TEA
Texas Education Agency

2023-2024 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5
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: U.S. Code Title 20 Chapter 70 Subchapter II Part B Subpart 2 6642

Grant period: From **10/2/2021** to **09/30/2024**   **Pre-award costs:** **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): N/A

1. Applicant Information

Name of organization | Raymondville Independent School District

Campus name N/A   CDN 245903   Vendor ID 74-6001950   ESC 01   UEI HDKTZB528C13

Address 419 FM 3168   City Raymondville   ZIP 78580   Phone 956-689-2302

Primary Contact Dr. Benjamin Clinton   Email bclinton@raymondvilleisd.org   Phone 956-689-8181

Secondary Contact Alejos Salazar   Email asalazar@lasaraisd.net   Phone 956-642-5473

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   ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances   ☒ Lobbying Certification
☒ Application-Specific Provisions and Assurances   ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Stetson Roane   Title Superintendent   Email sroane@raymondvilleisd.org

Phone 956-689-8176   Signature *Stetson Roane* (DocuSigned by: 6FB221465B7B43F...)   Date 05/31/2023

Grant Writer Name Kristina Ubina   Signature (DocuSigned by: D230845B6D04E1c...)   Date 05/31/2023

◯ 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
Raymondville ISD and Lasara ISD are both in Opportunity Zones (3 pts); Lasara ISD and La Villa ISD are classified as rural (3 pts). The districts' locations cause them to be hard-to-staff areas, with an average staff turnover rate of 19.1% (TX: 17.7%)	An SSA will be formed to use grant funds to hire an Instructional Literacy Coach that will provide on-going teacher implementation support, with an emphasis on supporting teachers who were recently hired to fill district vacancies. Additionally, the districts will create a strategic compensation model to enhance the recruitment/retention of the coach in these hard-to-staff rural areas.
The SSA's average Economically Disadvantaged (ED) rate is 89.3%, and the average Special Education student percentage is 60.6%. Both of these are higher than the state's respective averages of 60.7% and 43%.	The districts will use grant funds to provide targeted assistance to these EB and disabled students (6 pts). Specifically, students under these classifications will be targeted to receive intensive and accelerated intervention/support, as well as be provided OER products, which will be used in their daily classroom instruction.
On average, only 52.7% of the districts' K-5 SPED students passed the STAAR Reading assessment. This is much lower than the state's average of 70% (Source: 2022 Results Driven Accountability (RDA)).	To combat this, the literacy coach will provide this SSA with 1) Training to personnel and staff to support, develop, and administer Amplify, a TEA OER Product to both districts (5 pts). 2) Offer HQ professional development to teachers and administration in both districts. 3) Coordinate early intervention for EB, ED, and special education students.

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.

SPECIFIC: 1) Hire one Instructional Literacy Coach to provide PD. 2) Target all K-5 students, specifically, those classified as EB, Section 504, and/or those that come from families who fall 200% below the poverty line (3 pts). 3) Increase Reading Language Arts (RLA) for the targeted students by 15%. MEASURABLE: Outcomes will be measured utilizing: Writing Rubric, STAAR scores, benchmarks/report cards, sign-in sheets to track PD attendance, and PEIMS data determining the demographic of students served. ACHIEVABLE: Use a strategic compensation model to enhance the recruitment/retention of a qualified literacy coach. RELEVANT: The proposed strategies are relevant as the students in the districts perform lower in Reading STAAR tests. TIMELY: Services will be on-going from the start of the grant period until September 30, 2024, the grant's end date.

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

Benchmarks for the first quarter of the program include: I) Hire the literacy coach for the grant program; II) Create and utilize a rubric to assess student baseline data in Reading Language Arts (RLA) subjects; III) Create/implement a strategic compensation model that enhances the recruitment/retention of a literacy coach; IV) Schedule Professional Development (PD) trainings that will occur during the grant funding period; V) Conduct an initial introduction meeting between the districts' educators and the literacy coach to discuss the program and its purpose; VI) Complete the pre-coaching survey administered by TEA; and VII) Identify through Teacher and Parent input students who are emergent bilingual and/or Section 504 to ensure they receive additional support and intervention.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Benchmarks for the second quarter of the program include: I) Coordinate two (2) sessions between the literacy coach and educators to discuss proposed strategies and purchase needed TEA OER products; II) Have 50% of teachers state they feel more equipped to instruct evidence-based initiatives in RLA; III) Provide at least 1 embedded professional development training for teachers, principals, and/or other school leaders; IV) Coordinate comprehensive literacy instruction with early childhood education programs and activities that are conducted after-school; V) Coordinate comprehensive literacy instruction with after-school programs and activities in the district; and VI) Have 25% of the targeted students demonstrate academic growth in RLA (mCLASS software, benchmarks, or report cards).

Third-Quarter Benchmark

Benchmarks for the third quarter of the program include: I) Coordinate two (2) additional sessions between the literacy coach and educators to discuss the effectiveness of strategies and the OER products that were implemented; II) Provide at least one (1) additional embedded professional development training to teachers, principals, and/or other school leaders; III) Have 90% of teachers state they feel more equipped to instruct evidence-based initiatives in RLA; IV) Ensure a total of 30 educators receive support from the literacy coach; V) Complete the post-coaching survey administered by TEA; VI) Ensure 40% of the targeted students partake in after-school activities that incorporate comprehensive literacy instruction; and VIII) Have 40% of the students demonstrate academic growth in RLA (mCLASS software, benchmarks, or report cards).

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.

Raymondville ISD (RISD) will serve as the fiscal agent for this SSA due to the district's successful implementation of the following TEA grants: TCLAS, TRPN Perkins Reserve, and LASO. During these funding periods, RISD conducted proper and effective grant management through frequent data collection and reporting that is consistent with TEA guidance and will continue in the TRI Grant program. RISD plans on collecting data every month to determine if progress is being made toward meeting the SMART goal and quarterly benchmarks listed above. Data collected includes the: Increase in participating educator's efficacy, as measured by educators implementing effective practices; Demographic of students served; Number of educators effectively trained by the literacy coach; Specific areas of support the literacy coach is assisting educators with (support in implementation, videos, artifacts, etc.); Status on the creation of a comprehensive recruitment and retention plan; and Improvement in performance of students who were instructed by educators that received literacy coach support. IF BENCHMARKS DO NOT SHOW PROGRESS: Administration will meet to identify what can be done to improve outcomes. The data mentioned above will be collected and reviewed to identify where the gaps in the program are. If gaps are identified, modifications will be made, such as increasing dedicated meeting time for the literacy coach, increasing the number of PD trainings that are offered, purchasing additional HQIM, and increasing embedded literacy coach training sessions. By making modifications when needed, the SSA will ensure satisfactory progress, compliance with grant requirements, and achievement of stated services and performance targets, and will enable the districts to be eligible to receive the noncompetitive continuation grant funds. MODIFIED PROGRAM FOR SUSTAINABILITY: If the program is not progressing sufficiently, the literacy coach will discuss modifications needed to the SSA leads and adjustments will be made accordingly. If the SSA requires guidance on addressing a certain issue, they will reach out to TEA and/or other schools implementing a similar grant program to ensure their insufficiency can be addressed properly. If modifications must be made, the districts will send out letters to parents/guardians, community, administrators, and board members to notify them of the intent of the districts to modify the program.

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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 K-5* 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 K-5* 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 K-5* 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.

PROOF OR A PLAN ON RECRUITING AND HIRING A LITERACY COACH: To ensure the districts can support TEA's goal of developing a pipeline of literacy coaches, RISD has initiated the recruitment process to hire a literacy coach, prior to the October 1, 2023, requirement. As part of this process, RISD has created a literacy coach job description and scheduled interview dates before the October 1st deadline. This individual, once hired, will be tasked with providing targeted intervention and support to at least 30 teachers annually, as well as students who are classified as economically disadvantaged, with disabilities, Emergent Bilingual (EB), and/or highly mobile/at-risk.

NOTE: The district is committed to hiring an individual who has completed the required HB 3 Reading Academies and has completed RBIS Training. If the individual needs one or the other, the district will implement a deadline to complete these requirements. This literacy coach will have a minimum of a bachelor's degree, preferred master's degree, along with several years of teaching experience. When selecting this Instructional Literacy Coach, the district will look for individuals who were: 1) Comfortable speaking in front of large groups and classrooms of students; 2) Excellent teachers with teaching experience at the particular level they're coaching; 3) Knowledgeable about reading processes, assessment, and instruction; 4) Masters of their craft and comfortable modeling lessons and teaching techniques in front of other educators; and 5) Experienced in coaching educators and assisting in coordinating PD trainings.

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9. Statutory/Program Requirements (Cont.)

2. (Literacy Coaching Opportunity) Identify the tier 1 curriculum used for K-5 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).

Each district implements Tier 1 State-Adopted RLA Instructional Curriculum for all K-5 campuses. Below you will find the current HQIM products that are/will be used by each district.

• Raymondville ISD: To bring rigorous instruction to all their K-5 students, Raymondville ISD uses supplemental OER (Eureka Math) products in the K-5 classes. The district plans to expand services to use TEA HQIM products (Amplify) for the 2023-2024 school year and will begin implementation this summer.
• La Villa ISD: The district currently uses and implements Amplify K-8th (HQIM supplemental), Eureka Math (OER), Odell (OER), and Carnegie (OER).
• Lasara ISD: The district currently uses and implements Amplify (HQIM), HMH Into Math (HQIM), and HMH Into Reading (HQIM).

The HQIM products listed above will support teachers in implementing Research-based Instructional Strategies (RBIS) and assist in addressing the needs of all learners, including students with disabilities, Emergent Bilingual students, Economically Disadvantaged students, and gifted and talented students. If funded, the Literacy Coach will support teachers by assisting them in implementing additional HQIM and OER products that increase the overall effectiveness of their teaching strategies; thereby, improving academic achievement.

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

Based on guidance provided by TEA, the following performance measures will be tracked to gauge grant effectiveness:
• Number of teachers effectively trained by literacy coaches;
• Percent increase in participating teacher's efficacy, as measured by educators implementing effective practices as well as student academics; and
• Percentage of evidence-based activities implemented that meet the requirements of strong or moderate evidence, as defined by the Notice Inviting Applications (NIA).

To ensure these performance measures are met, the following activities will be implemented:
I. Coordination of Staff - The districts will have monthly meetings with early childhood education personnel to ensure they are collaborating in the literacy development of children whose literacy skills are below grade level.
II. Retention Plan for Literacy Coach - The districts will ensure the Instructional Literacy Coach is retained throughout the duration of the grant and post-funding. This will be done through the use of strategic compensation methods; thereby helping the districts staff their hard-to-staff locations.
III. High-Quality Professional Development Trainings for Teachers/Principals - The Instructional Literacy Coach will provide on-going 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. To ensure the quality of the trainings provided is high, the districts will thoroughly vet the external organizations and training providers to determine if they have the quality and experience needed to provide such trainings.
IV. Intervention and Support - The districts will provide intensive, supplemental, accelerated, and explicit intervention and support in ELA for children whose literacy skills are below grade level. This will be done through Amplify, a TEA-recognized HQIM, as well as by embedding a knowledge-building curriculum into everyday instruction (the curriculum will be focused on the science of teaching reading) (15 pts).

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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.

TARGET SCHOOLS IN QUALIFIED OPPORTUNITY ZONES (QOZS): Raymondville ISD and Lasara ISD have the ability to support traditionally unserved student populations (i.e. those that come from Qualified Opportunity Zones (QOZs), low-income, etc.). Evidence of this can be seen by the districts' ability to serve L.C. Smith Elementary, Pittman Elementary, and Lasara Elementary campuses, all of which are located in QOZs (5 pts). To be qualified as one of the opportunity zones, the targeted campuses must be within an area identified as having chronic unemployment, lower population density, and significant economic disruptors, such as natural disasters.

SERVING LOW-INCOME, HIGH-NEED STUDENTS, INCLUDING CHILDREN LIVING IN POVERTY, EMERGENT BILINGUALS, AND CHILDREN WITH DISABILITIES: In addition to falling into the categories listed above, the districts have:
• An average Economically Disadvantaged rate of 89.3%;
• An average Emergent Bilingual student rate of 13.8%; and
• An average Special Education student rate of 60.6% (Source: 2021-2022 Texas Academic Performance Report).
Based on these statistics, along with the qualification referenced above, the districts will emphasize targeting low-income, high-need students with this Texas Reading Initiative Grant Program.

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.

ORGANIZATIONS LITERACY APPROACH: Each of the district's literacy frameworks were created to define beliefs, align practices, and take action for continuous improvement. As part of the literacy frameworks, the districts incorporate various research-based practices that are positive, purpose-driven, and incorporate student-led discussions. These practices include but are not limited to 1) Coaching-Facilitating - The teacher thinks along with students and helps them develop their own ideas rather than directing their thinking and telling them what to do. 2) Scaffolding - The teacher supports students at their independent learning levels, enabling them to solve problems and carry out tasks that would otherwise be impossible due to falling behind academically. 3) Literacy Workstations - Stations are created where students work in pairs using instructional materials to practice reading, writing, speaking, listening, and working with words. 4) Guided Practice - Teacher leads students through rehearsals of skills, processes, or routines to ensure understanding, accuracy, and automaticity. The framework assures the districts' capacity to use grant funds to improve literacy instruction (5 pts). HOW IT ALIGNS WITH THE RLA RBIS: RLA Research-Based strategies include: Foundational Skills, Text Complexity, Knowledge Coherence, and Text-Based Responses. The way the districts practices will align to the RLA RBIS include: 1) Foundational Skills - Literacy foundational skills are explicitly taught to each student using scaffolding, which tailors the instruction to each student's need. 2) Text Complexity - Complex text and academic language are instructed during the use of the literacy workstations, which enable students to review learning materials and practice reading/writing. 3) Knowledge Coherence - Student knowledge and vocabulary coherence are built through coaching-facilitating, which enables students to develop their own ideas and grasp the content rather than being told what to do/think. 4) Text-Based Responses - Text-derived instruction is used during guided practice learning, which included writing short essays, reading short stories, and completing other text-derived work assignments. INCLUSION OF HQIM: During regular classroom instruction, as well as during the use of literacy workstations, students are frequently provided with HQIM. If funded, the districts will continue the implementation/utilization of Amplify and incorporate other HQIM products, which will assist district teachers in providing impactful lessons that develop the brilliance of their students.

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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.

N/A

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.

N/A

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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.

N/A

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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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.	Instructional Literacy Coach for RLA intervention/support.	$66,000
2.	Extra-Duty Pay for Teachers to attend trainings.	$5,000
3.	Benefits	$12,780
4.		
5.		

Professional and Contracted Services

6.	Funds for high-quality professional development for teachers and coach.	$7,776
7.	Funds to coordinate early childhood involvement to increase literacy development.	$7,000
8.		
9.		
10.		

Supplies and Materials

11.	Laptop for Instructional Literacy Coach and other supplies.	$9,420
12.		
13.		
14.		

Other Operating Costs

15.	Travel needed to attend trainings.	$1,000
16.	Indirect Costs	$6,024
17.		

TOTAL GRANT AWARD REQUESTED: $115,000

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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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