



2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5

Competitive Grant Application: Due 11:59 p.m. CT, June 28, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: U.S. Code Title 20 Chapter 70 Subchapter II Part B Subpart 2 6642

Grant period: From **09/24/2021** to **09/30/2022** **Pre-award costs:** **ARE/ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

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3. Shared Services ArrangementsShared services arrangements (SSAs) **are/are not** permitted for this grant.**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Interventions - High Quality Tier 1 Reading and Language Development Interventions and Grade Level Instruction for All Students with specific strategies for ELL (59.7% of students), economically disadvantaged (98.4% of students) and high poverty	Provide Intensive, Research-Based Classroom Reading Interventions to accelerate Reading Growth to 1.5 levels of reading growth per year including ELL and high poverty students. Activities to include: training, observation, coaching, and follow-up as organized by the Literacy Coach and supported by the School Leader and District Administrators based on Research/TEA Reading Academy
Small Group Interventions - Tier 1 and 2 by classroom teachers/intervention - strategies and focus on ELL (59.7% of students), economically disadvantaged (98.4% of students), high poverty (200% below poverty	Interventionists and general classroom teachers will provide intervention during the school day including tailored to ELL and high poverty students. Tutorials and small group instruction both during and after school. One interventionist per grade level will work with teachers to ensure on target, timely interventions.
SPED (Special Education, Special Needs, ELL), Literacy Lab Individualized Interventions - Tier 3 Interventions with a specific strategies and focus on our ELL (59.7%) and children with disabilities (8.3% of students). high poverty (200% below poverty)	SPED modifications and Literacy Lab resources - all students and parents have access to library and literacy resources, Literacy Lab which includes different learning stations for all students to develop listening, speaking, reading, and writing skills. Training for parents will provide resources for at-home reading adapted to their children's needs either due to disability or language (ELL).

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Summative Goal: 90% of all K-5 students will grow 1.5 years of reading growth by EOY 2022 based on MAP and IRLA/ENIL assessment and 90% of 6-8 students will grow 1.5 years of reading by EOY 2022 based on MAP/IRLA/ENIL assessment (below grade level students will use IRLA/ENIL to track growth and all students will use MAP).

Note: MAP is the Measures of Academic Assessment, a nationally normed standardized assessment administered at Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). Our students are divided into groups of either Proficient (on grade level), At-Risk (1 year below), or Emergency (2+ years below grade level) when leveled.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. Reading Curriculum, Intervention, Coaching Protocol Trainings Completed with teachers, interventionists, school leaders according to implementation timelines and plans including strategies for ELL, EC, and high poverty
2. Reading Q1 Intervention Lists/Plans Developed, Reviewed, Adjusted with Campus Instructional Team and Teachers,
3. Daily, Weekly, Monthly Reading Q1 Tier 1, 2, and 3 Interventions Take Place and Documented with evidence, Campus Team and PLC reflections every 6 weeks,
4. MAP, IRLA, GOLD Beginning of Year Assessment Data - Collected, Summarized, Reviewed by Campus, District,

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. Reading Curriculum, Intervention, Coaching - Q2 Activities Implemented with teachers, interventionists, school leaders according to implementation timelines and plans including strategies for ELL, EC, and high poverty,
2. Reading Intervention Q2 Lists/Plans Developed, Reviewed, Adjusted - every 6 weeks - with Campus Instructional Team and Teachers,
3. Daily, Weekly, Monthly Reading Q2 Tier 1, 2, and 3 Interventions Take Place and Documented with evidence, Campus Team and PLC reflections every 6 weeks,
4. MAP, IRLA, GOLD Middle of Year Assessment Data - Collected, Summarized, Reviewed by Campus, District, Teacher teams.

Third-Quarter Benchmark

1. Reading Curriculum, Intervention, Coaching - Q3 Activities Implemented with teachers, interventionists, school leaders according to implementation timelines and plans including strategies for ELL, EC, and high poverty,
2. Reading Intervention Q3 Lists/Plans Developed, Reviewed, Adjusted - every 6 weeks - with Campus Instructional Team and Teachers,
3. Daily, Weekly, Monthly Reading Q3 Tier 1, 2, and 3 Interventions Take Place and Documented with evidence, Campus Team and PLC reflections every 6 weeks,
4. MAP, IRLA, GOLD End of Year Assessment Data - Collected, Summarized, Reviewed - Reviewed by Campus, District, Teacher teams.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Project Evaluation Data will include the following evaluation data:

1. Literacy Training Session Surveys (Teachers, Instructional Leaders, District Leaders - including Agendas, Materials, Surveys);
2. Literacy Planning/Analysis Sessions - Agendas, Materials, Data, Minutes/Notes;
3. Literacy Invention Tracking - Student Tier 1, Tier 2, Tier 3 Interventions Completed by Campus/Classroom;
4. IRLA Data - monthly data analysis;
5. MAP Data/STAAR - Beginning of Year, Middle of Year, End of Year;
6. GOLD Data (Pre-K); and
7. Parent Literacy Activities Agendas and Surveys (Make and Take, Read Alouds).

District and Campus Literacy Teams review the evaluation data monthly including ELL, SPED, and high poverty data to make mid-course corrections as needed. Campus Literacy team includes: Campus School Leader, Academic Dean, Instructional Leadership Team (ILT), Director of Special Populations, and Literacy Coach.

Reflection Questions include: Are we providing modifications to the right students? Do we need to add students, can we remove students, or do we need additional time? Reflect and identify if the current structures/lessons are language-rich, literacy-aligned? Do we need to revisit the execution? Do we need to support teacher with lesson planning? Do we need to support the student with different or better interventions/accommodations?

Adjustments to plans might include: observe teacher and interventionists to identify areas for additional support. For example, in planning or additional professional development. For example, being sure teachers assign correct 'Power Goals', having books with different content of interest to students/based on student interest, establishing more consistency in read alouds/storytimes, identify opportunities for students to work on power goals and literacy skills at home (home visits), additional literacy workshops for parents (with parents - reviewing different activities they can do at home including make and takes - so parents can make a kit - do activities with students at schools).

Teachers provide monthly newsletters which go over what they are learning and includes ideas of things they can do

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance that all literacy coaches have or are currently completing the required HB 3 Reading Academies.
4. The applicant provides assurance that the placement of literacy coaches ensures they are supported with verifiable capacity via internal resources or external partnerships.
5. The applicant provides assurance that each coach will support at least 60 teachers annually if not supporting QOZ or at least 30 teachers annually if supporting QOZ through a mix of in-person and on-line coaching.
6. (For literacy conferences) The applicant provides assurance that the content of hosted literacy conferences will focus on knowledge-building curriculum, and that the applicant has experience and expertise in implementation of a knowledge-building program.

9. Statutory/Program Requirements

Please select the type of opportunity being applied for. Select one or both of the following:

Check this box if applying for the literacy coaching opportunity

Check this box if applying for the regional literacy conferences opportunity

1. Describe how the school, the local educational agency, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. (Applies to both opportunities)

The LEA Promise Community School (PCS) provides ongoing high quality professional development regularly throughout the school year aligned to student, family needs, and teacher needs. The Promise Community School approved district calendar is published annually protects the district and campus PD times for our teachers, school leaders, and sta . This includes the following Pre-Service Training: 10 days District PD in August 2021 for all teachers with an additional special orientation day for new teachers, 3 days Campus PD for all teachers. New Teachers: receive special training and mentoring through the Teaching Excellence program if they are highly qualified and completing their certification. Danielson Evaluation Training: leaders and teachers are trained in Danielson Evaluation Framework. Whetstone Training: all leaders and teachers are trained in the teacher observation software to ensure e ective ongoing communication on instructional feedback. Coaching Model: PCS has adopted an internally developed coaching model based on leadership training from TNTP, TE, and Danielsson. This coaching model provides consistency to our instructional coaching and we ensures that all instructional leaders follow this model. PLC/Data Teams: Each PLC/Data team is lead by an Instructional Leadership Team (ILT) member who is trained on data analysis and instructional coaching to ensure teachers are supported.

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9. Statutory/Program Requirements (Cont.)

2. Describe how the applicant will identify children in need of literacy interventions or other support services. (Answer only if applying for the literacy coaching opportunity)

Based on prior year data from STAAR (3-8), MAP (K-8), IRLA (K-5), and GOLD (PK), each campus identifies the need level/specifics of each student. District and Campus teams review data monthly to track progress and update each 6 weeks. Each campus meets monthly - with the Literacy Coach, District Data Specialist, RTI Coordinator, Academic Dean, Director of Special Populations, to examine the intervention data lists and plans - then review with teacher's monthly implementation/student work. Teachers and interventionists provide small group intervention data daily. After school tutorials will support. In the Reading curriculum - the student is assigned a 'Power Goal' - they have to meet the 'Power Goal' to move on in the system. The 'Power Goal' is developmental - based on their level. For example, one might be to learn a certain number of sight words or to learn different sounds vowels make. The intervention toolkits are broken into color levels. For example, in 'Read to Me' - Kinder students are learning consonant sounds, phonemic awareness, how to hold a book et al. 2nd grade - might focus on word families, vowel sounds, diagraphs, et al. 5th grade might include new vocabulary, three syllable words, chapter books. We are able to see on a daily basis how students are moving. We will create a progress monitoring tracker by campus to show the monthly growth as mentioned above. We will have teacher level goals show progress as well.

3. Explain how the applicant will integrate comprehensive literacy instruction into a well-rounded education. (Applies to both opportunities)

We are a community school. We are very engaged in the socio-emotional learning and building our students confidence in themselves and their community. Our communities are among the most diverse in the nation - with over 20 home languages, 59.7% ELL, 98.4% Eco. Dis., 67.8% Hispanic, 22.5% Af. Am., 5.8% Asian. We love to celebrate and acknowledge diversity of cultures. We collaborate with families to understand their strengths and their goals for students. Reading and literacy workshops for families connect students and families with activities that they can do at home. We also have libraries on each campus and just added EC Literacy Labs at each campus to further support language development. We offer ESL and technology classes for families. Through the curriculum, students learn very applicable skills for work - such as creating presentations in Google suite. Opportunities to hear different views and perspectives are a constant - learning about different identities. We incorporate reading, writing, speaking, and listening throughout the curriculum - library, PE, dance, art - building vocabulary knowledge, learning about different types of dance, art, food, the students have written books, and created art. During our career week, we invite authors and illustrators to come speak. A current priority - we have our million minutes campaign - to develop love for reading. We celebrate the amazing amount of reading by honoring the class with the highest number of minutes. Our goal is for each campus to reach one million minutes of reading each year.

4. Describe how the applicant will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the local educational agency. (Applies to both opportunities)

Since the beginning of our new Reading Curriculum - 2 years ago, we have thoughtfully and intentionally been building our capacity to effectively include more literacy and language development across all grades and content areas. Due to the new TEA Reading Academy initiative, we have recently hired an expert Literacy Coach to implement this life-changing work in collaboration with Early Childhood and ESL Literacy coaches to ensure that early childhood programs and activities and after-school programs and activities include developmentally appropriate and accessible ELL literacy content and activities. Curriculum and strategies for early childhood literacy include: Teaching Strategies PK Curriculum that we use and the GOLD Pre-K assessment utilized by our PK teachers. These are developmental by age. The curriculum outlines the progressions. guidelines include letter recognition and oral language development, writing progression rubric. Teachers set goals with students from learning to hold a pencil, to writing letters and words, to expressive language and communication skills - including using verbal and non-verbal communication skills to express ideas and problem solve. Additionally, vocabulary goals include understanding increasing complicated vocabulary. Print - understanding that print carries messages. How to hold a book - understanding a book as a title, author, and illustrator. Phonological awareness, phonemes, rhyming words. Comprehension - participating in reading and listening activities. After school programs serve students on both campuses and will coordinate hour-long, high quality tutorials each week with each campus to maximize student time.

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9. Statutory/Program Requirements (Cont.)

5. Provide proof or a plan on recruiting and hiring a literacy coach. Eligible applicants must have preemptively hired a literacy coach for the 2021-22 school year and meet all minimum requirements as set by the Texas State Board of Educator Certification and the requirements of the subgrant. (Answer only if applying for the literacy coaching opportunity)

We have currently hired a Literacy Coach who will have the primary responsibility for training and coaching teachers, campus, and district staff in the research-based literacy interventions and strategies associated with this initiative. The Literacy Coach will also lead data dives and intervention planning to ensure interventions lead to the intended outcomes. This initiative will be systematically integrated into our whole district Literacy plan - which includes training for District and Campus administrators on the 'look fors' and teacher expectations. This is aligned with the TEA Reading Academies initiative which we are completing this school year.

The Lead Literacy Coach will be Jennifer Richard. Ms. Richard is a certified teacher and administrator with 12 years experience in classroom instruction, 8 years of which are in instructional supervision, and 3 years experience as a School Principal. Lila Situ will support the initiative as our Early Childhood Literacy Coach and Brenda Menchaca will support the initiative as our ESL/Bilingual Focused ES/MS Literacy Coach.

6. Provide the plan for embedded professional development for the literacy coach(es) to support them in providing valuable training. (Answer only if applying for the literacy coaching opportunity)

Embedded Professional Development Plan: Literacy coach will develop and review an embedded professional development schedule each month which will include observation and coaching sessions with each teacher. This plan will be shared with the School Leader and Instructional Leadership Teams and discussed to ensure alignment. Each observation and coaching session (embedded professional development) will be tracked in Whetstone, the teacher observation and walk through software. The software has been in use for a few years to ensure compliance with TIA (Teacher Incentive Allotment). The embedded professional development will follow the internal coaching model so that there is buy-in from teachers and staff. Each aspect of this plan will be shared with teachers. Scheduled Professional Development Days and Times - 2021-2022: 1. New teacher training, 2. All Teacher Training - 2 weeks of PD for all teachers (August 3-13), 3. Campus Professional Development Days - 3 days (August 16-18), 4. Each month - district content day or campus content day (on district calendar) - Professional learning communities PLCs - weekly, 5. Teacher conference periods are available for literacy coaches to provide embedded, 6. Teacher observation schedules are published through Campus leadership and will include Literacy coaching

7. Identify the plan for demonstrating outcomes for increasing student literacy in a school or district. (Answer only if applying for the literacy coaching opportunity)

1. Increase Staff Capacity for Increasing Student Literacy:
 A. Ongoing Literacy Training and Professional Development - teachers, campus, and district instructional staff in August, in weekly PLC, embedded coaching, and on PD days;
 B. Implementation of Tier 1, 2, and 3 Literacy Interventions - Intervention Plan (data aligned) by campus - updated every 6 weeks through the Campus Literacy Team (Reading Interventionists, RTI Coordinator, Campus Leadership, Literacy Coach);
 C. Observations and Coaching - sessions will document increasing capacity of teachers, ILT,
 2. Increasing Capacity for Literacy Strategies and Coaching - teachers, teacher assistants, instructional leadership team, campus team will increase capacity for implementation of strategies. Ongoing coaching sessions aligned to Reading Academies training and Reading/Literacy curriculum will document improvements.
 3. Student Growth Goals - MAP/STAAR /IRLA - goals are very clear. By the end of 2021-2022 school year, our goal is for students to reach 1.5 years of growth in Reading.

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9. Statutory/Program Requirements

8. Provide a plan for how you will target schools or districts in Qualified Opportunity Zones (QOZs), with an additional emphasis on serving low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. (Answer only if applying for the literacy coaching opportunity)

The schools that will be served by this Literacy Coach and plan, Ripley House Middle (101853042), Ripley House Charter School (101853101), and BakerRipley Charter School (101853106), are located in QOZ zones in East End and Gulfton neighborhoods. These areas are amongst the lowest income, lowest educational attainment zones in the region. Our school population is 98.4% Economically Disadvantaged, 67.8% Hispanic, 22.5% African American, and 5.8% Asian with 8.3% SPED and 59.7% ELL students with over 20 home languages. East End is a historically African American and Hispanic area created due to racial segregation policies of the early 1900s. Gulfton is the landing point for literally thousands of refugees from every corner of the world - Syria, Iraq, Afghanistan, Iran, Honduras, El Salvador, among many others. QOZ census tracks served include - East End: 48201310400, 48201310300, 48201310400, 48201310500, 48201310800, 48201310900, 48201310100, 48201211400, 48201211500, ,48201211600, 48201211300, 48201212300 and Gulfton: 48201421101, 48201421102, 48201421201, 48201421202, 48201421204, 48201421400, 48201421500, 48201421600, 48201422701

9. Describe your organization's capacity for grant management, including data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. List the organization's key individuals that will play a role in grant activities and describe their expertise and experience. Please upload the resume for any individuals within your organization that will be supporting the work of the grant. (Answer only if applying for the literacy coaching opportunity)

Program Director - Jennifer Richard will be the lead for this initiative in the implementation, reporting, evaluation, and fiscal aspects of the program. Jennifer's 12 years of experience with increasing levels of authority in public school settings uniquely qualifies her to manage every aspect of the grant. Her most recent experience is as Principal of Ripley House Charter School (101853101) during which time the campus achieved a B rating and raised student achievement significantly. Grant Management - Kathryn Huntsman will support Jennifer in grant management to partner on evaluation and reports. Kathryn has been working in public grant funding for charter schools since 2007 and has experience with ED, TEA, DOL, CDGB, HUD, federal programs, as well as private funding sources. Compliance Manager - Tamara King will support the program with review of reports and other technical support including PEIMS, TEAL, and other access needed. District Administrative Assistant - will support invoices as needed. District Data - Daniella Bernstein will support the project with regularly monthly data from Whetsone, MAP, GOLD, IRLA and other data sources. Asst. Superintendent - N. Blasingame will ensure proper

10. Provide the plan for literacy conferences including how it incorporates the use of high quality instructional materials to support a knowledge building approach to learning. Include a rationale as to why your organization is best suited to lead regional conferences. (Answer only if applying for the regional literacy conferences opportunity)

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9. Statutory/Program Requirements

11. Include the proposed conference participation goals and outcomes-focused success metrics for conferences. (Answer only if applying for the regional literacy conferences opportunity)

12. Provide the plan for how you will recruit schools or districts to attend conference in Qualified Opportunity Zones (QOZs), with an additional emphasis on serving low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. (Answer only if applying for the regional literacy conferences opportunity)

10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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11. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Literacy Coach	\$103,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplemental training materials - literacy	\$500
12.		
13.		
14.		

Other Operating Costs

15.	Travel, registration to TEA/Region 4 Training - Reading Academies/Literacy	\$500
16.		
17.		

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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