



# 2023-2024 Texas Reading Initiative - Literacy Coaching and Professional Development 6-12

Competitive Grant Application: Due 11:59 p.m. CT, June 2, 2023

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](mailto:competitivegrants@tea.texas.gov)

Authorizing legislation:

Grant period:  Pre-award costs:

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  UEI

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):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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 Arrangements**

Shared services arrangements (SSAs) are 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
Five of our largest districts fall within the targeted Opportunity Zones, are economically disadvantaged, and show a need for strong literacy instruction across the region according to state testing data. Our rural districts also show a need in this area.	Host a 2-part literacy showcase collaborative for our districts, neighboring districts and ESCs, and families that will involve the following: <ul style="list-style-type: none"> <li>• Overview of HQIM &amp; OER(pending TEA updates) products</li> <li>• Overview of RBIS &amp; Science of Teaching Reading as it relates to secondary literacy</li> <li>• Workforce Commission to support low-income families</li> </ul>
Our current emergent bilingual population stands at 11% and has shown a need for literacy strategies for newcomers and those identified as emergent bilingual students.	<ul style="list-style-type: none"> <li>• Build relationships with families to better support emergent bilingual students</li> <li>• Provide emergent bilingual student with effective integrated literacy instruction</li> <li>• Implement scaffolding strategies to support accelerated literacy instruction</li> <li>• Promote the integration of reading and writing as a cohesive unit</li> </ul>
Our current SPED population of 11.3% has shown a need for the following: utilize effective oral and written communication, differentiated instruction, explicit and systematic reading and writing instructional strategies and practices.	<ul style="list-style-type: none"> <li>• Provide effective differentiated and scaffolding instructional strategies in literacy</li> <li>• Promote the integration of reading, writing and speaking as a cohesive unit</li> <li>• Incorporate Science of Teaching Reading &amp; RBIS as it relates to secondary literacy</li> <li>• Collaborate with Workforce Commission for successful transition from high school to work environment</li> </ul>

**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.

We will see a 15-20% increase in ESC created benchmark scores from the beginning of the year to the end of the year concentrating on subpopulations in our region by promoting effective instructional strategies through the use of HQIM, RBIS and other state approved literacy initiatives demonstrated at our Literacy Showcase Collaborative.

**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**

Participants will be surveyed to identify lowest performing literacy standards and be given an ESC created benchmark to set a baseline data point.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Participants will be given an ESC created benchmark to analyze trend-lines to determine if progress is sufficient enough to reach the end goal of 15-20% increase in the identified literacy standards.

**Third-Quarter Benchmark**

Participants will be given a final ESC created benchmark to determine if the summative SMART goal was met which states: We will see a 15-20% increase in ESC created benchmark scores from the beginning of the year to the end of the year concentrating on subpopulations in our region by promoting effective instructional strategies through the use of HQIM, RBIS and other state approved literacy initiatives demonstrated at our Literacy Showcase Collaborative.

**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.

If the trend-lines at the end of the second benchmark do not show adequate progress, the ESC will provide up to three literacy coaching feedback cycles that include, but not limited to, the See It, Name It, Do It protocols, ensuring there is fidelity within the coaching model utilized by the ESC coaching staff. If scores do not meet the SMART goal for the third quarter benchmark, the teachers will be identified for ongoing support by ESC coaching staff.

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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 to adhere to all the Statutory and TEA Program requirements as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development 6-12 Program Guidelines*.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development 6-12 Program Guidelines*, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program..
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements .
- 6. The applicant assures they will comply with the Program-Specific Assurances as applicable found on p. 7 of the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development 6-12 Program Guidelines*.

**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 (Questions 9.1-9.5)**

**Check this box if applying for the regional literacy conferences opportunity (Questions 9.6-9.8)**

1. ( Literacy Coaching Opportunity) Provide proof or a plan on recruiting and hiring a literacy coach. This must be a new position for the grant award

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**9. Statutory/Program Requirements (Cont.)**

2. Literacy Coaching Opportunity) Identify the tier 1 curriculum used for 6-12 RLA in participating schools. Please provide information on whether this is an OER product, or another HQIM product. If it is another HQIM product, please identify how it aligns with the RLA Research-based Instructional Strategies (RBIS).

3. (Literacy Coaching Opportunity) Identify the plan for meeting required performance measures.

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**9. Statutory/Program Requirements (Cont.)**

4. (Literacy Coaching Opportunity) Provide a plan for how you will target schools or districts in Qualified Opportunity Zones (QOZs) or serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

[Empty response box for item 4]

5. (Literacy Coaching Opportunity) Describe your organization's literacy framework and how it aligns to the RLA RBIS including how HQIM fits into your organization's literacy framework.

[Empty response box for item 5]

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## 9. Statutory/Program Requirements

6. (Regional Literacy Conference Opportunity) Provide the plan for literacy conferences including how it incorporates support of HQIM implementation, the science of teaching reading, and a knowledge-building curriculum. Include a rationale as to why your organization is best suited to lead regional conferences.

Our ESC will target teachers of special needs students, emergent bilinguals, and low-socioeconomic students, by reaching out to administration requesting nominations of teachers for the ESC Regional Literacy Cohort. The ESC will select 20 teachers, as a sampling of all literacy conference attendees, to be invited to participate in a unique opportunity. The teachers will (1) Attend a pre-conference zoom explaining their role during the grant period (2) Sign assurances, stating they will complete requirements throughout the school year including BOY, MOY, and EOY data points, attend the Fall 6-12 Literacy Conference and share their learning at the Spring 6-12 Literacy Showcase, agree to coaching and support from ESC staff. (3) Attend the Fall 6-12 Literacy Conference where they will learn how to use HQIM, RBIS, and other state approved literacy initiatives to impact student performance. (4) Teachers will administer, analyze, and submit ESC created grade level specific literacy benchmarks within ESC assigned windows. (5) Collaborate with ESC staff for coaching feedback cycles. (6) Attend the Spring 6-12 Literacy Showcase as a presenter of break-out sessions, demonstrating what they have learned about HQIM, RBIS, and/or other state approved literacy initiatives, including the data collected from the ESC-created BOY, MOY, and EOY benchmarks to support their findings, and how they have applied their knowledge to increase student performance.

Our ESC is best suited to lead regional conferences because: (1) We have high-quality trained staff that will participate in this grant including: RBIS and HQIM certified trainers, Reading Academies leaders, High-Impact Tutoring coordinators, certified Dyslexia specialists, Texas Lesson Study Cross-trained facilitators, Strong Foundations grant team members, and Bilingual specialists. (2) We understand the needs of all of our LEAs - 49% of the districts we serve are designated as rural districts with limited access to HQIM, RBIS, and state approved literacy initiative training and/or collaboration with other teachers within their grade bands. 63.36% of our student population within the region are economically disadvantaged. The emergent bilingual population is 11% and growing and families lack support. Our region has a high teacher turnover rate which affects student performance. (3) Our geographical location allows for us to include LEAs from outside our region.

7. (Regional Literacy Conference Opportunity) Include the proposed conference participation goals and outcomes-focused success metrics for conferences and your plan to align with the required performance measures.

Our proposed participation goals and outcomes-focused success metrics for conferences include: (1) We will host 2 conferences with 200-400 attendees that include teachers, administrators, and parents. (2) We will report the results of participant surveys containing the question, "Do you [the teacher] feel prepared to teach materials as intended after attending [the conference]?" With the goal that 80% of attendees will be prepared to teach materials as intended. (3) ESC staff and vendors from state managed curriculum will present breakout sessions during the Fall 6-12 Literacy Conference. (4) Of the 20 teacher cohort, 90% will complete all stages of the grant. (5) The 20 teacher cohort will have a 15-20% increase in student performance from BOY to EOY based on ESC created benchmarks. (6) Teachers will demonstrate their experience with the selected state literacy initiatives chosen at the fall conference and include data and their students' growth mindset change at the Spring 6-12 Literacy Showcase.

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**9. Statutory/Program Requirements**

8. Regional Literacy Conference Opportunity) Provide the plan for how you will recruit schools or districts to attend conference in Qualified Opportunity Zones (QOZs) or teachers serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

We will recruit schools or districts to attend our Fall and Spring 6-12 Conferences by advertising on the ESC website, sending flyers through each ESC departments' listserv, and communicate to administration through monthly superintendent, curriculum coordinator and special education directors meetings. We will work closely with the Texas Workforce Commission and LEAs to notify parents about both conferences and utilize social media and other marketing tools to reach the public.

**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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	Venue (\$4000 x2 conferences)	\$8,000
7.	Keynote Speakers (\$8000 x2 conferences)	\$16,000
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

**Supplies and Materials**

11.	Instructional materials for participants and conference incentives	\$23,000
12.	Print materials (flyers, brochures, signs, conference books, etc...)	\$4,000
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs**

15.	Stipends (\$1000 x20)	\$20,000
16.	travel reimbursements for coaching visits	\$4,000
17.	Box Lunches (200x\$12.50 per box) x2 conferences	\$5,000

**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"/>	
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