants to local education agencies (LEAs).

#### The Cultivating Ongoing Achievement through Coaching in Literacy (COACH) grant is one of multiple subgrants under New Jersey’s CLSD award. This $6 million competitive grant opportunity is open to LEAs serving large populations of economically disadvantaged students who do not yet meet grade-level New Jersey Student Learning Standards (NJSLS) for English language arts (ELA). The opportunity provides up to 5 years of continuation funding for LEAs to hire and train literacy coaches to support kindergarten through grade 12 (K-12) educators within their schools, pending availability of federal funding. The NJDOE will train and support the statewide cohort of literacy coaches selected through the grant opportunity. The awards will be disseminated by region, creating a cohesive, statewide network of literacy coaches receiving the same messaging around evidence-based literacy instruction directly from the NJDOE. It is anticipated that up to 40 LEAs will be awarded up to $150,000 in year one and in subsequent grant years as well. The NJDOE also anticipates that over the 5-year continuation project term up to 2,400 teachers may be served by literacy coaches within the new network created through this subgrant opportunity.

The NJDOE anticipates the COACH grant to result in the following outcomes:

1. Literacy coaches are trained in evidence-based literacy instruction and the NJDOE’s coaching framework;
2. Literacy coaches advance evidence-based literacy instruction for K-12 students through turn-key training and coaching; and
3. Closure of ELA achievement gaps for New Jersey’s K-12 students.

The NJDOE also anticipates the grant to result in infrastructure that has the capacity to support and sustain the work of this grant through the following outcomes:

1. Development of the Statewide Literacy Network as an infrastructure that supports the implementation and integration of literacy coaching;
2. LEA and school leaders support, prioritize and scale evidence-based coaching practices; and
3. LEA and school leaders ensure the sustainability of coaching practices beyond the grant period.

### ****Application Type****

|  |  |
| --- | --- |
| **Limited Competitive** | **X** |

### Target Audience

|  |  |  |
| --- | --- | --- |
| **Local Education Agency** | **X** | **Grade span: K-12**  **LEAs with 40% or more free and reduced lunch as identified in Appendix A.** |
| **Community Based Nonprofit Organization (CBO)** |  |  |
| **Institutes of Higher Education (IHE)** |  |  |
| **Other** |  |  |

## I.2 Federal Compliance Requirements - Unique Entity Identifier (UEI) Registrations

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Unique Entity Identifier (UEI). As part of the government-wide initiative, the NJDOE will join other Federal agencies and transition from the use of the Dun and Bradstreet Data Universal Numbering System (DUNS) to the new UEI for all grant recipients and applicant organizations. UEIs are the primary means of entity identification for Federal awards and are required in accordance with 2 CFR Part 25. The UEI number is administered by the Federal Government in the System for Award Management (SAM) through the [SAM.gov](https://sam.gov/) website.

### FFATA Executive Compensation Disclosure Criteria

In the preceding fiscal year if an applicant:

* Received at least $25,000,000 in annual gross revenues from federal awards; and
* If at least eighty (80) percent of the applicant’s annual gross revenues came from federal awards, the applicant is required to disclose the name and total compensation of the five (5) most highly compensated officers of the applicant as part of the grant application.

This information is to be entered into the Award Management SAM Application in EWEG and updated on a yearly basis.

## I.3 Award Management SAM Application

Prior to applying for a grant application, a Local Education Agency (LEA), Community-Based Nonprofit Organization (CBO), or Institute of Higher Education (IHE) must provide the requisite information in the SAM section in the NJDOE’s EWEG system. The entity will need its valid UEI to complete this step.

### Key steps/actions:

1. Create and submit the System for Award Management (SAM) application in EWEG if your entity has applied for or has received other grants from the NJDOE.
2. When completing the A SAM application, entities must enter an active SAM UEI and upload a copy of its SAM Entity Overview page. Applicants must ensure their address has the correct hyphenated nine-digit zip code in their address. Information provided in the LEA Central Contacts must match information from SAM.gov to be compliant with FFATA reporting.
3. To renew an existing SAM UEI or to apply for a SAM UEI, entities must go through sam.gov.

Failure to complete or update the SAM application in EWEG will prevent the applicant from viewing, creating, and submitting applications in the EWEG system.

**No award will be made to an applicant not in compliance with FFATA.**

## I.4 Dissemination of this Notice

The Division of Teaching and Learning will make this notice available to eligible applicants listed in section I.1. based upon the eligibility statement, to the Office of Comprehensive Support Team Leaders, and to the county superintendents of the counties in which the eligible agencies are located through a Department broadcast memorandum and posting on the NJDOE’s [Discretionary Grant](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=http%3A%2F%2Fwww.nj.gov.mcas.ms%2Fnjded%2Fgrants%2Fdiscretionary%2F%3FMcasTsid%3D15600&McasCSRF=79977917171301ab97917d95b8975bf02ad65987eb9e24cb49849af361827024) webpage.

Additional copies of the NGO are also available on the NJDOE’s [Discretionary Grant](http://www.nj.gov/njded/grants/discretionary/) website or by contacting the Division of Teaching and Learning at the New Jersey Department of Education, 100 River View Plaza, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; Email Contact — LEAR@nj.doe.gov.

## I.5 Access to the EWEG Application

To initiate the application, the applicant must have EWEG system logon credentials. Once you logon, go to the GMS Access Select page and scroll down to view “Available” applications. If an application is not visible in the EWEG system, contact your district’s Web (Homeroom) Administrator to request access to the application via EWEG help. LEA applicants without log on credentials must contact their district’s Web (Homeroom) Administrator to request access to the EWEG system. Non-LEA applicants must request access by sending an email to: eweghelp@doe.nj.gov. Please allow up to 48 hours for the registration to be completed in the EWEG system.

The NJDOE advises applicants to plan appropriately and to allow for time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 48 hours before the due date to determine any errors that might prevent the submission of the application. Applicants are advised not to wait until the due date to submit the application online, as the EWEG system may be slower than normal due to increased usage. Running the consistency check does not submit the application. When the consistency check runs successfully, a “Submit” button will appear. Once the application is complete and has passed the consistency check with no error messages, the applicant may submit the application by clicking the “Submit” button. The applicant should wait for a message from the EWEG system indicating the application was submitted. The application status will be updated in the Grants Management System (GMS) on the GMS Select page to “Submitted for Review,” along with the date the application was submitted.

**Important:** Once the application has been submitted via EWEG, the application will not be returned to the applicant for editing, nor can additional information or missing documentation be submitted to the department for application review consideration. **Please Note: The submit button in the EWEG system will disappear as of 4:00 PM on the due date**. Please refer to the Discretionary Grants Manual, on the [Discretionary Grant Applications](https://www.nj.gov/education/grants/discretionary/apps/) page, for instructions on how to work in EWEG.

## I.6 Application Submission

The Office of Grants Management’s Application Control Center (ACC) must receive the completed application through the EWEG system accessible through the NJDOE’s Homeroom webpage **no later than 4:00 P.M. on** Thursday, August 21, 2025. Without exception, the ACC will not accept nor evaluate an application after this deadline for funding consideration.

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, will not accept late applications. The responsibility for a timely submission resides with the applicant.

Completed applications are those that include all elements listed in [Section II.5.](#_Application_Component_Required), Application Component Required Uploads checklist. Applications received by the due date and specified time will be screened to determine whether they are, in fact, eligible for consideration. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

**Paper copies of the grant application will not be accepted in lieu of the EWEG application. Applications submitted via FAX will not be accepted under any circumstances.**

## I.7 Application Review Criteria

To be considered for funding, all grant applications complete a two-tiered review. First, the application will be reviewed and scored by a panel of three evaluators. The evaluators will only use the information provided in the EWEG grant application under the Narrative Tabs which include the Need, Project Description, Project Activity Plan, Goals/Objectives – Indicators and Activity Plan, Commitment and Capacity, the Budget Tabs, and all required documentation uploaded as noted in Section II.5. In addition to how well the content addresses [Section II.4.](#_Project_Design_Considerations_1), the evaluators will also review the NGO application for completeness and accuracy.

The second review is done by the Program Office responsible for administering the program. The Program office reviews the application as noted in Section I.1 (Purpose of the NGO) and Section II.4. (Project Design Components). The NJDOE reserves the right to reject any application that is not in conformance with the requirements and intent of this NGO. The total point value for the NGO is 100 points. If noted in the NGO, bonus points will only be added if the grant application scores 70 points or greater and meets the intent of the Notice of Grant Opportunity (NGO).

Seven grant awards will be distributed at each enrollment tier. Awards will continue to be made within each tier based on the number of eligible applicants and available funding, until all funds have been expended.

Once scored, applications will be awarded based on rank order from highest to lowest score until grant allocated funds are exhausted.

## I.8 Grantee Award Notifications

The EWEG system notifies applicants of awards through emails to individuals listed in the Contacts Tab. A list will also be posted on the NJDOE’s website under the Office of Grants Management> 2026 NGOs> Grant Title> Awardee List.

In addition to the notifications mentioned above, the status in EWEG will change on the GMS page from “Submitted for Review” to one of the following:

* Preliminary Approved — For applicants awarded the grant funds by scoring 70 points or greater and meeting the eligibility criteria, where funds are available. Approved Applications will be notified via EWEG with instructions on how to proceed with the Pre-Award process. In addition, instructions on how to initiate the Pre-Award process can be found in the Discretionary Grants Manual.
* No Award — No award is made for applicants that fall into one of three categories:

1. Applicants who do not meet the 70-point score
2. Applicants who did not meet the eligibility criteria as noted in Section I.1 (Purpose of the NGO) and Section II.4. (Project Design Components).
3. Applicants who score 70 points or greater and meet the eligibility criteria, but funds are exhausted.

Please complete this [form](https://forms.office.com/r/CUZQXHHz3n) to request your application scores and comments. Scores will only be released to the contacts listed in the grant application. All others requesting scores must do so via an Open Public Records request at <https://nj.gov/opra/> .

I.9 Open Public Records

In accordance with the Open Public Records Act P.L. 2001, c. 404, applications, evaluation results, and other competitive grant information for discretionary grant funds received September 1, 2003 or later will become matters of public record and will be available to members of the public upon request at the completion of the evaluation process.

# II. Completing the Application

The intent of this section is to provide the framework within which the applicant will plan, design, and develop its proposed project to meet the purpose of this NGO. Before preparing applications, potential applicants are advised to review Section I, Grant Program Information, of this NGO to ensure a full understanding of the State’s vision and purpose for offering the program. Additionally, the information contained in Section III, Grantee Agreement Requirements, will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in the project.

## II.I General Instructions for Applying

To apply for a grant under this NGO, applicants must prepare and submit a complete application by the deadline. The following sections in the EWEG application are required to be completed:

* Admin Tab — Contacts, Allocation, Assurance, Board Resolution
* Narrative Tab — Abstract, Project Description, Need, Goals & Objectives, Project Activity Plan, Organizational Commitment & Capacity
* Budget Tab — All related subtabs.
* Upload Tab — The required documents to be included in the application as stated in the NGO.

The application must be a response to the State’s vision as articulated in Section I, Grant Program Information, of this NGO. It must be planned, designed, and developed in accordance with the program framework articulated in Section II, Completing the Application. The applicant may wish to consult additional guidance found in the Discretionary Grants Manual.

## II.2 Application Technical Assistance Session

Date: Wednesday, August 6, 2025 at 10 AM EST & Thursday, August 14, 2025 at 1 PM EST

### Teams Virtual Meeting [Click here to register.](https://homeroom5.doe.state.nj.us/events/?p=a)

Registrants requiring special accommodation for the Technical Assistance Workshop should identify their needs at the time of registration.

## II.3 Grant Deliverables

The NJDOE anticipates the grant to result in building capacity for evidence-based instructional practices in literacy through the following outcomes:

1. Literacy coaches are trained in evidence-based literacy instruction and the NJDOE’s coaching framework;
2. Literacy coaches advance evidence-based literacy instruction for K-12 students through turn-key training and coaching; and
3. Closure of ELA achievement gaps for New Jersey’s K-12 students.

The NJDOE also anticipates the grant to result in infrastructure that has the capacity to support and sustain the work of this grant through the following outcomes:

1. Development of the Statewide Literacy Network as an infrastructure that supports the implementation and integration of literacy coaching;
2. LEA and school leaders support, prioritize and scale evidence-based coaching practices; and
3. LEA and school leaders ensure the sustainability of coaching practices beyond the grant period.

Through the Statewide Literacy Network, annual Literacy Coaching Institute sessions and monthly meetings, the grant provides literacy coaches with ongoing training and support for coaching and evidence-based literacy instruction. Literacy coaches supported by the grant are required to participate in the Statewide Literacy Network, the annual Literacy Coaching Institute sessions and monthly meetings. LEAs whose selected coaches fail to attend any of the required events and/or meetings are subject to a non-compliance status which may affect continued eligibility for the program. Literacy coaches developed by the NJDOE through the grant support teachers in their respective LEAs to implement evidence-based literacy instruction, curriculum and assessment. The literacy coaches facilitate professional development for the LEA that is focused on the foundations of literacy, evidence-based literacy instruction, collection of assessment data, and analysis of data within the instruction cycle. The LEA ensures that the literacy coaches design and align all professional learning offerings to the requirements set forth in N.J.A.C. 6A:8, N.J.A.C. 6A:9, N.J.A.C. 6A:10, as well as the New Jersey Student Learning Standards in English Language Arts (NJSLS – ELA) and WIDA.

## II.4 Project Design Considerations

**Consideration #1 - Is it a new position for the LEA?**

This funding must be used to create a new literacy coach position within the LEA. It cannot be used to replace or supplant funds for an existing literacy coach position, whether currently filled or vacant. The intent of this grant is to support LEAs that do not currently have a literacy coach position, as defined in the grant. Grant funds are designated primarily for the salaries, benefits, and professional learning of one or more full-time K–12 literacy coaches in the awarded LEA.

Using these funds to support an already established literacy coach position is considered supplanting and is therefore an ineligible cost. For further guidance, refer to Section II.10 (Eligible Costs) and Section II.11 (Ineligible Costs).

**Consideration #2 - Hiring**

The applicant LEA describes the process of selecting the individual to serve in the specific literacy coach role detailed in the grant. The LEA describes the required and preferred, experience, credential(s) and certification(s) requirements for eligible candidates and the LEA’s process for selecting a candidate from the pool of eligible applicants. For LEAs with candidates that have neither reading specialist credentials nor reading specialist certification, the LEA should describe any plan or requirement for the literacy coach candidate to attain the credentials and/or certification, if applicable. The same applies for LEAs regarding credentials and certification for appropriate instruction for special education and multilingual learners (ML), if applicable.

**Consideration #3 - Training**

The COACH grant is designed to advance instruction in K-12 literacy skills and to promote student learning through the targeted deployment of trained literacy coaches. Literacy coaches are trained by the NJDOE in well-researched coaching practices and in evidence-based literacy instruction. The professional learning opportunities offered by the NJDOE include the necessary strategies, techniques and approaches for providing on-going, specific feedback and support to teachers around planning, delivering and assessing evidence-based literacy instruction to increase student achievement.

Through participation in the Literacy Coaching Institute and monthly training sessions, literacy coaches learn essential content for their role. Coaches learn the techniques and strategies that are associated with the NJDOE’s coaching framework. They gain pedagogical knowledge about adult learners. Coaches also learn about providing specific feedback to teachers about their instruction. Literacy coaches also learn how to leverage grade level meetings, professional learning sessions and one-on-one coaching conferences to address matters such as rigor and instructional practices. Participation in the training facilitated by the NJDOE is mandatory for literacy coaches.

To support the implementation of the grant, school and LEA administrators are required to attend certain training sessions. The NJDOE’s Literacy Coach Coordinator may provide additional support through site visits.

**Consideration #4 - Job description**

The LEA’s project should include activities that show the necessary preparation, system of support and professional learning for the literacy coach supported by the grant. The literacy coach is expected to:

1. Establish and facilitate a Literacy Leadership Team (LLT) to meet in-person at least monthly. The team includes, at a minimum, one or more literacy coaches, a district administrator, a building administrator, an educator from each of the targeted grade levels, an interventionist, a special education educator and a ML educator (if applicable).  [The New Jersey Literacy Framework](https://www.nj.gov/education/lear/documents/NJ_Literacy_Framework.pdf) provides guidance on establishing leadership teams.
2. Collaborate with the LLT to evaluate the LEA’s current school and/or district-wide literacy plans, programs and use of high quality instructional materials (HQIM). Commit to incorporate any current plans, programs and work pertaining to HQIM to align with the work of the literacy coach.
3. Collaborate with the LLT to analyze data including [universal screeners](https://www.nj.gov/education/lear/documents/NJ_Literacy_Framework.pdf) to measure progress towards goals, to determine needs and to evaluate aspects of program. Apply the tenets of evidence-based literacy instruction to all tiers of instruction and literacy programs.
4. Participate in all required professional learning aligned to the grant and facilitated by the NJDOE.
5. Develop the knowledge and skills necessary for effective literacy coaching, including evidence-based pedagogical literacy knowledge for all learners, data analysis, HQIM, the specific coaching techniques and strategies endorsed by this grant and leadership skills.
6. Develop knowledge and skills in K-12 tier one literacy instruction, including implementation of the NJSLS–ELA, the development and implementation of NJSLS-aligned curriculum and instruction, analysis of screening and other data, implementation of HQIM and the use of assessment data to identify and support effective tier one instruction for all learners including struggling learners.
7. Develop knowledge and skills in effective tier two and tier three literacy instruction for students struggling with literacy, including the use of evidence-based diagnostic assessments, screening tools, data analysis, HQIM, evidence-based strategies for tutoring, small group instruction and targeted supports based on student data.
8. Log activities and time to document planning, coaching and professional development related to literacy coaching. Use the log to track grant implementation and to inform continuous improvement. Logs are shared with LEA and school leaders to inform fidelity monitoring and adjustments.
9. Recognize and address through leadership capacity any systemic barriers to implementation (e.g., misaligned schedules, limited data access, lack of shared vision), and to support the conditions necessary for sustainable, evidence-based literacy practices.

**Consideration #5 – Guiding questions**

* Does the program align with the NJDOE’s intended outcomes?
* What is the LEA’s intervention framework for students who have not yet met grade-level literacy standards? How does the ongoing work associated with the LEA’s established framework fit with the work associated with this grant?
* Has the LEA considered the availability of the coached teachers in the literacy coach’s schedule? Where is there time to plan individual coaching conferences, grade-level meetings and professional learning sessions that fit seamlessly into the coached teachers’ schedules? Will the LEA use teachers’ regular meeting times and/or professional development days in the school’s calendar for any specific grant activities?
* What infrastructure (e.g., leadership teams, coaching schedules, data systems) exists to implement the grant and support the coach? How will the infrastructure sustain coaching practices beyond the grant period?
* How will the LEA track and monitor fidelity of implementation? How will data be used to inform improvements to coaching practices and supports?
* What is the LEA’s process for supporting school leaders in prioritizing and protecting coaching time and activities?
* How will the literacy coach’s role evolve through stages of implementation (e.g., from installation to full implementation)? How will the LEA plan for sustainability?

### Evaluation of Applications

The following point values apply to the evaluation of applications received in response to this NGO.

### Project Abstract

(250–300 words) The Project Abstract is a summary of the proposed project’s need, purpose, and projected outcomes. The proposed project and outcomes must cover the full multi-year/single-year grant period. Do not include information in the abstract that is not supported elsewhere in the application.

### Needs Point value: [15 points]

In this section, the applicant provides a detailed narrative describing the local need for the project organized by these topics:

##### Supplemental service - The applicant states the status or history of literacy coach as an LEA position to clearly establish that funding a literacy coach would be a supplemental service, as opposed to a supplanted service – which is unallowable.

1. Data - The applicant details which school(s) in the LEA has a need to create literacy coach as a new position to serve in the specific role described in this NGO. In narrative form, the applicant should demonstrate the need as it relates to:
2. Student performance - Data showing large populations of students whose literacy levels do not yet meet grade-level standards, particularly in specific grade levels (which may be inclusive of grades 6-12) and inclusive of data showing a high percentage of students requiring support to improve proficiency in ELA
3. ELA instruction - Additional evidence of current literacy challenges within the school or LEA

### Project Description Point value: [30 points]

Because the information in this section is cumbersome to provide in narrative text format, the NJDOE requires the project description to be organized as shown in the sample document, Appendix C, and uploaded to the application. To safeguard against any issue with the upload process, it is highly advised that applicants take the additional step to copy/paste their responsive content into the Project Description tabs in the EWEG application, using tab 1 for A. Staffing and Intent, tab 2 for B. Schedule and tab 3 for C. Literacy Plans/Programs, Progress Monitoring and Evaluation. (Note: A Project Description document is a required upload, as noted in Section II.5, Application Component Required Uploads.)

1. **Staffing and Intent [10 points]**
2. Hiring for Literacy Coach Position
   1. Process - List the steps and staff responsible for the LEA’s process to hire one or more new literacy coaches.
   2. Scope - For each position, provide the name of the school(s) where the literacy coach will be working, the % of time assigned to the grant, the grade(s) and the number of coached teachers connected to the grade(s).
   3. Requirements - List the required and preferred qualifications for the job posting. Include education credentials, teaching experience, demonstrated effectiveness in literacy instruction and commitment to professional development in evidence-based literacy instruction (EBLI).
3. Intent for Literacy Coach Position
   1. Strategic fit - Explain how the literacy coach position is poised, supported and integrated into the school to support teachers and impact students.
   2. Impact and evaluation - Describe the impact the literacy coach is expected to have on literacy outcomes, staff and students. Describe what data will be collected and what process will be used to evaluate the impact of the coaching project on instruction, teachers and students.

**B. Schedule [10 points]**

1. Daily/Weekly Schedule\*

* + 1. Schedule - A sample schedule document is a required upload separate from the project description document. Propose a sample school day/week schedule for the literacy coach, showing where there is dedicated time for preparation activities, interactions with teachers and supporting classroom instruction. (Note: A sample schedule document is a required upload, as noted in Section II.5, Application Component Required Uploads.)
    2. Activities - The instructional and preparation activities serve to describe the uploaded schedule in greater detail. Approximate the percentage of time dedicated to instructional and preparation activities as shown in the sample schedule.
  1. Literacy Coach as PD Facilitator – Propose a schedule for the literacy coach to facilitate PD sessions for teachers and staff throughout the school year. Include the anticipated type, location, attendees, length of sessions and frequency of sessions. Include how the anticipated schedule fits into the school year calendar and/or school day. The LLT may revise the sessions based on the actual needs including specific evidence-based literacy topics, and this would be reflected in the reporting process.

\* Coaching schedules are to align to grant parameters. This means that the literacy coach is not serving in a capacity that is inconsistent with the terms of the grant (e.g.-substitute teaching, classroom instruction outside the coaching model, conducting observations to meet the teacher evaluation requirement as set forth in NJAC 6A:10).

**C. Literacy Plans/Programs, Progress Monitoring and Evaluation [10 points]**

1. Plans and Programs - List and briefly describe the current literacy plans and programs for all tiers of ELA instruction for the grades/teachers within the grant’s scope. For ELA programs, name the primary resource for ELA curricula and supplemental intervention such as a purchased resource or bundled resources from a provider, vendor or other source. Include other information as pertinent.
2. Progress Monitoring and Evaluation - Briefly describe the process for progress monitoring at both the grade/teacher level and school level. Identify the data source(s) for progress monitoring of NJSLS-ELA, interval and the literacy coach’s role. Include evaluation of pertinent ELA programs.

### Goals / Objectives / Indicators Point value: [20 points]

In this section, the applicant establishes at least three goals – one for each of the NJDOE’s three outcomes. The outcomes are broad, and they are starting points for the LEA’s specific goals. The applicant should add and clarify wording to create LEA-specific goals. The NJDOE endorses that goals are well-defined by these parameters: specific, measurable, achievable, relevant and time bound (SMART). (Note: If the LEA chooses to add a fourth goal, it should not extend beyond the scope of the grant.)

1. Literacy coaches are trained in evidence-based literacy instruction and the NJDOE’s coaching framework;
2. Literacy coaches advance evidence-based literacy instruction for K-12 students through turn-key training and coaching; and
3. Closure of ELA achievement gaps for New Jersey’s K-12 students.

In the application, each goal has a separate tab such that Tab 1 is for Goal 1, Tab 2 is for Goal 2, and so forth. Within each goal’s tab, the applicant can list multiple objectives and corresponding indicators for that goal. A goal must have at least one corresponding objective, but a goal may have more than one objective. Objectives capture incremental measures of progress, or a benchmark point, towards achieving the goal. Each objective has a corresponding indicator that identifies how the LEA determines that the objective has been achieved.

Indicators establish an understanding of responsibility and a system of accountability. Write goals, objectives and indicators for year one of the grant. In years two through five, the grant will be a continuation grant. Goals, objectives and indicators for each continuation year are set in the application for each continuation year.

### Project Activity Plan Point value: [10 points]

In this section, the applicant is required to list significant activities or critical action steps to achieve the indicators and, in turn, the objectives for each goal. Use Project Activity Plan tabs 1-4 in the EWEG system. Tab 1 corresponds to Goal 1, Tab 2 corresponds to Goal 2, and so forth. List activities in chronological order. Use the numbering system to link activities to goals/objectives/indicators (e.g. - 1.1.A refers to Goal 1, Objective 1, Indicator A). Name the documentation that tracks progress, such as agendas for meetings. In the report column, use multiple checkmarks for activities that are ongoing.

### Commitment and Capacity Point value: [20 points]

In this section, the applicant describes how the LEA intends to:

1. Ensure that school leaders are actively involved in monthly, in-person LLT meetings to promote alignment, support instructional goals and foster a collaborative approach to literacy improvement across the school or LEA.
2. Establish a process for continuous feedback and open communication between school leaders and literacy coach to collaboratively evaluate LEA and school literacy practices, report on the effectiveness of these practices via data-driven insights for continuous improvement and address any issues promptly.
3. Review and adjust school and impacted educators’ schedules to ensure opportunity for coaching, professional learning and collaboration around evidence-based literacy instruction.
4. Provide a sustainability plan, including strategies to ensure the impact of the literacy coach continues beyond the grant period and plans for integrating coaching practices into the school's ongoing professional development.

### Budget Point value: [5 points]

**Important:** The budget will be evaluated for clarity, alignment, and cost-effectiveness. Applicants must submit a detailed budget with narratives that clearly explain how the grant funds will support the project’s goals, objectives, and activities. If no budget is entered, the application will be disqualified.

In this section, the LEA provides a proposed budget with narrative justifications as indicated in the EWEG application. The budget clearly shows how grant funds are used to fund allowable grant activities. The budget is guided by the project description and demonstrates a prudent use of resources. The budget lists costs that are within the parameters detailed in sections II.10, Eligible Costs, and II.11, Ineligible Costs.  The applicant links each cost to a corresponding goal, objective and indicator/activity in the Project Activity Plan. It is acceptable to identify the goal, objective and activity information by the numbering system used in the Goals and Objectives section (e.g.-1.1.A to identify Goal 1, Objective 1, Indicator A). The NJDOE reviews the budget to ensure that costs are allowable, reasonable and necessary for implementing the project as described.

The [Discretionary Grant Award Manual](https://www.nj.gov/education/grants/discretionary/apps/docs/DiscretionaryGrant_AwardManual_2024-Accessible-10-2024.pdf) provides specific guidance on constructing a grant budget. The budget submitted as part of the application is for the current grant period only. The NJDOE guides the removal of ineligible costs and costs not supported by the Project Activity Plan through the pre-award revision process. The actual amount awarded is contingent upon the applicant’s ability to support the budget proposed in the application. The applicant’s opportunity to make pre-award revisions is limited by the NJDOE. The NJDOE is responsible neither for providing repeated opportunities for revisions nor for permitting the reallocation of the funds previously requested for unapproved or disallowed costs.

### Bonus Point value: [5 points]

Five bonus points are awarded to applicant LEAs that propose a literacy coach to work with grade 6-12 educators. To qualify, a literacy coach must be tasked to work with educators whose students are in one or more grades within the grade 6-12 band. The determination is based on the detailed information provided by the applicant in the Need and Project Description sections.

## II.5 Application Component Required Uploads

See **Section IV** **Appendices** for attached forms, assurances, and/or informational documents related to this NGO. Failure to upload any required forms and/or documentation may result in an adverse funding decision.

| **#** | **Appendices Name** | **Required Upload** |
| --- | --- | --- |
| I. | Project Description - refer to II.4 Project Design Considerations>Evaluation of Applications>Project Description and sample document in Appendix C | Yes |
| II. | Sample Schedule – refer to II.4 Project Design Considerations> Evaluation of Applications>Project Description>Schedule | Yes |

## II.6 Allowable Uses and Eligible Activities

Eligible project activities include hiring at least one literacy coach in a non-instructional position to support educators in improving literacy instruction and student outcomes. The position must be a new position made possible by being awarded this grant. The new literacy coach position serves the awarded LEA as described in the grant. The allowable uses and eligible activities for funds include:

* literacy coach position
* training for literacy coach
* monthly, in-person LLT meetings

Funds shall not be used to support the salaries of existing literacy coaches or reading specialists.

## II.7 Sub-granting Funds

Unallowable

## II.8 Nonpublic Participation

Unallowable

## II.9 Apportionment of Grant Funds

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. Final awards are subject to the availability offunds. Total funds available are $6,000,000.00. This is 100 percent funded from the Comprehensive Literacy State Development Grant, 84.371C. 25-100-034-5063-374-HRID-6130-D005. The project period is September 30, 2025 to August 31, 2026.

All grant funds are subject to a 60-day liquidation period at the end of the grant term. At this time, a final expenditure report will be due to close out the grant award.

Grant funds are to be used solely for the costs associated with implementing the grant program. Click on the links below to view the current rates:

[Max Administrative Cap](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd41a10959e1acab/section-200.417): Max 10%

[NJ Travel Reimbursement Rate](https://www.nj.gov/infobank/circular/cir23-02-OMB.pdf): $0.47 cents per mile

[Max Employee Benefit Reimbursement Composite Rate](https://nj.gov/infobank/circular/)s (OMB Circular) including FICA: 77.15%

[Max Indirect Costs Cap %:](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd93f2a98b1f6455/section-200.414) Max 8%

Please refer to Sections II.10 and II. 11 of the NGO for information regarding the allowability, inclusion, and/or restriction(s) of indirect costs in a grant budget.

Additional guidance for indirect costs can be found in the glossary page of the Discretionary Grants Manual.

The NJDOE will remove all ineligible costs and costs not supported by the Project Activity Plan from budget consideration. Through the pre-award revision process (PAR), the applicant will be given the opportunity to revise their budget. Providing opportunities for revisions or permitting the reallocation of the budgeted funds is at the discretion of the NJDOE. The final funding award will be contingent upon the applicant’s ability to justify its proposed budget.

## II.10 Eligible Costs

Use the [Quick Reference for Commonly Requested Costs](https://www.nj.gov/education/grants/discretionary/apps/docs/common_costs.pdf) or the [Uniform Minimum Chart of Accounts](https://www.nj.gov/education/finance/fp/af/coa/) to locate the appropriate budget cost codes.

Please note that the passage of N.J.A.C 6A:23A-7 places additional administrative requirements on the travel of school district personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of school district personnel to participate in activities sponsored by the grant program.

Eligible costs:

* non-instructional salary & benefit costs for literacy coach
* training costs for literacy coach (mileage, materials and other related costs)
* hourly rate for LLT members performing grant work outside of contractual time
* hourly rate for coached educators to attend training outside of contractual time

## II.11 Ineligible Costs

The NJDOE will not reimburse grantees or sub-grantees for ineligible costs. Ineligible costs include:

* **Outside of grant term:** Costs incurred outside of the grant term.
* **Existing staff:** Salaries and/or benefits for existing staff are not eligible unless they are assigned program responsibilities depicted in the staffing chart (see Section II.10.).
* **Routine operating/admin costs:** Costs for the routine operation of or administration of the organization are not eligible except when part of the approved budget (see section b of the grant/loan agreement).
* **No benefit:** Costs incurred for salaries, services, or media that do not benefit the end user of the grant program.
* **Not reasonable or necessary:** Costs that are not reasonable or necessary to carry out the grant.
* **Poorly Documented/Undocumented**: Costs that are not supported by adequate documentation.
* **Off Message**: Costs for media that are prohibited or off message.
* **Curriculum Development or Expansion of Curriculum** unless specified by the grant program as an eligible activity.
* **Supplanting:** Costs for salaries, services, or media that are covered under other local, federal, or state funding.

# III. Grant Agreement and Program Requirements

Once the application for funding is approved in the PAR process, the EWEG grant application will convert to a Grant Agreement between the applicant and the NJDOE ([OMB Circular 07-05-OMB](https://www.nj.gov/infobank/circular/cir0705b.pdf)). The grantee is expected to complete the goals and objectives laid out in the approved application and is expected to complete the activities established in its grant agreement and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by NJDOE of the grantee’s eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate, or undocumented costs from funding consideration.

View and download the complete grant agreement documents, including [attachments A and B](https://www.nj.gov/education/grants/discretionary/management/docs/attacha_b.pdf) of the grant agreement. To locate the appropriate budget costs codes, go to the [Uniform Minimum Chart of Accounts](https://www.nj.gov/education/finance/fp/af/coa/) webpage.

## III.1 Mandatory Orientation and Training

The grantee will be required to attend a program orientation. The NJDOE staff will provide the grantee with general program information, requirements of the program (including grant management, mandated staffing, policies and procedures), and compliance with applicable state and federal program regulations.

## III.2 Reporting Requirements

Grantees will be required to submit reports on activities according to the program report schedule in [Section III.5, Reporting Periods](#_Reporting_Periods). The grantee will ensure that all reports are uploaded to EWEG by the due dates. Failure to deliver the reports by due dates may result in the Grantee achieving an unsatisfactory rating and may result in the stop of all NJDOE program payments.

## III.3 Interim Activity Reports

These reports are to be delivered to NJDOE electronically. Grantees are required to upload within the EWEG system. Reports submitted by other means will not be accepted. Reports will be considered late if not uploaded by the due date listed in [Section III.5, Reporting Periods](#_Reporting_Periods). This report tracks actual progress in meeting benchmarks and documenting measurable outcomes from the program activities listed in the application. Specific instructions for completing each report are found in the [EWEG Application System: Instructions for Submitting Interim and Final Reports (PDF)](https://www.nj.gov/education/grants/discretionary/management/docs/INSTRUCTIONS%20FOR%20SUBMITTING%20PERS-REPORTS.pdf).

## III.4 Fiscal Reimbursement and Fiscal Interim Report Requirements

### Reimbursement Request

The grantee shall request monthly, by the 15th of every month, reimbursement payment from the NJDOE. The grantee will complete a reimbursement request through the EWEG payment system. Reimbursement requests will be shut down 30 days before the end of the grant period. Any payments of remaining grant funds due to the grantee will be paid in the Final Expenditure Report. Specific instructions for completing this report are found in the [Instructions for Submitting Reimbursement Requests (PDF)](https://njdoe.mtwgms.org/NJDOEGmsWeb/HelpFiles/New_Reimbursement_Request_Instructions.pdf).

Requests may begin once the contract has been fully approved and executed by the NJDOE. All programs are reimbursement-only programs. Grantees will be reimbursed based on the grantee’s actual expenditures. Grantees must submit payment requests not later than the 15th of the month via the EWEG system in order to receive a payment the following month. The reimbursements are closed 30 days before the end of the grant term. Funds owed to the grantee will be captured in the Final Expenditure Report.

In making disbursements to any third party with whom the Grantee may contract to undertake the Project, the Grantee shall ensure that disbursements are made upon delivery of satisfactory work product and in accordance with the NJDOE’s program policies.

### Fiscal Interim Reports

These reports are due as stated in [Section III.5, Reporting Periods](https://doe365-my.sharepoint.com/personal/lnietos_doe_nj_gov/Documents/Draft%20forms/Draft%20NGO%202023.docx#_Reporting_Periods), with the interim activity report. In this report, the grantee will report on actual expenditures incurred during the reporting period. The expenditures reported in the interim report should match what has been paid to the district during the reporting period.

### Final Expenditure Reports

This report generates a final payment to the grantee upon selecting the “Final Report” button.

## III.5 Reporting Periods

Reimbursement requests are due by the 15th of every month.

The reporting periods are as follows:

|  |  |  |
| --- | --- | --- |
| **Report Number** | **Reporting Periods** | **Due Date** |
| Interim Report | September 30, 2025-March 31, 2026 | April 15, 2026 |
| Final Report\* | September 30, 2025 - August 31, 2026 | September 30, 2026 |

**\*Note:** The final report includes a 60-day liquidation period.

## III.6 Monitoring

The NJDOE Program Managers may schedule on-site monitoring visits with the Program Coordinator during the term of the Program contract to review program performance and fiscal documentation. These visits may be a comprehensive program assessment, or they may be oriented toward a review of performance in specific areas. In either case, Program staff shall cooperate with Program Managers and provide them with files and other information as requested.

## III.7 Acceptable Documentation for Grant Monitoring

Full and detailed documentation for grant expenditures shall be retained at the organization’s level for monitoring purposes. This shall include the expenditures of the grantee and all sub-grantees.

### III.7.a. Activity Reports

These reports consist of documentation and/or evidence of educational, outreach events, and program activities. This can be in the form of a properly completed programmatic Activity Report uploaded into EWEG or emailed to the program officer detailing events and activities. Sample documentation includes flyers, attendance sheets, and newspaper clippings. Documentation should be retained with the grantee for monitoring purposes unless otherwise specified by the program office.

### III.7.b. Reimbursements

### Staffing

All timesheets and payroll records for any salaries paid using funds must be retained by the Grantee for both monitoring and reimbursement purposes. If staff is assigned part-time to the grant, a cost allocation sheet should accompany the reimbursement request.

### Travel

Mileage records must include the date of travel, the point of origin and its designation (home/office), the sites visited, the purpose of the travel, and the ending location. Commutation, travel beyond one’s standard commute, must be subtracted from the mileage claimed. The travel reimbursement rate is $0.47 cents per mile. Receipts for parking and tolls must be retained.

### Mailings

Receipts for postage and other materials and services associated with photocopying, printing, and distribution of materials. Cost allocation based upon agency budget may be acceptable. Please review with the NJDOE Program Manager.

### Training

Receipts for payment of training providers, course materials, venue, proof of attendance, and copies of any certificates awarded.

### Other costs

Receipts, invoices, and purchase orders with enough detail to determine that the expenditure is an eligible cost under the grant program.

## III.8 Grant Amendments

All requests for amendments must be submitted at a minimum of 90 days before the end date of the grant agreement via the EWEG system.

Amendment modification forms are available on the [Grant Management: Payments](https://www.nj.gov/education/grants/discretionary/management/) webpage . Amendment modifications are initiated and submitted through the EWEG system using the Upload Tab in the grant application. Instructions on how to initiate the amendment are available in the Discretionary Grants Manual, found on the [Discretionary Grant Applications](https://www.nj.gov/education/grants/discretionary/apps/) page. Use the [Quick Reference for Commonly Requested Costs](http://www.nj.gov/education/grants/discretionary/apps/common_costs.pdf) or the [Uniform Minimum Chart of Accounts](https://www.nj.gov/education/finance/fp/af/coa/) to locate the appropriate budget costs codes.

Amendments are required if the following situations occur:

* Changes to the program activity and request for no-cost time extension;
* Budget transfers greater than ten percent of the total approved budget into a previously approved line item;
* Changes to 200-320 Purchased Professional Education Services (subgrantee costs) previously approved in the budget;
* Budget transfer to a line not previously approved in the budget;
* Equipment: Grantees are limited to the specific equipment items listed in the final approved grant application budget. To comply with federal requirements, all equipment purchases require prior NJDOE approval. Grantees can pay more or less than the approved amount, but the approved equipment item cannot be changed without permission (i.e., no additions, deletions, or substitutions to the approved equipment list);
* Changes to Indirect Costs.

**Important Note**: If the grantee has a subgrantee, the subgrantee is subject to the same terms and conditions as the grantee. The subgrantee is responsible to the grantee for the agreed-upon scope of work (approved goals, objectives, and activities) and the expenditure of subgrant funds. Any changes (program or fiscal) requested by a subgrantee must be reviewed by the grantee. The NJDOE requires sub-grantee amendment approval for changes the grantee supports. Grantees are to forward the requested changes to the NJDOE Program Office for review. Grantees do not have the authority to approve any changes in their project activities or any budget variances without prior approval by the NJDOE.

## III.9 Suspension/Cancellation of Grant/Loan Agreement and/or Reduction in Funding

The NJDOE reserves the right to suspend and/or cancel this Grant Agreement for nonperformance of any of the Grant/Loan Agreement provisions. Failure by the grantee to comply with agreement stipulations, standards, or conditions may give the NJDOE cause to suspend this agreement and withhold further payments, prohibit additional obligations, or project funds pending corrective action, and disallow all or part of the cost associated with the noncompliance, terminate this agreement, or take other remedies that may be legally available.

Formal written notice of suspension/cancellation of Grant Agreement and/or reduction in funding will be provided to the grantee in advance of the adverse action to be taken together with recommendations to correct deficiencies. Grantees that correct deficiencies in accordance with guidance provided in the written notice shall be reinstated.

## III.10 Grant Close Out

The grantee shall provide all documentation necessary to close out this agreement within 60 days of the grant agreement’s ending date. If performance is ahead of schedule, the documentation should be submitted within 60 days of the conclusion of grant activities. Documentation will include the Final Report referenced in paragraph III.5.

## III.11 Federal Requirements

The federal requirement is for grantees to comply with Sections 2221-2225 of ESEA.

# IV. Appendices

## Appendix A - Eligibility List

This list was created utilizing the 2024-2025 data and represents LEAs who have 40% or more free and reduced lunch and service students in K-12.

| **County Code** | **County Name** | **District Code** | **District Name** |
| --- | --- | --- | --- |
| 1 | Atlantic | 10 | Absecon Public Schools District |
| 1 | Atlantic | 110 | Atlantic City School District |
| 1 | Atlantic | 125 | Atlantic County Special Services School District |
| 1 | Atlantic | 120 | Atlantic County Vocational School District |
| 1 | Atlantic | 590 | Buena Regional School District |
| 1 | Atlantic | 1300 | Egg Harbor City School District |
| 1 | Atlantic | 1310 | Egg Harbor Township School District |
| 1 | Atlantic | 1690 | Galloway Township Public School District |
| 1 | Atlantic | 1790 | Greater Egg Harbor Regional High School District |
| 1 | Atlantic | 1940 | Hamilton Township School District |
| 1 | Atlantic | 3480 | Mullica Township School District |
| 1 | Atlantic | 4180 | Pleasantville Public School District |
| 1 | Atlantic | 4800 | Somers Point School District |
| 1 | Atlantic | 5350 | Ventnor City School District |
| 1 | Atlantic | 5760 | Weymouth Township School District |
| 3 | Bergen | 300 | Bergenfield Borough School District |
| 3 | Bergen | 440 | Bogota Public School District |
| 3 | Bergen | 740 | Carlstadt Public School District |
| 3 | Bergen | 745 | Carlstadt-East Rutherford Regional High School District |
| 3 | Bergen | 890 | Cliffside Park School District |
| 3 | Bergen | 1230 | East Rutherford School District |
| 3 | Bergen | 1345 | Elmwood Park School District |
| 3 | Bergen | 1370 | Englewood Public School District |
| 3 | Bergen | 1470 | Fairview Public School District |
| 3 | Bergen | 1700 | Garfield Public School District |
| 3 | Bergen | 1860 | Hackensack School District |
| 3 | Bergen | 2710 | Little Ferry Public School District |
| 3 | Bergen | 2740 | Lodi School District |
| 3 | Bergen | 3350 | Moonachie School District |
| 3 | Bergen | 3910 | Palisades Park School District |
| 3 | Bergen | 4380 | Ridgefield Park Public School District |
| 3 | Bergen | 4370 | Ridgefield School District |
| 3 | Bergen | 4870 | South Hackensack School District |
| 3 | Bergen | 5150 | Teaneck School District |
| 3 | Bergen | 5430 | Wallington Boro School District |
| 5 | Burlington | 380 | Beverly City School District |
| 5 | Burlington | 600 | Burlington City Public School District |
| 5 | Burlington | 610 | Burlington County Institute Of Technology School District |
| 5 | Burlington | 1030 | Delanco Township School District |
| 5 | Burlington | 1280 | Edgewater Park Township School District |
| 5 | Burlington | 1520 | Florence Township School District |
| 5 | Burlington | 3010 | Maple Shade School District |
| 5 | Burlington | 3430 | Mount Holly Township Public School District |
| 5 | Burlington | 3540 | New Hanover Township |
| 5 | Burlington | 3920 | Palmyra Public School District |
| 5 | Burlington | 4050 | Pemberton Township School District |
| 5 | Burlington | 4450 | Riverside Township School District |
| 5 | Burlington | 5805 | Willingboro Public School District |
| 7 | Camden | 260 | Bellmawr Public School District |
| 7 | Camden | 340 | Berlin Township School District |
| 7 | Camden | 390 | Black Horse Pike Regional School District |
| 7 | Camden | 580 | Brooklawn Public School District |
| 7 | Camden | 680 | Camden City School District |
| 7 | Camden | 700 | Camden County Technical School District |
| 7 | Camden | 1801 | Camden Prep, Inc. |
| 7 | Camden | 880 | Clementon Elementary School District |
| 7 | Camden | 1770 | Gloucester City Public School District |
| 7 | Camden | 1780 | Gloucester Township Public Schools |
| 7 | Camden | 1799 | Kipp: Cooper Norcross, A New Jersey Nonprofit Corporation |
| 7 | Camden | 2560 | Lawnside School District |
| 7 | Camden | 2670 | Lindenwold Public School District |
| 7 | Camden | 2890 | Magnolia School District |
| 7 | Camden | 1802 | Mastery Schools Of Camden, Inc. |
| 7 | Camden | 3110 | Merchantville School District |
| 7 | Camden | 3420 | Mt. Ephraim School District |
| 7 | Camden | 4060 | Pennsauken Township Board Of Education School District |
| 7 | Camden | 4110 | Pine Hill School District |
| 7 | Camden | 4590 | Runnemede Public School District |
| 7 | Camden | 4790 | Somerdale School District |
| 7 | Camden | 5820 | Winslow Township School District |
| 7 | Camden | 5900 | Woodlynne School District |
| 9 | Cape May | 720 | Cape May County Technical High School District |
| 9 | Cape May | 2820 | Lower Cape May Regional School District |
| 9 | Cape May | 2840 | Lower Township Elementary School District |
| 9 | Cape May | 3130 | Middle Township Public School District |
| 9 | Cape May | 3680 | North Wildwood School District |
| 9 | Cape May | 5790 | Wildwood City School District |
| 9 | Cape May | 5840 | Woodbine School District |
| 80 | Charters | 6010 | Academy Charter High School |
| 80 | Charters | 6032 | Academy For Urban Leadership Charter School |
| 80 | Charters | 7895 | Achievers Early College Prep Charter School |
| 80 | Charters | 6060 | Atlantic Community Charter School |
| 80 | Charters | 6082 | Beloved Community Charter |
| 80 | Charters | 6076 | Benjamin Banneker Preparatory Charter School |
| 80 | Charters | 6013 | Bergen Arts And Science Charter School |
| 80 | Charters | 7899 | Brilla New Jersey Charter School |
| 80 | Charters | 6022 | Burch Charter School Of Excellence |
| 80 | Charters | 6107 | Camden'S Promise Charter School |
| 80 | Charters | 7410 | Chartertech High School For The Performing Arts |
| 80 | Charters | 6230 | Classical Academy Charter School Of Clifton |
| 80 | Charters | 6101 | College Achieve Central Charter School |
| 80 | Charters | 7891 | College Achieve Greater Asbury Park Charter School Distr |
| 80 | Charters | 7892 | College Achieve Paterson Charter School |
| 80 | Charters | 6021 | Community Charter School Of Paterson |
| 80 | Charters | 6089 | Compass Academy Charter School |
| 80 | Charters | 6102 | Cresthaven Academy Charter School |
| 80 | Charters | 6320 | Discovery Charter School |
| 80 | Charters | 6064 | Dr Lena Edwards Academic Charter School |
| 80 | Charters | 6410 | East Orange Community Charter School |
| 80 | Charters | 6103 | Empowerment Academy Charter School |
| 80 | Charters | 6430 | Englewood On The Palisades Charter School |
| 80 | Charters | 6017 | Foundation Academy Charter School |
| 80 | Charters | 6665 | Gray Charter School |
| 80 | Charters | 6053 | Great Oaks Legacy Charter School |
| 80 | Charters | 6635 | Greater Brunswick Charter School |
| 80 | Charters | 6740 | Hope Academy Charter School |
| 80 | Charters | 6086 | Hope Community Charter School |
| 80 | Charters | 6105 | Hudson Arts And Science Charter School |
| 80 | Charters | 6810 | International Charter School Of Trenton |
| 80 | Charters | 6910 | Jersey City Community Charter School |
| 80 | Charters | 6915 | Jersey City Golden Door Charter School |
| 80 | Charters | 6079 | John P Holland Charter School School District |
| 80 | Charters | 7898 | Kindle Education Public Charter School |
| 80 | Charters | 6109 | Lead Charter School |
| 80 | Charters | 7109 | Leap Academy University Charter School |
| 80 | Charters | 6099 | Link Community Charter School |
| 80 | Charters | 7735 | Maria L. Varisco-Rogers Charter School |
| 80 | Charters | 7210 | Marion P. Thomas Charter School |
| 80 | Charters | 7902 | Mccorristin Charter School District |
| 80 | Charters | 7896 | Middlesex County Stem Charter School |
| 80 | Charters | 7290 | New Horizons Community Charter School |
| 80 | Charters | 6029 | Newark Educators Community Charter School |
| 80 | Charters | 7320 | North Star Academy Charter School |
| 80 | Charters | 7893 | Ocean Academy Charter School |
| 80 | Charters | 7500 | Pace Charter School Of Hamilton |
| 80 | Charters | 6080 | Passaic Arts And Science Charter School |
| 80 | Charters | 6096 | Paterson Arts And Science Charter School |
| 80 | Charters | 7503 | Paterson Charter School For Science And Technology |
| 80 | Charters | 6025 | Paul Robeson Charter School For The Humanities |
| 80 | Charters | 7021 | People'S Achieve Community Charter School |
| 80 | Charters | 6106 | Philip'S Academy Charter School Of Paterson |
| 80 | Charters | 6094 | Phillip'S Academy Charter School |
| 80 | Charters | 6020 | Pride Academy Charter School District |
| 80 | Charters | 6104 | Principle Academy Charter School |
| 80 | Charters | 7720 | Red Bank Charter School |
| 80 | Charters | 7730 | Robert Treat Academy Charter School |
| 80 | Charters | 6058 | Roseville Community Charter School |
| 80 | Charters | 7830 | Soaring Heights Charter School |
| 80 | Charters | 7325 | Team Academy Charter School |
| 80 | Charters | 6033 | The Barack Obama Green Charter High School District |
| 80 | Charters | 6030 | The Ethical Community Charter School School Distirct |
| 80 | Charters | 7600 | The Queen City Academy Charter School District |
| 80 | Charters | 8140 | The Village Charter School |
| 80 | Charters | 8010 | Union County Teams Charter School-High School/College La |
| 80 | Charters | 8060 | University Academy Charter High School |
| 11 | Cumberland | 540 | Bridgeton City School District |
| 11 | Cumberland | 950 | Commercial Township School District |
| 11 | Cumberland | 995 | Cumberland County Board Of Vocational Education |
| 11 | Cumberland | 1020 | Deerfield Township School District |
| 11 | Cumberland | 1120 | Downe Township School District |
| 11 | Cumberland | 1460 | Fairfield Township School District |
| 11 | Cumberland | 1820 | Greenwich Township School District |
| 11 | Cumberland | 2270 | Hopewell Township School District |
| 11 | Cumberland | 2570 | Lawrence Township School District |
| 11 | Cumberland | 3050 | Maurice River Township School District |
| 11 | Cumberland | 3230 | Millville School District |
| 11 | Cumberland | 5300 | Upper Deerfield Township School District |
| 11 | Cumberland | 5390 | Vineland Public School District |
| 13 | Essex | 250 | Belleville Public School District |
| 13 | Essex | 410 | Bloomfield Township School District |
| 13 | Essex | 1390 | Essex County Schools Of Technology |
| 13 | Essex | 1387 | Essex Regional Educational Services Commission |
| 13 | Essex | 2330 | Irvington Public School District |
| 13 | Essex | 3570 | Newark Public School District |
| 13 | Essex | 3880 | Orange Board Of Education School District |
| 15 | Gloucester | 860 | Clayton Public School District |
| 15 | Gloucester | 1730 | Glassboro School District |
| 15 | Gloucester | 3490 | National Park Boro School District |
| 15 | Gloucester | 4020 | Paulsboro School District |
| 15 | Gloucester | 5740 | Westville Boro Public School District |
| 15 | Gloucester | 5860 | Woodbury City Public School District |
| 17 | Hudson | 220 | Bayonne School District |
| 17 | Hudson | 1200 | East Newark School District |
| 17 | Hudson | 1850 | Guttenberg School District |
| 17 | Hudson | 2060 | Harrison Public Schools |
| 17 | Hudson | 2295 | Hudson County Schools Of Technology School District |
| 17 | Hudson | 2390 | Jersey City Public Schools |
| 17 | Hudson | 2410 | Kearny |
| 17 | Hudson | 3610 | North Bergen School District |
| 17 | Hudson | 5240 | Union City School District |
| 17 | Hudson | 5580 | Weehawken Public School District |
| 17 | Hudson | 5670 | West New York School District |
| 21 | Mercer | 3105 | Area Vocational Technical School District Of Mercer County |
| 21 | Mercer | 1245 | East Windsor Regional School District |
| 21 | Mercer | 1430 | Ewing Township School District |
| 21 | Mercer | 1950 | Hamilton Township Public School District |
| 21 | Mercer | 3103 | Mercer County Special Services School District |
| 21 | Mercer | 5210 | Trenton Public School District |
| 23 | Middlesex | 750 | Carteret Public School District |
| 23 | Middlesex | 1140 | Dunellen Public School District |
| 23 | Middlesex | 2150 | Highland Park Boro School District |
| 23 | Middlesex | 2370 | Jamesburg Public School District |
| 23 | Middlesex | 3140 | Middlesex Borough School District |
| 23 | Middlesex | 3150 | Middlesex County Vocational And Technical School District |
| 23 | Middlesex | 3530 | New Brunswick School District |
| 23 | Middlesex | 3620 | North Brunswick Township School District |
| 23 | Middlesex | 4090 | Perth Amboy Public School District |
| 23 | Middlesex | 4130 | Piscataway Township School District |
| 23 | Middlesex | 4660 | Sayreville School District |
| 23 | Middlesex | 4830 | South Amboy School District |
| 23 | Middlesex | 4920 | South River Public School District |
| 23 | Middlesex | 5850 | Woodbridge Township School District |
| 25 | Monmouth | 100 | Asbury Park School District |
| 25 | Monmouth | 270 | Belmar Elementary School District |
| 25 | Monmouth | 500 | Bradley Beach School District |
| 25 | Monmouth | 1260 | Eatontown Public School District |
| 25 | Monmouth | 1640 | Freehold Borough School District |
| 25 | Monmouth | 2400 | Keansburg School District |
| 25 | Monmouth | 2430 | Keyport School District |
| 25 | Monmouth | 2770 | Long Branch Public School District |
| 25 | Monmouth | 3255 | Monmouth-Ocean Educational Services Commission School Distri |
| 25 | Monmouth | 3500 | Neptune City School District |
| 25 | Monmouth | 3510 | Neptune Township School District |
| 25 | Monmouth | 4360 | Red Bank Borough Public School District |
| 25 | Monmouth | 4365 | Red Bank Regional School District |
| 25 | Monmouth | 5230 | Union Beach Public School District |
| 27 | Morris | 1110 | Dover Public School District |
| 27 | Morris | 3240 | Mine Hill Township School District |
| 27 | Morris | 3385 | Morris School District |
| 27 | Morris | 3520 | Netcong School District |
| 27 | Morris | 5770 | Wharton Borough School District |
| 29 | Ocean | 185 | Barnegat Township School District |
| 29 | Ocean | 2360 | Jackson Township School District |
| 29 | Ocean | 2500 | Lakehurst School District |
| 29 | Ocean | 2520 | Lakewood Township School District |
| 29 | Ocean | 2690 | Little Egg Harbor Township School District |
| 29 | Ocean | 2940 | Manchester Township School District |
| 29 | Ocean | 3800 | Ocean Gate School District |
| 29 | Ocean | 3820 | Ocean Township School District |
| 29 | Ocean | 4105 | Pinelands Regional School District |
| 29 | Ocean | 4710 | Seaside Heights School District |
| 29 | Ocean | 5190 | Toms River Regional School District |
| 29 | Ocean | 5220 | Tuckerton Borough School District |
| 31 | Passaic | 900 | Clifton Public School District |
| 31 | Passaic | 1920 | Haledon Public School District |
| 31 | Passaic | 2100 | Hawthorne Public School District |
| 31 | Passaic | 3975 | Northern Region Educational Services Commission |
| 31 | Passaic | 3970 | Passaic City School District |
| 31 | Passaic | 3980 | Passaic County Manchester Regional High School District |
| 31 | Passaic | 3995 | Passaic County Technical-Vocational School District |
| 31 | Passaic | 4010 | Paterson Public School District |
| 31 | Passaic | 5690 | Woodland Park School District |
| 33 | Salem | 1350 | Elsinboro Township School District |
| 33 | Salem | 4070 | Penns Grove-Carneys Point Regional School District |
| 33 | Salem | 4075 | Pennsville School District |
| 33 | Salem | 4280 | Quinton Township School District |
| 33 | Salem | 4630 | Salem City School District |
| 33 | Salem | 4635 | Salem County Special Services School District |
| 35 | Somerset | 490 | Bound Brook School District |
| 35 | Somerset | 1610 | Franklin Township Public School District |
| 35 | Somerset | 3000 | Manville School District |
| 35 | Somerset | 3670 | North Plainfield School District |
| 35 | Somerset | 4850 | South Bound Brook Public School District |
| 37 | Sussex | 1570 | Franklin Borough School District |
| 37 | Sussex | 3300 | Montague Township School District |
| 37 | Sussex | 3590 | Newton Public School District |
| 39 | Union | 1320 | Elizabeth Public Schools |
| 39 | Union | 2190 | Hillside Public School District |
| 39 | Union | 2660 | Linden Public School District |
| 39 | Union | 4160 | Plainfield Public School District |
| 39 | Union | 4290 | Rahway Public School District |
| 39 | Union | 4550 | Roselle Park Public School District |
| 39 | Union | 4540 | Roselle Public School District |
| 39 | Union | 5290 | Township Of Union School District |
| 39 | Union | 5245 | Union County Educational Services Commission |
| 41 | Warren | 2970 | Mansfield Township Elementary School District |
| 41 | Warren | 4100 | Phillipsburg School District |
| 41 | Warren | 5480 | Washington Borough School District |

## Appendix B - Scoring Rubric

### Scoring Rubric for Competitive Grant in EWEG- Cultivating Ongoing Achievement through Coaching in Literacy (COACH)

Directions: Use this rubric for the Cultivating Ongoing Achievement through Coaching in Literacy (COACH). Add the score for each section to determine the total score based on 100 points. The cut score for an application to be awardable is 70 points.

For more information, refer to Section II, Completing the Application, in the Notice of Grant Opportunity (NGO).

### Abstract (Not Scored)

The Project Abstract is a summary of the proposed project’s need, purpose, and projected outcomes. The proposed project and outcomes must cover the full multi-year/single-year grant period. Do not include information in the abstract that is not supported elsewhere in the application.

### Need (15 points)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Incomplete/ Ineligible - 1 | | Does not meet expectations - 2 | | Partially meets expectations - 3 | Meets expectations - 4 | | | Exceeds expectations - 5 |
| A | missing, incomplete or off topic | narrative provided establishes supplanting\*  **(\*-if supplanting is determined, rest of application must be scored ‘Ineligible’)** | | inconsistency in thoroughness; states status and history generally to satisfy supplemental need for literacy coach but lacks details | | | describes status and history in sufficient detail to satisfy literacy coach as supplemental need | describes status and history in beyond sufficient detail to satisfy literacy coach as supplemental need | |
| B1 | missing, incomplete, off topic or ineligible | provides general statement about student need but local, supportive data is lacking | | inconsistency in thoroughness; local data provided is only from 1 source or the description of the need is unclear | | | provides local data from 2 sources as evidence to sufficiently establish student performance need | provides local data from 3 or more sources as evidence to overwhelmingly establish student performance need | |
| B2 | missing, incomplete, off topic or ineligible | provides general statement about challenges but local, supportive evidence is lacking | | inconsistency in thoroughness; local evidence is from 1 source or elaboration about ELA instruction need is lacking | | | provides local evidence from 2 sources to sufficiently establish ELA instruction need | provides local evidence from 3 or more sources to overwhelmingly establish ELA instruction need | |

### Project Description (30 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Incomplete/ Ineligible - 1 | Does not meet expectations - 2 | Partially meets expectations - 3 | Meets expectations - 4 | Exceeds expectations - 5 |
| A1 | missing, incomplete, off topic or ineligible | provides general information about process, scope, requirements but details are lacking | inconsistency in thoroughness as it pertains to process, scope, requirements | describes process, scope, requirements in sufficient detail | describes process, scope, requirements in beyond sufficient detail |
| A2 | missing, incomplete off topic or ineligible | provides general information about strategic fit and impact/evaluation but details are lacking | inconsistency in thoroughness as it pertains to strategic fit or impact/ evaluation resulting in intent somehow lacking | describes strategic fit and impact/evaluation in sufficient detail resulting in clear intent | describes strategic fit and impact/evaluation in beyond sufficient detail resulting in beyond sufficiently clear intent |
| B1 | missing, incomplete, off topic, ineligible | provides general information about schedule and activities but details are lacking somehow | inconsistency in thoroughness as it pertains to schedule and/or activities results in ineffective or lacking schedule | schedule and activities sufficiently result in a reasonably proposed, effective schedule | schedule and activities are beyond sufficient and result in a highly effective schedule |
| B2 | missing, incomplete off topic or ineligible | provides general information about PD but details are lacking | inconsistency in thoroughness; focus on EBLI is lacking or delivery is narrow (either all full-day PD or all via PLCs, common prep, prep etc.) | focused on turn-key EBLI topics and broad delivery (combination of full-day PD sessions and via PLCs, common prep, prep etc.) is sufficient to effectively support adult learners | detailed descriptions of turn-key EBLI topics for sessions and broad delivery is beyond sufficient to effectively support adult learners |
| C1 | missing, incomplete, off topic or ineligible | provides general information about plans and programs | inconsistency in thoroughness; plan and program descriptions do not include all 3 tiers or lack detail; resource info. is lacking | plan and program descriptions include all 3 tiers both during and outside school day in sufficient detail; resource info. is sufficient | plan and program descriptions include all 3 tiers both during and outside school day in beyond sufficient detail; resource info. is beyond sufficient |
| C2 | missing, incomplete off topic or ineligible | provides general information about progress monitoring and evaluation | inconsistency in thoroughness; describes a process including data sources at both levels but process is lacking somehow | describes an effective process including data sources for informing instruction at teacher/grade level and evaluating programs at school level in sufficient detail | describes an effective process including data sources for informing instruction at teacher/grade level and evaluating programs at school level in beyond sufficient detail |

### Goals & Objectives (20 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Incomplete/ Ineligible - 4 | Does not meet expectations - 8 | Partially meets expectations - 12 | Meets expectations -16 | Exceeds expectations -20 |
| A | missing, incomplete or off topic | applicant listed the outcomes instead of stretching it into a SMART goal and objectives and indicators are lacking | applicant stretched outcomes into SMART goals and listed objectives and indicators but details are lacking | applicant stretched outcomes into SMART goals and listed objectives and indicators with sufficient detail | applicant stretched outcomes into SMART goals, created a relevant 4th goal, and listed objectives and indicators with beyond sufficient detail |

### Project Activity Plan (10 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Incomplete/ Ineligible - 2 | Does not meet expectations - 4 | Partially meets expectations - 6 | Meets expectations - 8 | Exceeds expectations - 10 |
| A | missing, incomplete, or off topic | activities are listed but there is a significant disconnect between the activities and indicators or details are lacking | activities are listed but there are clear revisions needed (such as all activities listed in same quarter, one staff member responsible for every activity) | activities are listed with sufficiently detailed information and all goals, objectives, indicators are referenced | activities are listed with beyond sufficiently detailed information and all goals, objectives, indicators are referenced |

### Commitment-Capacity (20 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Incomplete/ Ineligible - 1 | Does not meet expectations - 2 | Partially meets expectations - 3 | Meets expectations - 4 | Exceeds expectations - 5 |
| A | missing, incomplete or off topic | narrative text is a limited response and there is insufficient detail to support | either narrative text is a limited response or there is insufficient detail to support | narrative text is a sufficient response and there is sufficient detail to support | narrative text is a beyond sufficient response and there is beyond sufficient detail to support |
| B | missing, incomplete or off topic | narrative text is a limited response and there is insufficient detail to support | either narrative text is a limited response or there is insufficient detail to support | narrative text is a sufficient response and there is sufficient detail to support | narrative text is a beyond sufficient response and there is beyond sufficient detail to support |
| C | missing, incomplete or off topic | narrative text is a limited response and there is insufficient detail to support | either narrative text is a limited response or there is insufficient detail to support | narrative text is a sufficient response and there is sufficient detail to support | narrative text is a beyond sufficient response and there is beyond sufficient detail to support |
| D | missing, incomplete or off topic | narrative text is a limited response and there is insufficient detail to support | either narrative text is a limited response or there is insufficient detail to support | narrative text is a sufficient response and there is sufficient detail to support | narrative text is a beyond sufficient response and there is beyond sufficient detail to support |

### Budget (5 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Incomplete/ Ineligible - 1 | Does not meet expectations - 2 | Partially meets expectations - 3 | Meets expectations - 4 | Exceeds expectations - 5 |
| A | missing, incomplete or off topic | the budget is illogical or not connected to the activities, nor can it be inferred | budget and project are logically connected but significant information or connection to activities is lacking | budget and project are logically connected, and the detailed information is sufficient | budget and project are logically connected, and the detailed information is beyond sufficient |

### Bonus (5 points)

Five bonus points are awarded to applicant LEAs that propose a literacy coach to work with grade 6-12 educators. To qualify, a literacy coach must be tasked to work with educators whose students are in one or more grades within the grade 6-12 band. The determination is based on the detailed information provided by the applicant in the Need and Project Description sections.

## Appendix C – Project Description

### A. Staffing and Intent

1. Hiring for Literacy Coach Position

a. Process – List the steps and staff responsible for the LEA’s process to hire one or more new literacy coaches. Add rows as needed.

|  |  |  |
| --- | --- | --- |
| **#** | **Steps in hiring process** | **Staff responsible** |
| 1 |  |  |
| 2 |  |  |

1. Scope – For each position, provide the name of the school(s) where the literacy coach will be working, the % of time assigned to the grant, the grade(s) and the number of coached teachers connected to the grade(s). For LEAs with more than one position, add rows as needed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Position #/Title** | **School(s)** | **% Time** | **Grade(s)** | **Teachers** |
| 1 |  |  |  |  |  |

1. Requirements – List the required and preferred qualifications for the job posting. Include education credentials, teaching experience, demonstrated effectiveness in literacy instruction and commitment to professional development in evidence-based literacy instruction (EBLI).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Education credentials** | **Teaching experience** | **Other** |
| Required |  |  |  |
| Preferred |  |  |  |

2. Intent for Literacy Coach Position

a. Strategic fit – Describe how the literacy coach position is poised, supported and integrated into the school to support teachers and impact students.

|  |  |  |
| --- | --- | --- |
| **Poised** | **Supported** | **Integrated** |
|  |  |  |

b. Impact and evaluation – Describe the impact the literacy coach is expected to have on literacy outcomes, staff and students. Describe what data will be collected and what process will be used to evaluate the impact of the coaching project on instruction, teachers and students.

|  |  |
| --- | --- |
| **Impact** | **Evaluation** |
|  |  |

**B. Schedule**

1. Daily/Weekly Schedule

1. Schedule - A sample schedule document is a required upload separate from this document. Propose a sample school day/week schedule for the literacy coach, showing where there is dedicated time for preparation activities, interactions with teachers and supporting classroom instruction.
2. Activities – The instructional and preparation activities serve to describe the uploaded schedule in greater detail. Approximate % of time dedicated to instructional and preparation activities as shown in the sample schedule. Add bullets as needed.

|  |  |
| --- | --- |
| **Instructional activities** | **Preparation activities** |
| * Ex. - assisting teachers to analyze data * Ex. - coaching activities * Ex. - facilitating grade-level & PLC meetings | * Ex. - professional development (PD) sessions * Ex. - monthly LLT meeting * Ex. - literacy programs/plans |

2. Literacy Coach as PD Facilitator   
Propose a schedule for the literacy coach to facilitate PD sessions for teachers and staff throughout the school year. Include the anticipated type, location, attendees, length of sessions and frequency of sessions. Include how the anticipated schedule fits into the school year calendar and/or school day. The LLT may revise the sessions based on the actual needs including specific evidence-based literacy topics, and this would be reflected in the reporting process. Add rows as needed.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Type** | **Topic(s)** | **Location** | **Attendees** | **Length** | **Frequency** | **Schedule** |
| 1 | Ex. - PLC | EBLI Topic TBD | Conference room A | 1st grade teachers | ½ hour | weekly | common prep pd. |
| 2 | Ex. - Workshop | EBLI Topic TBD | MPR | K-3 teachers | 2 hours | once | fall PD day |

**C. Literacy Plans/Programs, Progress Monitoring and Evaluation**

1. Plans and Programs – List and briefly describe the current literacy plans and programs for all tiers of ELA instruction for the grades/teachers within the grant’s scope. For ELA programs, name the primary resource for ELA curricula and supplemental intervention such as a purchased resource or bundled resources from a provider, vendor or other source. Include other information as pertinent. Add rows as needed.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **#** | **Name** | **Plan** | **Program** | **Tier** | **Grade** | **Other info.** |
| 1 | Ex. – The ELA program is detailed through curricular units of study for each grade. Every unit fleshes out the required elements per the NJDOE. |  | X | 1 | K-3 | -ELA block for K-3 is 90 min. daily  -primary resource is “Vendor X” for K-3 |

2. Progress Monitoring and Evaluation – Briefly describe the process for progress monitoring at both the grade/teacher level and school level. Identify the data source for progress monitoring of NJSLS-ELA, interval, and the literacy coach’s role. Include evaluation of pertinent ELA programs. Add rows as needed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Evaluation of\_\_\_\_\_\_** | **Data source** | **Interval** | **Process** | **Role of LC** |
| 1 | Ex. - Gr. 3 tiered instruction | summative assessments from “Vendor X” | end of unit | Gr. 3 PLC analyzes aggregated data from “Vendor X” to determine instructional next steps | facilitate analysis tasks and next step discussion |