Texas Education Agency
Elementary, Middle and State Programs
Reading Excellence and Academies Development (READ)
Grant Opportunity

Request for Competitive Letters of Interest (LOI)

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Purpose

Background

Senate Bills 925 and 972, both 84th Texas Legislature, 2015, establish literacy achievement academies for teachers of kindergarten through third grade and reading-to-learn academies for teachers in fourth and fifth grade. Reading Academies include both literacy achievement academies and reading to learn academies. This initiative creates updated, year-long statewide professional development academies for teachers who provide literacy instruction to students in kindergarten through grade 5. **The goal of the reading academies is to grow teachers' knowledge, understanding, and systematic use of effective, research-based, and scientifically validated reading instruction methods for students.**

Revamped academies focus on the fundamentals of reading instruction with ample opportunity for teacher practice throughout the year. These updated academies provide professional development on the best instructional practices for teaching literacy. Academies will be structured as an engaging, blended learning model that includes digital and in-person content delivery over a period of 15 months, along with one-on-one instructional coaching.

Participants will begin their academy experience by completing a self-assessment and pre-work prior to their initial five day in-person kick-off. Then participants will receive coaching, support, and virtual assignments between additional convenings held with their dedicated cohort. These learning experiences will occur in October, January, and March through a mix of in-person and virtual experiences outside of the regular school-day. Finally, the academies will culminate in a five-day end-of-year session that will allow them to demonstrate mastery of targeted skills before closing out the program.

Each participant will be a part of a smaller cohort with a dedicated literacy coach. These coaches will be literacy experts who will both lead training sessions and serve as an instructional coach. This will allow participants to build relationships with each other and their coach, who will observe and provide targeted feedback. Each cohort will contain approximately 60 K-5 teachers.

Overview

The Texas Education Agency (TEA) seeks to award grants to Education Service Centers (ESCs), local educational agencies (LEAs), and/or non-profit organizations to convene these cohorts. The Reading Excellence and Academies Development (READ) grant will be a 15-month grant, from May 2019 – August 2020.

TEA will award READ grants to complete the following tasks:

Task 1: Convene a cohort of reading teachers
Task 2: Provide coaching support
Task 3: Provide logistics support to cohort

READ grantees **WILL NOT** be responsible for developing academies content, managing teacher stipends, processing participant summer travel reimbursements, or logistically planning summer training.

To accomplish these tasks, READ grantees will need to:

a. Identify, recruit, and retain 60 interested and eligible teachers to comprise the cohort.
b. Ensure district and school leadership commitments for each teacher in the cohort.
c. Nominate, interview, and hire a literacy coach.
    a. Applicants will nominate at least 1, but no more than 5, possible literacy coaches. *This position must be a new position and cannot be assigned to a staff member already responsible for these tasks. Funds provided to READ grantees may supplement, not supplant.*
d. Pay the literacy coach salary, benefits and pay for travel costs over the 15-month period.
e. Ensure the participation of 60 teachers and their respective school and district leaders. *Grantees are not responsible for paying or processing teacher stipends.*
f. Schedule professional development convenings in October, January, and March. Schedules require TEA approval.
g. Secure a location in which to host the interim trainings. *Grantees are not responsible for summer training content or logistics.*
h. Coordinate the materials necessary for interim trainings. *Grantees are not responsible for summer training content or logistics.*

The literacy coach, employed by the grantee, will be responsible for:

a. Attending all ongoing TEA training throughout the duration of the grant.
b. Conducting the professional development sessions during the summer and throughout the year.
c. Collaborating with school and district leadership regarding the progress of literacy instruction and achievement.
d. Providing one-on-one instructional coaching to all teachers in the cohort.
e. Evaluating assignments and artifacts of teachers of all teachers in the cohort.

As incentive to join the cohort, teachers will be eligible to receive a $1,500 stipend for attending all required sessions and completing mandatory assignments. Teachers will also receive travel reimbursement for attending professional development sessions. **Both teacher stipend costs and summer travel reimbursements will be processed separately from this grant and do not need to be included in the budget.**

School and district level leadership will not be eligible to receive a stipend and will be required to attend at least half of the training over the course of the academic year, 16 hours of training over the summer plus an additional 24 hours over the course of the year.

Composition of Cohorts

ESCs, districts, and schools within similar geographic regions will collaborate to develop cohorts. Cohorts should consist of one or more school districts and fewer than 15 campuses. Cohorts should also include at least two teachers per campus. The maximum number of campuses is set to ensure that literacy coaches can provide ample in-person support to all teachers in a cohort. Cohorts should also target campuses that are educationally disadvantaged. Finally, cohorts should aim for a roughly proportional breakdown of grade level participants with ~36 K-3 teachers and ~24 grade 4 and 5 teachers.

Eligibility Requirements

ESCs, LEAs and/or non-profit organizations that support reading instruction are eligible to apply for this grant opportunity. Non-profit organizations must provide proof of their 501(c)(3) tax exempt status and federal tax ID number at the time of application. TEA aims to select approximately 30 grantees across the state. Applicants may apply for and be granted funding to convene one or more cohorts. Dependent on the number and quality of applications, TEA aims to choose at least one cohort per region in order to diversify the impact of the grant. Applicants must score a minimum of 80% of the total points on the LOI Application to be considered (see Attachments 4A, 4B and 5 for more information). A scoring rubric is provided in Attachment 5. Anticipated award amounts are listed under each initiative in the "Project Descriptions and Requirements" section of this document.

Service Area

Selected grantees will primarily provide services to LEAs and school level staff in their respective educational region or LEA. To see a list of counties and school districts located within each ESC region, utilize the School District Locator tool on TEA's website

Depending on the number and quality of applications, TEA aims to choose at least one cohort per region. Ideally, participants contained within the cohort are centrally located to promote collaboration between participants and ensure the literacy coach can observe lessons frequently.

Project Descriptions and Requirements

Introduction

Dependent on the number and quality of applications, TEA aims to award up to 30 grants, at least one cohort per region in order to diversify the impact of the grant. Applicants may apply for and be granted funding to convene one or more cohort. In addition to funding for grant-specific activities, the grant will fund a full-time Support Specialist per initiative to implement the activities and requirements of the grant.

READ grantees are responsible for the execution of three main tasks: (1) convene a cohort of reading teachers, (2) hire and support a literacy coach, and (3) provide logistics support to cohorts. Selected ESCs, LEAs and/or non-profit organizations will hire a full-time literacy coach to provide development sessions, instructional coaching to teachers as well as training and instructional collaboration with district and school leader cohort participants. Literacy coaches will support the members of their cohort and could be asked to train during summer professional development.

TEA anticipates awarding 30 grantees $200,000 - $230,000 each over the 15-month grant period. Final grant amounts awarded will be dependent upon the logistical complexity of supporting the cohort. Grantees must demonstrate at least a 90% participant retention rate. Failure to meet 90% retention rate and conduct three ongoing development sessions could result in returning funds to TEA. Teachers will be eligible to receive a $1,500 stipend for their participation in and completion of all required Reading Academies assignments.

For those applicants wishing to establish more than one cohort, a separate application must be submitted for each proposed cohort. Each application should have their own unique participants and literacy coach nominees. Should a READ grantee be selected to host more than one cohort, it is permissible to coordinate and combine cohort convenings in October, January and March.

Program Tasks and Required Activities

With support from TEA, each grantee will accomplish the following:

Task 1: Convene a Cohort of Reading Teachers

- Identify and ensure the commitment of 60 teachers, demonstrating feasibility for support.
- Establish cohorts comprised of 60% K-3 teachers (roughly 36) and 40% grade 4-5 teachers (roughly 24).
- Identify and ensure the commitment of at least one campus and one district administration leadership for each participating campus and district.
- Ensure at least 50% of participating campuses and districts serve economically disadvantaged students.
- Maintain greater than 90% retention of teachers throughout the course of the year.

Task 2: Provide Coaching Support

- Hire a full-time literacy coach to attend and lead PD and support the 60-teacher cohort. **TEA approval of literacy coach required.**
- Ensure full-time literacy coach can observe and offer feedback to each teacher three times per semester for a total of six times per year or nine total hours.
- Engage in three ongoing coaching trainings and provide instructional coaching in cohort member classrooms from May 2019 – May 2020.

Task 3: Provide Logistics Support to Cohort

- Manage operational logistics including scheduling three, two-day professional development sessions in October, January, and March. **TEA approval of schedule required.**
- Help to ensure cohort participants have all necessary information and materials to attend summer professional development.
- Provide technical assistance and logistical support to cohort and coach.
- Respond to all emails and calls in service area regarding Reading Academies within 24 hours.

Program Administration

To ensure successful implementation, monitoring, and management of all READ activities, READ grantees will:

- Provide TEA with the resume, interview notes, and scored hiring rubric for the literacy coach nominee(s) (see Attachment 6 for more information)
- Hire a full-time literacy coach to conduct professional development trainings over the summer, during the three on-going development sessions in October, January and March, to observe and provide feedback to reading teachers, and to develop and collaborate with school and district level leadership. If an applicant applies for more than one cohort, one full-time literacy coach per cohort is required
- Provide workspace for literacy coach
- Collaborate with TEA to establish project goals and metrics
- Participate in monthly phone calls with TEA program staff to discuss project implementation, grant activities, challenges/successes encountered, progress toward metrics, and best practices
- Collect and monitor program participation and performance data and maintain sufficient and appropriate records
- Complete and submit required reports to TEA staff in the format requested and by the stated deadline
- Host program staff for site visits as requested by TEA
- Submit support materials developed to TEA for approval prior to distribution
- Implement any evidence-based programs with fidelity, if applicable

To ensure successful implementation, monitoring, and management of all READ activities, TEA will:

- Collaborate with grantee to establish project goals and metrics
- Check-in with grantees monthly to discuss project implementation, grant activities, challenges/successes encountered, progress toward metrics, and best practices
- Collect reports from grantees to monitor implementation and progress towards metrics
- Create support materials in collaboration with grantees
- Provide technical assistance to grantees on implementation of grant activities

Use of Funds

Allowable Use of Funds

The following costs are examples of what would be allowable under the READ grant. All proposed costs will be reviewed and approved by TEA during the grant negotiation process. **All funds must supplement, not supplant.** Funds may be used for:

- 100% of the literacy coach salary and benefits
- A portion of grant manager and/or administrative personnel salary
- In-state travel expenses for meetings/technical assistance/training/etc.

- Office supplies, including technology
- Securing space to conduct three on-going development sessions for cohort
- Meetings/professional development to support general READ success and requirements
- Marketing to promote events/trainings/resources
- Other costs for activities/initiatives related to READ as proposed by applicant

Non-allowable Use of Funds

- Substitute teachers
- Food or beverage during convenings
- Prizes or awards
- Funds may not supplant any existing position or service

Critical Dates for Applicants

Please review the critical dates below and follow the submission instructions listed for each step.

January 10, 2019	*READ* Webinar **January 10, 2019 at 2:00 pm CT**. **Register for the webinar** here **First day to submit written questions** about *READ.* Send questions to readinginitiative@tea.texas.gov with the subject line "READ – LOI Question <ESC or Organization Name>"
January 18, 2019	**Last day to submit written** questions about READ, no later than 4:00pm CT. Send questions to readinginitiative@tea.texas.gov with the subject line "READ – LOI Question <ESC or Organization Name>"
January 25, 2019	Responses to written questions posted on the following webpage: https://tea.texas.gov/curriculum/academies/
February 1, 2019	Please notify TEA of your intent to submit a Letter of Interest. Utilize the link below to submit your Notice of Intent via Qualtrics by **5:00pm CT on Friday, February 1, 2019** **Notice of Intent**: submit here **Filing of this notice is not mandatory;** however, it will assist the Texas Education Agency in anticipating the volume of proposals in order to expedite the review process and finalize grant awards. Applicants who do not file this notice are still eligible to submit a proposal.
March 1, 2019	Please submit your completed Letter of Interest (LOI) Application and Letters of Commitment to readinginitiative@tea.texas.gov with the subject line: READ LoI _<INSERT ESC, LEA, or Nonprofit NAME>; (example: READ LoI_ESC21). **Applications are due by 5:00pm CT on Friday, March 1, 2019.**
March 2019	Finalists will be notified by TEA to complete a Request for Application (RFA). Due date for RFA will be given at time of notification.
March – May 2019	RFA Evaluation and Negotiation Process
May 2019	Notices of Grant Awards (NOGA) issued. Pre-award costs will be allowed from date finalists are chosen in early 2019 through date NOGAs are issued. READ activities begin.

Informational Webinar

TEA will host an **informational webinar on January 10, 2019 at 2:00 pm CT** to review the following information regarding the READ grant: key programmatic requirements, project vision, eligibility requirements, allowable/unallowable costs, and critical dates for applicants.

Following the webinar, questions about the grant opportunity can be submitted to readinginitiative@tea.texas.gov. The Reading Initiatives division at the Texas Education Agency will post responses to written questions on **January 25, 2019** here.

Register for the webinar here.

Requests for Additional Information

To ensure that no grant candidate gains a competitive advantage by acquiring information unknown to other candidates, any information that is different from or supplemental to information provided in this LOI will be provided only in response to written inquiries.

Questions may be submitted to readinginitiative@tea.texas.gov between December 13, 2018 and January 18, 2019. Please use the subject line, "READ – LOI Question <ESC or Organization Name>". Responses will be posted on January 25, 2019 here.

Overview of Required Application Materials

Interested candidates should review and complete the following:

Notice of Intent

Please notify TEA of your intent to submit a Letter of Interest. Utilize the link below to submit your Notice of Intent via Qualtrics by **5:00pm CT on Friday, February 1, 2019.**

- **Submit Notice of Intent here.**

Letter of Interest (LOI) Application

Please submit your completed Letter of Interest (LOI) Application and Letters of Commitment (if applicable) to TEA. When complete, send all Letter of Interest (LoI) attachments to readinginitiative@tea.texas.gov with the subject line: READ LoI _<INSERT ESC, LEA, or Nonprofit NAME>; (example: READ LoI_ESC21). **Applications are due by 5:00pm CT on Friday, March 1, 2019.**

Request for Applications (RFA)

After submitting the LOI, TEA will utilize peer reviewers to score applications. Finalists will be notified by TEA to complete the RFA. During this process, finalists will submit a detailed budget which will be reviewed by and negotiated with TEA. More information on this process will be given to finalists.

Attachments

Attachment 1

Notice of Intent to Submit Letter of Interest for READ Grant

For informational and planning purposes, only.

Applicants must complete this form electronically via Qualtrics by 5:00pm CT on Friday, February 1 2019 at 5pm CT and submit here.

NOTICE OF INTENT TO SUBMIT READ LOI APPLICATION

The following organization hereby files a notice of intent to submit a proposal:

Name of ESC or Non-profit Organization Applying	
Mailing Address	
Applications Organization, LEA or ESC Intends to Submit	Number of cohorts applying for _____ *If applying for more than one cohort, a separate application must be submitted for each
Contact Person	
Email	

Filing of this notice is not mandatory; however, it will assist the Texas Education Agency in anticipating the volume of proposals in order to expedite the review process and finalize contract awards.

Applicants who do not file this notice are still eligible to submit a proposal.

Attachment 2
School and District Leadership Commitment Form

A letter of commitment from each participating campus and district will need to be emailed with the application due March 1, 2019.

When complete, send all Letter of Interest (LoI) attachments to readinginitiative@tea.texas.gov with the subject line: READ LoI _<INSERT ESC, LEA, or Nonprofit NAME>; (example: READ LoI_ESC21).

Name of ESC, LEA, or Non-Profit Organization:

I, _____ (printed or typed name of school or district leader) affirm my participation in and commit to the following Reading Academies requirements:

- Teachers may participate and are approved to meet required Reading Academies activities.
- The cohort's literacy coach access may have access to the school and classrooms.
- The cohort's literacy coach may provide feedback to your participating teachers.
- Your personal attendance to at least 50% of summer sessions and at least 50% of professional development sessions taking place during the academic year.

_____ _____

(Signed name) (Date)

_____ _____

(Title) (School or district name)

_____ _____

(Email) (Phone number)

Attachment 3
Participants

A list of participants will need to be emailed with the application due March 1, 2019. The example below contains suggested information.

When complete, send all Letter of Interest (LoI) attachments to readinginitiative@tea.texas.gov with the subject line: READ LoI _<INSERT ESC, LEA, or Nonprofit NAME>; (example: READ LoI_ESC21). Applications are due March 1, 2019.

Name of ESC, LEA, or Non-Profit Organization:

District Name	Campus Name	Campus ID Number	% student Economically Disadvantaged	Teacher Name	Teacher Grade

Attachment 4
Application Questions

Please answer the following questions as thoroughly as possible. Refer to the Scoring Overview (5A) and Scoring Rubric (5B) for scoring criteria. **When complete, send all Letter of Interest (LoI) attachments to readinginitiative@tea.texas.gov with the subject line: READ LoI _<INSERT ESC, LEA, or Nonprofit NAME>; (example: READ LoI_ESC21). Applications are due March 1, 2019.**

Question Number	Question	Points
Section 1: Essential Components		
1.1	Please provide a letter of commitment from the participating school and district leadership committing to both permitting the presence and guidance of the literacy coach as well as an individual commitment to participate in the academy leadership track. *(No Written Response. Attach Letters of Commitment.)*	15
1.2	Please provide resumes and scored rubrics for nominated literacy coaches for TEAs consideration. *(No Written Response. Attach resumes and rubrics.)*	15
1.3	Documents presented demonstrate how applicant will ensure roughly 60% of participants are K-3 teachers and 40% of participants are grades 4-5 teachers. *(Attach list of teachers showing teaching assignments)*	5
1.4	Documents presented demonstrate how applicant will ensure at least 50% of participants serve students who are economically disadvantaged. *(Attach list of campuses and districts participating as well as the percentage of economically disadvantaged students served)*	5
Section 2: Regional Needs		
2.1	Describe any current or recent efforts in general literacy support or why your cohort would benefit from participation in the Reading Academies. For existing efforts, please includes outcomes along with other successes, challenges, and lessons learned.	10
Section 3: Quality of Program		
3.1	Provide an overview of the project you plan to deliver, including the following tasks: 1) establishing and retaining at least 90% of 60 teacher cohort, 2) identifying, hiring, and supporting a highly effective literacy coach, 3) managing the operational and logistical needs of cohort.	20
Section 4: Project Management		
4.1	Describe your organization's capacity for data collection and tracking, meeting reporting requirements, and tracking progress towards goals and task completion. Include examples of current and past efforts, outcomes of those efforts, and project coordination.	10
4.2	List the organization's key individuals that will play a role in grant activities and describe their expertise and experience.	10
Section 5: Appropriateness of Budget		
5.1	Provide a proposed preliminary 1-year (15-month) budget for your project. Use the anticipated award amount found on page 6. Provide a brief narrative to support your budget proposal. Budget categories include: personnel, training, office supplies (including technology), travel/mileage, meeting expenses such as space rental, administrative costs, and other costs as proposed by the applicant.	10

Attachment 5A
Scoring Overview

The following review criteria is used in scoring the application. Each competitive application is reviewed to determine the capability of the applicant to implement its proposed program. In reviewing the information submitted and in recommending competitive applications for funding, reviewers consider the following ratings: Clearly Outstanding, Exceeds Expectations, Meets Standard, or Needs Improvement. When scoring each indicator, reviewers select a rating which has an appropriate point value assigned. The minimum threshold for grant award is 80 points in total.

Applicants must earn a minimum of 80% of the total points on the LoI Application to be considered for grant funding. See Attachment 5 for a more detailed scoring rubric.

Rubric Category	Total Possible Points	Proposed Activities
Essential Components	40	• Application must include letters of commitment from participating school and district leaders (attach signed Letter of Commitment forms) • Application must include multiple nominations for the Literacy Coach position (attach resumes) • Participant demographics as it pertains to teacher grade distribution • Participant demographics as it pertains to the percentage of economically disadvantaged campuses
Regional Needs	10	• Alignment with other regional efforts to improve literacy outcomes
Quality of Program	20	• Comprehensive plan to complete grant tasks effectively
Project Management	20	• Capacity for data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes • Qualifications, knowledge, skills and experiences are commensurate with scope of proposed program
Appropriateness of Budget	10	• Costs reflected in the budget commensurate with expected results and do not supplant or duplicate services

Attachment 5B

Scoring Rubric

Section 1: Essential Components

	Scoring Categories				
Question	**Clearly Outstanding 15 points**	**Exceeds Expectations 12 points**	**Meets Expectations 15 points**	**Needs Improvement 0 points**	**Total Score**
1.1 Participant Commitment	Includes all participating district and school leader commitments.	Includes all participating district commitments with most participating school leader commitments.	Includes all participating district commitments with some participating school leader commitments.	Does not include all participant commitments.	___/15
1.2 Literacy Coaches	Literacy coach nominee is highly qualified and scores about 90 on the screening tool.	Literacy coach nominee is highly qualified and scores about 85 on the screening tool.	Literacy coach nominee is highly qualified and scores about 80 on the screening tool.	Does not include a qualified literacy coach nominee.	___/15
Question	**Clearly Outstanding 5 points**	**Exceeds Expectations 4 points**	**Meets Expectations 3 points**	**Needs Improvement 0-2 points**	**Total Score**
1.3 Teacher Grade Distribution	Weight of grade level distribution matches requirement. 60% of participants teach K-3 and 40% of participants teach grades 4-5.	Weight of grade level distribution nearly achieves requirement. 55-60% of participants teach K-3 and 40-45% of participants teach grades 4-5.	Weight of grade level distribution does not fulfill requirement. 50-55 % of participants teach K-3 and 45-50% of participants teach grades 4-5.	Weight of grade level distribution does not fulfill requirement. +/- 50% of participants teach K-3 and +/- 50% of participants teach grades 4-5.	___/5
1.4 Economically Disadvantaged	>70% of students served are economically disadvantaged	60-70% of students served are economically disadvantaged	50-69% of students served are economically disadvantaged	<50% of students served are economically disadvantaged	___/5

Section 2: Regional Needs

	Scoring Categories				
Question	**Clearly Outstanding 7-10 points**	**Exceeds Expectations 4-5 points**	**Meets Expectations 1-3 points**	**Needs Improvement 0 points**	**Total Score**
2.1 Alignment of Efforts	Provides an exceptional explanation of aligned current and past efforts and outcomes of those efforts, with compelling, quantifiable data	Provides a strong explanation of aligned current and past efforts and outcomes of those efforts	Provides a clear explanation of aligned current and past efforts and outcomes of those efforts.	Provides a vague explanation of aligned current and past efforts and outcomes of those efforts.	___/10

Section 3: Quality of Program

	Scoring Categories				
Question	**Clearly Outstanding 16-20 points**	**Exceeds Expectations 11-15 points**	**Meets Expectations 6-10 points**	**Needs Improvement 0-5 points**	**Total Score**
3.1 Quality of Project Plan	The application introduces strong ideas for addressing all grant tasks, including all requirements at an exceptional level of quality.	The application introduces promising ideas for addressing all grant tasks, including all requirements at an high level of quality.	The application introduces clear ideas for addressing all grant tasks, including all requirements at an adequate level of quality.	The application fails to introduce clear ideas for addressing all grant tasks or does not include all requirements at an adequate level of quality.	___/20

Section 4: Project Management

	Scoring Categories				
Question	**Clearly Outstanding 7-10 points**	**Exceeds Expectations 4-5 points**	**Meets Expectations 1-3 points**	**Needs Improvement 0 points**	**Total Score**
4.1 Organizational Capacity	The applicant clearly details the organizational capacity required to accomplish program tasks effectively. Provides an exceptional explanation of current and past efforts, outcomes of those efforts, and project coordination.	The applicant details the organizational capacity required to accomplish program tasks effectively. Provides clear explanation of current and past efforts, outcomes of those efforts, and project coordination.	The applicant details the organizational capacity required to accomplish program tasks. Provides vague explanation of current and past efforts, outcomes of those efforts, and project coordination.	The proposed program fails to detail the organizational capacity required to accomplish program tasks and/or does not provide evidence of current or past efforts.	___/10
4.2 Qualifications and Experience	Proposed program plan clearly details the qualifications and experience of the program implementers and other personnel (as appropriate). Roles and responsibilities are designated; and individuals' knowledge, skills, abilities and experiences are strongly aligned with specified roles.	Proposed program plan clearly details the qualifications and experience of the program implementers and other personnel (as appropriate). Roles and responsibilities are designated; and individuals' knowledge, skills, abilities and experiences are closely aligned.	Proposed program plan provides qualifications and experience of implementers and other personnel (as appropriate). Roles and responsibilities are tentative.	Proposed program plan provides qualifications and experiences of implementers however, roles and responsibilities are not aligned with qualifications.	___/10

Section 5: Appropriateness of Budget

	Scoring Categories				
Question	**Clearly Outstanding 7-10 points**	**Exceeds Expectations 4-5 points**	**Meets Expectations 1-3 points**	**Needs Improvement 0 points**	**Total Score**
5.1 Budget	The costs detailed in the budget include of all aspects of the program, including personnel, materials, and ongoing support. Additionally, program seeks to leverage existing networks/systems.	The costs detailed in the budget include of all aspects of the program, including personnel, materials, and ongoing support and do not duplicate efforts.	The costs detailed in the budget reflect a cohesive plan to achieve the scope of expected results and do not duplicate efforts.	The costs detailed in the budget does not reflect a cohesive plan to achieve the scope of expected results.	___/10

Applicants must earn a minimum of 80 total points on the LOI Application to be considered for grant funding.

Initiative	Minimum Points Required	Total Possible Points
READ Grantee	80	100

Attachment 6
Literacy Coach Hiring Tools

Grantees must use the following tool to review applications and interview potential candidates for the Literacy Coach position. Grantees should be prepared to provide TEA with a copy of the nominated candidates' resumes, interview notes, and completed rubrics. TEA will also utilize the rubric to review the final candidate's qualifications and experience. TEA may request to hold a phone or Skype interview with the final candidate.

Literacy Coach Requirements

Experience

- Extensive experience teaching literacy (screening)
- Rigorous and consistent expectations for high-quality instruction and student achievement (screening)
- Experience coaching literacy (screening)
- Experience delivering professional development (screening)
- Passion for literacy content and instruction (screening)

Project Management

- Strong understanding of effective coaching (interview)
- Strong understanding of effective professional development (interview)
- Growth mindsets by actively seeking to build knowledge and expertise to develop and refine their work (throughout)
- Transparent self-reflections and an ability to self-assess growth areas (interview)

Relationship Building and General Professionalism

- Facility in investing and motivating other adults to achieve a common goal (interview)
- Clear and concise professional communication that is respectful and inclusive (throughout)
- Manage deadlines and prioritize tasks (screening /interview)

Screening Tool

Candidates must earn a minimum of 80 of total points to be considered for the Literacy Coach position.

Qualification	Points to Award Candidate			
	5	**10**	**15**	**20**
Student learning outcomes	Did not demonstrate student learning outcomes	Mentioned learning outcomes but did not use specific quantifiable data	Used quantifiable data to demonstrate student learning outcomes with less than 70% mastery or limited growth	Used quantifiable data to demonstrate student learning outcomes with great than 70% mastery or substantial growth
Experience teaching literacy	Did not teach literacy	Taught literacy for less than 2 years in 1 grade level	Taught literacy for more than 2 years in at least 1 grade level	Taught literacy for more than 5 years in at least 1 grade level
Proven track record of coaching	No experience coaching literacy	Experience coaching literacy but not did not use specific outcomes data	Used quantifiable data to demonstrate coaching efficacy	Used quantifiable data to demonstrate substantial coaching efficacy
Proven track record of leading successful professional development	No experience leading professional development	Experience leading professional development but did not provide specific quantifiable data	Used quantifiable data to demonstrate success of professional development	Used quantifiable data to demonstrate substantial success of professional development
Passion for literacy instruction and content	Did not speak to passion for literacy or no response given	Evidence of passion was not convincing	Clear evidence of passion for literacy content	Clear evidence of passion for literacy content and instruction