



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

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
<p>Only 48.2% of 6th grade-English II students (2022 STAAR Reading Results, TAPR) Met grade level expectations. This falls slightly behind the state 51.8%. 6th grade holding the lowest percentage at 38% compared to the state 43%. On average, ESC 19's Masters scores are 6% behind the state.</p> <p>Region 19 is home to 93,194 secondary students (6-12). 90.3%* identify themselves as Hispanic. 74.6%* are considered economically disadvantaged, 32.9%* are Emergent Bilingual (EB) students, 2.3% students with dyslexia, 12% SPED* and 61.3%* considered at-risk. *Higher than state average (Data: 2022 TAPR)</p>	<p>Addressing teachers' need for understanding the Science of Teaching Reading through the one-day conference and follow-up mini courses will be accessible online through our Blackboard Learn portal. The one-day conference will provide a high level introduction to building knowledge coherence and the RBIS. The mini courses will take a deeper dive and address the practical application of literacy strategies in the secondary classroom across different contents. In addition, a select few secondary teachers will be invited to enroll in the Texas Reading Academies with a paid scholarship, compensation to district for substitute, and a stipend.</p> <p>Each conference session will have embedded supports for our students with diverse needs such as teaching secondary students with learning disabilities and providing supports for newcomers as well as long term EB students. Additionally, a series of podcasts addressing at-risk students' literacy needs will be produced. These research-based podcasts will provide educators with strategies and the latest research that will encourage an explicit and systematic approach to classroom literacy across all contents.</p>
<p>According to <i>Building Reading Proficiency at the the Secondary Level</i> (2000), students who are not reading at grade level have "an eroding sense of confidence", can find themselves causing distractions to avoid classroom engagement and carry higher level of anxiety than peers.</p>	<p>Sessions for the conference targeting struggling readers will be prioritized, to include presentations by OER vendors (ie Amplify, Carnegie and Odell). Emphasis will be on RBIS content that speaks to knowledge-building, Tier 1 instruction prioritizing grade level reading (versus leveled reading) and cross content lesson planning. The Parent Reader Workshop will address the affective needs secondary students experience by creating a space for parents and their students to engage in meaningful conversations. This workshop will bring in a teen-friendly author to read and write on a topic relevant to the secondary students, building a space for literacy awareness in the home. The parent friendly podcasts will address relevant topics that promote biliteracy.</p>

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.

Conference/Parent workshop: 80% of our area QOZ schools will have a representative registered 1 month before the conference. Our total participation goal is 150 area secondary educators across all core contents and most elective courses. Parent workshop target will be 50 families. Target schools will be identified using TAPR results for the 22-23 school year. Districts with no representation will be visited by the Conference Committee to recruit. ESC 19's C&I meetings will provide a monthly marketing opportunity. **Pre- and post-questionnaire assessing participants' understanding of the science of teaching reading will demonstrate a 15% growth.** Questions will be developed in conjunction with the RLA staff who are both Reading Academy Cohort Leaders and RBIS trained. We expect 60% participation between the two surveys. Parent data will include submission of their writing (10 submissions minimum) with 60% of families filling out the survey demonstrating that at least 75% of respondents find value in the workshop.

Mini-Courses: 100 participants will enroll in the learning series with a 60% completion rate within a year of enrollment. Pre- and Post-tests will demonstrate a 20% increased understanding of research based literacy practices and 50% or more will find the work relevant to their classrooms. **Reading Academies-** At least 3 of 5 classroom teachers who enroll will complete the TRA with their cohorts (10 months). Classroom observations will showcase an understanding of the content and the application to the classroom. **Podcast-** 4-6 podcasts will be developed and delivered within the grant period. Podcasts will feature teachers and literacy experts who speak to biliteracy awareness, support for special populations, and the unique needs of struggling readers in the secondary level. Total podcast reach is set to 200 views by the end of the grant period. View count will come from the ESC 19 Region YouTube channel.

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

Conference/Parent workshop: Media services will contact all public school districts, area charters and PNPs. Conference strands will have been determined based on area data gathered from sources such as STAAR reports, DMAC/Eduphoria and teacher input. Venue and date will be secured. Possible keynote speakers will have been contacted. Final logo and outreach plan will be ready. Additionally, for the Parent Workshop, a short list of authors will have been created.

Mini-Courses- Consultants who will create mini courses will be identified and onboarded. Course shell and checklist will be created in Blackboard.

Reading Academies- Recruitment efforts will begin based on LEAs' 2022-2023 STAAR Reading Results. The 5 lowest performing middle and high school campuses will be contacted to identify potential teacher participation. An increased effort will be placed on teachers outside of English Language Arts.

Podcast- Teacher topic survey, created from TAPR data, will have an 80% target return rate (40 out of 50 contacts). Parent topic survey will have a target return rate of 80% (16 out of 20 contacts). This stakeholder input will map the 4-6 podcast topics to be developed.

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

Conference/Parent workshop- One month prior to the conference, ESC 19 will have received commitment from 100% of presenters. Three weeks prior to the conference, we will have identified 80% of our teacher participants (120) and families (40). If these metrics have not been met, we will make visits to district campuses with no participation to promote the literacy conference. Food and promotional giveaway items will have been ordered.

Mini-Courses- Development of courses, to include the pre- and post-tests, addressing secondary readers will be at halfway through completion. Recruitment efforts will begin with flyers being sent out (alongside conference flyers) announcing the courses and the anticipated launch date.

Reading Academies- Recruits will begin engaging with the Texas Reading Academies (TRA). Progress will be monitored by the Cohort Leader and Support Leader (if cohort leader is not secondary certified).

Podcast- 1-2 podcasts will have been developed and either broadcasted or in final phases of production. Speakers for future podcasts will have been secured.

Third-Quarter Benchmark

Conference- Conference will have had 150 participants. Survey completion goal is 60% with an 80% of responses noting increased knowledge in STR or literacy acquisition and 65% of participants noting that the sessions can be applied to their literacy practices in the classroom. Data collected will (further) inform mini courses. Participants from conference will be invited to attend the mini-courses.

Mini-Courses- Course development will be 90% complete. Course registration will be open with a launch date set for 1-2 months after the conference. Initial launch will have 40 participants registered. Pre- and post-tests will measure participants growth. Data from entire series will be collected to demonstrate a minimum 20% increase in participant knowledge about the science of teaching reading in application to the secondary student.

Reading Academies- Participants will continue to attend the live coaching sessions and work through the TRA material. Mid-point survey will demonstrate participants are finding correlation between the TRA and their own classrooms. Participants will prepare to be part of conference panel. They will also be invited to speak at one of the final podcasts.

Podcast- 2-4 podcasts will have been developed and either broadcasted or in final phases of production. First podcast will show 100 views. Speakers for future podcasts will have been secured.

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.

Through comprehensive literacy development, we will demonstrate that teachers and students have benefited because of the instruction aligned to secondary literacy development. The program will show high-quality instruction as documented through qualitative and quantitative data gathered from a follow-up survey with participants.

Conference/Parent workshop- ESC 19 will use TAPR reports to identify priority schools (large EB population, low reading scores, large number of economically disadvantaged students). If the schools do not have representation, we will move our efforts to campuses with the largest drop out rates and those currently participating in school improvement. If, after conference, data survey does not demonstrate teachers' connection to classroom practices or value added by families that participated in parent workshop, the conference committee will reevaluate the list of presenters/topics and make adjustments for following year's conference.

Mini-Courses- If participants do not find connections or relevance, the content will be reevaluated. The commitment to our secondary teachers is that, through these courses, they will be better prepared to present grade-level rigorous and academic literature/readings to students, during Tier 1 instruction, in a fashion that addresses students' reading needs. All strategies and information will be research-based and adjusted if survey data shows the need.

Reading Academies- Participants will have an assigned cohort leader. In the case that the cohort leader is not secondary certified, a supplemental cohort leader will be made available to help bridge the content and its relevance to a secondary setting. Participants will be provided the same supports as their elementary counterparts to include substitute for live coaching session dates and classroom visits that will focus on literacy skills being incorporated into the secondary setting with an increase emphasis on the information pertinent to the teacher's student population (EB students, GT students, students with disabilities). When possible, supplemental connections will be made to the HQIM (such as Carnegie, Eureka, Amplify, and Odell).

Podcast- If viewership/engagement is low, the podcast crew will review future podcast topics and make adequate adjustments. If podcasts have fallen behind on schedule, cast will make every effort to record more than one podcast at a time.

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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.

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.

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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.

ESC Region 19 was granted the first iteration of the TRI K-5 grant 2022. Since then we have been able to successfully host the West Texas Reading Symposium, provide over 200 stipends, provide follow-up one-on-one PD to classroom teachers from 2 area campuses and deliver on-site PD connected directly to Texas Reading Academies (TRA). Our presenters included researchers, classroom practitioners, administrators, and state level keynotes. Aside from the great opportunities we created for teachers, a parent strand exposed our area parents to best practices for building strong literacy and biliteracy in their homes. The addition of a podcast to this grant has given ESC Region 19 the opportunity to expand their voice to a national level. We plan to continue this success by providing similar opportunities to secondary teachers and parents. The intention is to move explicit literacy PD outside of the English classroom, where it has traditionally lived. The 5 prong approach (Conference, Parent Workshop, Mini-courses, TRA and Podcasts), will allow all our area content teachers and families an opportunity to engage in conversations about literacy. Building capacity in all our content teachers will give students the opportunity to engage with strong grade appropriate Tier 1 instruction and readings. RBIS 2 explains the importance of understanding text complexity and how exposure to grade-level text is a significant factor to student academic success, with an added emphasis on our special populations. Connections to the "The Opportunity Myth" will be made across all 5 platforms along with engaging our participants in conversations about text-based writing. All secondary content area teachers can benefit from professional development based on the science of teaching reading since their traditional and formal education has made them content experts, not so much reading experts. This grant will expose them to the research that our elementary educators have had the fortune to experience. The parent workshop will bring/return literacy awareness to their home.

On the ESC 19 team, there are 2 TRA cohort leaders with secondary background (high school Language Arts, high school Social Studies). One member (high school special education educator) engaged with the administrative TRA. She and another consultant (middle school Language Arts and Social Studies) will be going through certification over the summer. Having a secondary lens when engaging with the TRAs has provided our team with a bridge of understanding about the gaps our secondary students currently experience. This will inform each of the 5 initiatives we plan to engage with. Currently 13 consultants provide our area districts with support implementing the HQIM products in the Texas OER. Of them, 11 are RBIS Certified Math or Language Arts trainers (3 being from the secondary level).

Our cross trained team has constantly engaged in PD that calls for our teachers to be working across contents. Sessions such as "Transforming your P.E. Classroom into a Math and Science Lab" has, for years, been encouraging our teachers to collaborate using all their language domains (speaking, reading, writing, listening and thinking). No educator can do it on their own. The more cross collaboration our students engage in, the more they are able to transfer academic, reading, and language skills.

ESC Region 19 has positioned itself to be a leader in secondary literacy development.

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.

We will distribute marketing material through Constant Contact™ (CC) to 100% of 6-12 teachers who have used our events management system. Our average open rate of marketing materials distributed to teachers who have an established relationship with ESC R19 is right above 50%. We intend to use this information and deploy a marketing campaign where our goal is to have 150 participants [who are 6-12 educators] attend the conference. Parent outreach will happen directly with our identified districts. This collaboration will deepen our relationship with our area LEAs and community.

We will make ongoing adjustments in order to have representation from each of the 12 districts here in our region and charter schools.

Performance Measure 1- TEA will be given access to and summary of all the survey results. Meticulous records of all participation is a standard expectation for ESC R19 and will be carried into this grant. Data driven decisions will be recorded during conference committee meetings.

Performance Measure 2- Surveys will include the question "The grantee will include the following question in their follow-up conference surveys: "Do you [the teacher] feel prepared to teach materials as intended after attending [the conference]"

Performance Measure 3- TEA will have access to the Google Drive where meeting notes and other documents will be housed.

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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.

El Paso and Hudspeth Counties have numerous QOZs and they lie within the boundaries of the different school districts and charter schools that we support. Our marketing team at ESC R19 continues to expand their social media outreach and online communication as this has become one of our primary means of communication. We have not entirely abandoned the more traditional methods of disseminating information, such as flyer distribution through email distribution lists to area district directors and campus personnel, but have combined the practice with the use of programs such as Constant Contact™. These marketing methods along with the all-important face to face, will all be used to reach the populations that are in most need of academic supports.

Additionally, we have access to various employees that work directly with districts' migrant and homeless programs. They have vast experience recruiting and translating documents and promotional materials from English to Spanish. ESC Region 19 is also oversees the migrant and homeless program for the largest district in our region as well as a few of the smaller ones. This is definitely an edge that ESCR19 possesses.

With the expansion of the ESC's podcast, we also have a voice outside of our regular hours and avenues.

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.	Substitutes for Conference and TRA attendees	20,000
2.	Stipends	16,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Rental and Operating Lease	7,000
7.	Consulting Fees	40,000
8.	Podcast Services	3,560
9.		
10.		

Supplies and Materials

11.	Reading Materials	5,000
12.	Supplies	2,000
13.		
14.		

Other Operating Costs

15.	Advertising	2,000
16.	Podcast equipment	4,500
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
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