



2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades 6-12

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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 DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

- 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 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/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
Students from low socio-economic backgrounds are performing 13 percent lower at the approaches level in reading as compared to the total population of students as measured by STAAR.	Our literacy coach will coach ELAR instructors on high-quality instructional practices and will coach non-ELAR teachers on the reading/writing workshop model as a modality to support students from poverty.
Students from non-english speaking homes are performing at 23 percent lower at the meets level in reading as compared to the total population of their campus as measured by STAAR.	Our literacy coach will provide support to teachers of ELL students across all content areas to support higher levels of academic achievement through the implementation of high-quality professional development.
Students enrolling in our district from the foster care system require additional levels of support to learn and achieve at the same level as their peers who are not highly mobile and living in crisis.	Our students enrolling from a residential facility will be supported by our literacy coach through both direct intervention and coaching of their teachers on how to effectively work with students in crisis. Our literacy coach will combine TPRI strategies with instructional strategies to support this population.

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.

All students from the three targeted populations will grow academically as measured by the Reading STAAR exam. Students from poverty, English language learners, and students in the foster care system will achieve at levels that close the gap between their achievement scores and the achievement scores of the total population by one-third in the first year, one-half in the second year, and two-thirds in the third year of 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

All students will be administered the Measure of Academic Progress (MAP) assessment at the beginning of the year, or their enrollment if they enroll after the first two weeks of school and again before the winter break to measure their academic progress in reading comprehension. Results will be analyzed to identify patterns and trends and to adjust the level of support and intervention the students from the targeted populations will receive.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

All students will be administered a standards-based exam and results will be compared to the student's past performance on STAAR as well as the predicted progress of the student through their MAP testing scores.

Third-Quarter Benchmark

All students will be administered the interim STAAR exam and results will be compared to the student's past performance on STAAR as well as the predicted progress of the student through their MAP testing scores.

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.

The data collected from the three benchmarks will be utilized along with additional formative student data as a means to progress monitor the achievement levels in reading for the targeted populations of students. Data will inform the campus response-to-intervention team as to if the reading/writing workshop model and the exact path intervention lessons are resulting in academic gains for our students who are from poverty, students who are learning English, and our students who are in a residential facility. If students are not making adequate progress, the literacy coach will target additional specific interventions for the students who are not performing and will provide the student's teachers with high levels of support to implement the interventions that are designed to support the student.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

9. Statutory/Program Requirements

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

- Check this box if applying for the literacy coaching opportunity**
- Check this box if applying for the regional literacy conferences opportunity**

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

The literacy coach that will be hired as a result of the funds received from this grant will attend high-quality professional development training and in turn teach the teachers and administrators in our district on the practices they have been taught. This literacy coach will already come to this position with a strong background in supporting teachers and providing campus and district-based professional development. While working in collaboration with teachers, administrators, and the instructional technology department, the literacy coach will develop surgical level plans for targeted populations and individual students to help raise their academic achievement levels as measured by STAAR. This ongoing training will be front-loaded during pre-service of the academic year and ongoing training will occur as the literacy coach identifies patterns and finds needs through student data.

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9. Statutory/Program Requirements (Cont.)

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

Student data will be made readily available to the literacy coach so that the person may identify students from the targeted populations that require interventions. STAAR data, MAP scores, grades, attendance rates, and PEIMS demographic data will all be used to identify the students who are most in need of high-quality interventions and the teachers who will support these interventions.

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

The reading/writing workshop applies to all content areas. Students will engage in reading activities in all of their classes and through the support and coaching of our literacy coach, our teachers will be well prepared to teach students using the tenets of the reading/writing workshop. Secondary teachers in all content areas will have the opportunity to learn from and be coached by our literacy coach.

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

This literacy coach will work collaboratively with the teacher who is leading the reading academy for our kinder through 5th-grade students. Through their partnership and cohesion, students will benefit from a common language of instruction that carries from their years in elementary through their time in middle and high school. The literacy coach will also coordinate training with the elementary administration to provide support to students who are in the district after-school program. By providing training to the elementary administration and teachers of the after-school program, the students will be better prepared for their first year in middle school.

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9. Statutory/Program Requirements (Cont.)

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

Salado ISD has a middle school assistant principal with twenty-five years of experience as an ELAR teacher and three years of experience as a middle school assistant principal. Her passion is for supporting teachers and students. If we receive this grant, we will recruit and hire her to be our literacy coach and then hire a replacement for her assistant principal position.

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

Our literacy coach will provide staff training on the reading/writing workshop to all staff members during pre-service of each academic year. The literacy coach will attend training through our regional service center and outside partnerships that the coach will, in turn replicate to our teachers through professional learning communities. These professional learning communities will meet bi-weekly throughout the school year to support the teachers and students we are targeting for growth.

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

Literacy outcomes will be identified both qualitatively through the observations and rich interactions in the student's classrooms as well as quantitatively through MAP score data and STAAR data.

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9. Statutory/Program Requirements

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

We plan to support student learning with the targeted populations of students who are living in poverty, students who are classified as English language learners, and students in the foster care system. Teachers will be trained on the reading/writing workshop and exact path as a means to provide students in the targeted populations with the support necessary to achieve at the same level as their peers who are not identified in these special populations as measured by both STAAR and MAP testing.

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

Our school district will manage the grant, collect data, track student progress, and report our results at a high capacity because we are a small school district in need of the support that this grant can provide. The key individuals that will play a role in ensuring the successful management of this grant include:

Dr. Ted Smith, Principal of Salado Middle School
Brandy Stanford, Chief Financial Officer of Salado ISD
Karen Ewton, Assistant Principal of Salado Middle School
Brandon Boyd, Principal of Salado High School

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

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9. Statutory/Program Requirements

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

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

10. Equitable Access and Participation

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

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

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Literacy Coach	82,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional Development for the literacy coach	12000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Instructional Materials	10000
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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