2023-2025 Texas Reading Initiative - Literacy Coach Professional Development

Competitive Grant Application: Due 11:59 p.m. CT, November 15, 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 **02/05/2024** to **09/30/2025**   **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): [ ]

1. Applicant Information

Name of organization: Region III Education Service Center

Campus name: [ ]   CDN 235950   Vendor ID 1741586149   ESC 3   UEI GZCIam15MVN5

Address 1905 Leary Lane   City Victoria   ZIP 77901   Phone 3615730731

Primary Contact Melissa Koop   Email mkoop@esc3.net   Phone 3615730731

Secondary Contact Ann Goodman   Email agoodman@esc3.net   Phone 3615730731

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 Morris Lyon   Title Exec Director   Email mlyon@esc3.net

Phone 3615730731   Signature _[signature]_   Date 11/15/2023

Grant Writer Name Ann Goodman   Signature _[signature]_   Date 11/15/2023

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. Shared Services Arrangements

Shared services arrangements (SSAs) **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
TRI grants have provided 58 literacy coaches through out the state. These literacy coaches need a pipeline for professional development and supports for consistent implementation and job embedded PD.	A TRI lead literacy coach hired by ESC Region 3 would provide support and job embedded professional development for TRI Literacy Coaches across the state. A TRI Lead literacy coach will provide a minimum of 2 in-person check-ins focused on observations, implementation supports, and one on one coaching as needed by the TRI grant coach in each area across the state.
Literacy coaches need an opportunity for whole group trainings, peer collaboration and forming partnerships with a common goal.	Region 3 will provide an annual 2 day face to face conference for the 23-24 and 24-25 school years. The conference will include sessions focused on best coaching practices, RBIS, HQIM implementation and TEA input.

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.

As the state provider of Texas Reading Initiative - Literacy Coach Professional development, Region 3 ESC will provide all training associated with the Texas Reading Initiative to the state's TRI literacy coaches, including the three successful pillars to job embedded professional development: 1) whole group face to face training, 2) implementation support, and 3) one-on-one coaching. To increase literacy coach efficacy, training provided to coaches will include research-based instructional strategies (RBIS) and high-quality instructional materials (HQIM) implementation.

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

During the first quarter, the TRI lead for this project will contact all statewide TRI Grant coaches for required meetings, establish implementation support commitments, and set up the initial one-on-one coaching session. Each coach will receive their first coaching visit prior to the Literacy Coaching Conference.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

The inaugural two-day literacy coaching conference will be successfully completed in the second quarter of the grant as a whole group component of the grant requirements. Sessions will include student focused coaching, best coaching practices, RBIS, HQIM implementation, TRI grant convening, and TEA-led sessions geared towards all Texas Reading Initiative grantees. The conference will be held in a metropolitan location with airport access for the convenience of travel from all over the state. The goal is to have a minimum of 90% attendance. A communication plan will be established which will include whole group face-to-face training, implementation support, and one-on-one coaching. Initial one-on-one coaching sessions will be complete by the end of the second quarter of the grant. Implementation support to state literacy coaches will be documented for data collection.

Third-Quarter Benchmark

Evaluation data will be analyzed from the Literacy Coaching Conference and from initial one-on-one coaching visits. Collected data will drive topics/conversations during the second required one-on-one coaching sessions, which will take place during the third quarter. Evaluation surveys will be used to collect data to analyze the success of the coaching sessions.

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 and modification for the literacy coach job embedded professional development will include a combination of quantitative and qualitative data. Quantitative data will include progress measures for students of teachers supported by the literacy coach. Qualitative data will include input from administrators and teachers participating in the coaching grant. Input will include suggestions for improvements moving forward with future implementation. In addition, qualitative data in the form of programmatic step-backs with Region 3 personnel along with designated TEA representatives will be gathered for use in future sustainability of this grant.

Project evaluation and modification for the literacy coach professional development conference will include a combination of quantitative and qualitative data. Quantitative data will include post conference survey results with at least 95% of results in all evaluative survey questions resulting in positive conference reviews. Qualitative data will include input from conference participants, presenters, and committee members. In addition, qualitative data in the form of programmatic step-backs with Region 3 personnel along with designated TEA representatives will be gathered for use in future sustainability of this grant.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____ .

RFA/SAS# 701-24-110/701A-24   2023-2025 Texas Reading Initiative– Literacy Coach Professional Development   Page 3 of 10

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.

☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2025 TRI Literacy Coaching Professional Development grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 TRI Literacy Coaching Professional Development grant 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 that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 7. The applicant provides assurance that the content of hosted literacy coach professional development conference will provide training on effective, student focused coaching practices, align with materials and trainings provided by the Texas Instructional Leadership team at TEA and provide RBIS training.

☒ 8. The applicant must be certified to redeliver RBIS training or provide RBIS training from a certified provider.

☒ 9. The applicant provides the assurance that the award will be monitored by a person/team with extensive literacy coaching expertise.

☒ 10. The applicant must allow TEA to host several sessions at the conference focused on the Texas Reading Initiative grants.

☒ 11. The applicant must include sessions devoted to supporting emergent bilingual students and struggling readers.

☒ 12. The applicant ensures that it will be able to provide all 58 TRI grant coaches with at least two in-person check-ins throughout the year.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS# 701-24-110/701A-24   2023-2025 Texas Reading Initiative– Literacy Coach Professional Development   Page 4 of 10

8. Statutory/Program Assurances, cont'd

☒ 13. The applicant must provide quarterly Communities of Practice virtually to all TRI Grant Coaches.

☒ 14. The applicant must report on all required performance measures as well as provide data requested by TEA for grant-related purposes.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____ .

RFA/SAS# 701-24-110/701A-24   2023-2025 Texas Reading Initiative– Literacy Coach Professional Development   Page 5 of 10

9. Statutory/Program Requirements

1. Provide the plan for the literacy coaching conference including how it incorporates literacy coaching best practices, HQIM Implementation, RBIS training, and emergent bilingual support. Include a rationale as to why your organization is best suited to lead this conference.

Region 3 showcases success through the high percentage of districts actively engaged in the Strong Foundations grant, HQIM implementation, RBIS training, and emergent bilingual support. By leading the planning for the literacy coaching conference, Region 3 will incorporate TEA initiatives to make the work relevant for a state trainer of trainers literacy coaching conference. Other ESC TRI points of contact will be invited to participate in the conference planning. Our Literacy Coach will utilize staff from our ESC and other ESCs to assist in breakout sessions to ensure all coaches have an opportunity to participate, collaborate, and plan how to successfully implement appropriate strategies not only specific to their needs but also the students/teachers they serve.

Region 3 will utilize a planning and performance management framework to systematically ensure all of the grant requirements are accomplished and reviewed.

2. Provide a plan to reach all 58 literacy coaches for two in-person check-ins that can be a combination of observations, continued training from the main conference, and or consultations. These check-ins will include actionable next steps for all of the coaches.

The two in-person check-ins will align with the Texas Instructional Leadership model for coaching. Individual coaching sessions will include lesson alignment, observation/feedback, data driven instruction, in-person training and SMART goal setting, including action steps. Resources used for these coaching sessions will come from the Texas Instructional Leadership suite of services.

As a follow up to the initial coaching visit, recommendations will be made for specific sessions to attend at the Annual Coaching Conference.

Second required one-on-one coaching visits will incorporate newly learned concepts/skills/strategies showcased at the conference to use in coaching work in districts. These focused professional development take-aways will be included in the agenda for the second one-on-one session.

Region 3 will utilize a planning and performance management framework to systematically ensure all of the grant requirements are accomplished and reviewed.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____ .

9. Statutory/Program Requirements

3. Provide a plan for coaching professional development that will take place during the in-person check-ins. In your plan include what types of skills you will be working to build and potential resources you would use to help model specific skills. Last, your plan should include a clear process for assigning action steps because of your coaching work.

Region 3 will model a successful plan similar to one currently utilized by the HQIM implementation coaching. Evidence of Region 3 successes in leading statewide initiatives are also demonstrated through the status as a VIP provider for both Texas Lesson Study and Texas Instructional Leadership, as well as a Hub Leader for Texas Lesson Study.

Region 3 supports TEA initiatives including Strong Foundations planning, RBIS, HQIM Implementation, Texas Lesson Study, ESF, and TIL. Initiatives are intricately woven together to support learning and improve outcomes for all students. The suite from TIL will be a proven resource for coaching. Region 3 has experienced trainers in TIL, Teach Like a Champion and Get Better Faster to provide support for the TRI professional development. All of these resources will be utilized to plan, model, and deliver coaching to the literacy coaches.

Region 3 processes related to coaching work will incorporate a planning and performance management framework to systematically ensure all of the grant requirements are accomplished and reviewed. This proven framework provides the opportunity for planning, evaluation, and feedback for all stakeholders and creates failsafe systems to execute and support action steps as related to coaching meetings.

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

Support and strategies will be provided to the 58 literacy coaches to recruit schools or districts to attend a conference in Qualified Opportunity Zones (QOZs) or teachers serving low-income, high-need students, including children living in poverty, emergent bilinguals, children with disabilities, and struggling readers to their area conferences.

Literacy conference held in regions have recruited schools and districts through the QOZs. Coaches will be able to identify districts in the QOZ areas of which they are working. Coaching visits will focus on strategies, best practices for students in low-income, high need, and poverty communities.

Sessions on the topic of recruitment for teachers of identified students in QOZs will be offered at the coaching conference. Coaches will be encouraged to attend recruitment sessions offered at regional literacy conferences.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS# 701-24-110/701A-24 | 2023-2025 Texas Reading Initiative– Literacy Coach Professional Development | Page 7 of 10

9. Statutory/Program Requirements

5. Provide why your region is best suited to develop comprehensive literacy coach professional development and how it can improve literacy coaching across Texas.

Region 3 ESC takes a proactive approach in coordinating TEA initiatives within the service center. Collaboration among ESC departments ensures services are coordinated and aligned to the needs of districts. This intentionality of coordination at Region 3 demonstrates success in maximizing the impact of TEA initiatives for districts. Through the Region 3 ESC planning and performance management framework, collaboration and communication is achieved with planned deep dives, step backs, and a continual evaluation of wrap around services.

The success of the literacy coaches across the state will require similar collaboration and coordination to best serve the students of Texas. Region 3 is prepared to apply this process with TRI literacy coaches in the development of the comprehensive professional development delivery.

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	

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS# 701-24-110/701A-24 | 2023-2025 Texas Reading Initiative– Literacy Coach Professional Development | Page 8 of 10

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.		
2.		
3.		
4.		
5.		

Professional and Contracted Services

#		
6.		600,000
7.		
8.		
9.		
10.		

Supplies and Materials

#		
11.		100,000
12.		
13.		
14.		

Other Operating Costs

#		
15.		110,000
16.		
17.		

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____ .