



2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5

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: U.S. Code Title 20 Chapter 70 Subchapter II Part B Subpart 2 6642

Grant period: From 09/24/2021 to 09/30/2022 **Pre-award costs:** ARE/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

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 Digitally signed by Dr. Grenita Lathan Date: 2021.06.22 15:30:14 -05'00' 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.

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/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
In response to HB3906 the district needs to implement the disciplinary literacy program for K-5 to meet the needs of all students.	The literacy coach will provide a minimum of 20 hours of professional development to K-5 teachers, campus leaders, and instructional specialists in disciplinary literacy.
Eight percent of 3rd grade special population students reading at or above grade level as measured by the Meets standard on STAAR in fall 2021, needs to increase by 2percentage points to 10% in spring2022.	The Literacy Coach will monitor the participating teacher's tracking of special education and English Language Learner students' progress. Instruction in the 5 critical elements of reading: phonics, phonemic awareness, vocabulary, comprehension, and fluency will be modified based on student needs.
Forty percent of 3rd grade students reading at or above grade level as measured by the Meets standard on STAAR in fall 2021, needs to increase by 2 percentage points to 42% in spring 2022.	The Literacy Coach will work closely with the participating teachers to implement a targeted, strategic reading plan to increase student achievement and ensure all students read on grade level.

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.

By the end of September 2022, 95% of participating teachers will exhibit effective teaching skills in disciplinary literacy across content areas (Reading, Math, Science, Social Studies) to impact the Universal Screener results of 90% of students in the participating Qualified Opportunity Zones (QOZs). Houston ISD has identified 5 campuses (i.e., Elmore ES, Gallegos ES, Hilliard ES, Marshall ES, and Neff ES) located in QOZs where the Literacy Coach will work with 30 teachers to provide strategic implementation of the reading plan and professional development in disciplinary literacy. The Literacy Coach will work closely with teachers, campus leaders, the Reading Academy team, and the Elementary Curriculum and Development Dept to provide focused teacher support for HB3 Reading Academy year 2 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

By the end of fall 2021, a contracted service provider will facilitate professional development in Disciplinary Literacy to the Literacy Coach, K-5 teachers, campus leaders, and instructional specialists. During this same time period the Literacy Coach will conduct a needs assessment of all 30 teachers identified from the QOZs. The Literacy Coach and Disciplinary Literacy trainer will review needs assessment feedback and develop a professional development plan, and calendar. Using results from teacher observation, targeted skill-building to address learner deficits will be implemented with identified teachers.

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 Literacy Coach will continue to implement disciplinary literacy professional development to the identified 30 teachers based on the results of the needs assessment and professional development plan. By the end of March 2022, 75% of teachers will exhibit effective teaching skills in disciplinary literacy across content areas (Reading, Math, Science, Social Studies) to impact the Universal Screener results of 50% of students in the QOZs. Teachers will be required to create disciplinary literacy artifacts to provide evidence of learning across all content areas. Teacher observations will continue.

Third-Quarter Benchmark

By the end of June 2022, 85% of participating teachers will exhibit effective teaching skills in disciplinary literacy across content areas (Reading, Math, Science, Social Studies) to impact the Universal Screener results of 80% of students in the QOZs. The Literacy Coach will survey teacher satisfaction with the professional development, support with Reading Academy best practices and the effectiveness of disciplinary literacy. The results of the survey will be shared with all stakeholders to solicit feedback to guide in program modification and sustainability.

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.

Houston ISD will use Universal Screeners as our student growth assessment tool. Students will be assessed at the beginning of the year (BOY) and will be grouped based on the results of the data. Students who struggle with the same TEKS/skill will be grouped for small-group instruction. Progress monitoring will continue until the middle of year (MOY) assessment, and student groups will be adjusted according to MOY results. Targeted instruction will be provided to students according to the results from the screener. A percentile rank serves as a proficiency benchmark. If student percentile rank does not show growth, the Literacy Coach will consider making the following adjustments based on individual student need: alter mode of support (face-to-face or computer-based), frequency of support (increase the number of days), support duration (increase time), and level of intensity in targeting skill (urgent intervention). We will closely monitor student progress weekly by formal and informal assessments, check for understanding, and progress monitoring. Additionally, targeted professional development will be provided to address identified areas where teacher growth is needed, with frequent observations to monitor and ensure that students are receiving high-yield instruction for growth. The Literacy Coach will follow the model to train teachers, teachers will employ what has been taught and modeled in the Reading Academy and professional development, Literacy Coach will provide observation and feedback of best practices implemented in the classroom, teachers will assess student growth for expected improvement, and will recalibrate with the Literacy Coach after evaluation.

For TEA Use Only:

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

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 or are currently completing the required HB 3 Reading Academies.
- 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 will build capacity by facilitating collaborative planning sessions with teacher teams and supporting campus leaders in identifying professional development priorities aligned with teacher and student needs. The Literacy Coach will work with teacher leaders and administrators in Professional Learning Communities (PLC's) to facilitate planning, data analysis, examination of student work, and modeling of effective practices at the teacher team level. This work will build capacity and leverage campus resources. The Literacy Coach will coach teachers and teacher teams in the use of best practices, planning reading lessons, and interventions. To increase teacher effectiveness, the Literacy Coach's efforts will be collaborative in nature and driven by the need for student outcomes in reading to increase.

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

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)

The Literacy Coach will solicit referrals from teachers of students in the special population groups (ELL, Special Education and economically disadvantaged, etc.) to receive target interventions. The students will be identified based on data from Universal Screeners. Progress monitoring measures will be in place to determine if students are making progress, no progress or regressing. When regression and no progress are observed, students will be grouped for urgent intervention for 4-6 weeks. If students still do not make progress with urgent intervention instruction, the Intervention Assistance Team (IAT) will convene to establish next steps (referral for evaluation). A referral for evaluation will made to the IAT to determine the need for accommodations or specialized services. Students in need of support services (wraparound, SEL, etc.) will also be identified through observations, teacher referral, and/or IAT.

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

Disciplinary literacy is the merging of content knowledge, experiences, and skills with the ability to read, write, listen, speak, and think critically within all content areas (Lent, 2016). We will strategically move teachers from teaching reading strategies and transmitting information to showing students how to engage in the literacies that make up their discipline (math, reading, science, social studies) through providing professional development on disciplinary literacy. The Literacy Coach will provide professional development, showing teachers how to model creative and critical thinking strategies for students across contents. This comprehensive approach to literacy will heighten student interest by embedding 21st century technologies and platforms for students to express their learning (blogs, multimedia, social media, props and various disciplines). Through our professional development we will shift our teacher's perspective from using writing as an assessment to using it as a tool to deepen student learning (retain, retrieve, and process information).

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)

The grant activities will include professional development in disciplinary literacy for early childhood teachers to implement in after-school tutoring programs and activities. The Literacy Coach will provide support to early childhood teachers in their implementation efforts of after-school programs and activities. The Literacy Coach will also provide instructional materials during tutorial sessions and homework help time for students needing targeted assistance in phonics, phonemic awareness, vocabulary, comprehension, and fluency. After school program teachers will also provide across content activities to be used during enrichment. There will be routine collaboration between the teacher who is providing daily instruction and the after school teacher to meet the needs of the student, and to address areas for growth.

For TEA Use Only:

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

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)

The Literacy Coach position will be advertised. HISD Human Resources will post a full position description with all pertinent information on Houston Independent School District's web page via the Frontline Applitrack System. The district's process for hiring the Literacy Coach will ensure that talented applicants are given the opportunity to apply and interview for the position. An internal webinar, provided by the Elementary Curriculum and Development Dept., will be held for applicants to learn about the position, job responsibilities, and ask questions.

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)

The Literacy Coach will receive Trainer-of-Trainers professional development in disciplinary literacy from the author. A calendar of training opportunities will be vetted by the Elementary Curriculum Department and provided to the Literacy Coach throughout the school year to allow for implementing high yield best practices for teaching literacy. Utilizing techniques, knowledge and materials from valuable trainings, the Literacy Coach will observe teachers and provide feedback for continued improvement of practice and skill.

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)

Elementary Curriculum and Development Department recognizes gains in grades 3-5 mathematics, grades 3-5 reading, and grade 5 science student achievement; however, much more work needs to be done around early literacy, grades 3-5 reading and writing to increase student achievement and to close the achievement gap. The district plan is to provide the following strategies to address transforming academic outcomes: Provide district wide professional development to address the New Reading Texas Essential Knowledge and Skills and process standards, Provide Reading Academy training for Kinder, Special Education, Principals, and Teacher Development Specialist, Provide resources within the curriculum that support diverse learners; with the collaboration of other department; with a focus on student special populations, Provide professional development on small group instruction, focusing on strategies for at-risk-students, and Continue training and monitoring of the implementation of strategies to help improve early literacy.

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

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)

HISD launched the ACHIEVE 180 (A180) initiative in the 2017-18 school year. A180 is a research-based action plan to support, strengthen, and empower under-served, and under-performing HISD feeder pattern communities. In order to increase student achievement, best practices from successful school turnaround initiatives including effective teachers, strong principal leadership, and an environment of high expectations for both students and staff are incorporated into the plan. The proposed project is designed to target A180 schools that fall within identified QOZs, as well as schools with a targeted need for support to special populations (Special Education students and English Language Learners students) and Kindergarten. These schools are also similar in overall demographics and need for targeted assistance to move to an improved level of overall performance in all academic areas.

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)

The grant will be managed by the Elementary Curriculum and Development Department. Upon receiving the Notice of Grant Award, all participating campus principals will be contacted to meet to review the grant and discuss implementation, compliance and expectations for meeting progress goals. Dr. Shannon Frazier, Senior Manager of the Elementary Curriculum and Development Department (EC&D) will work alongside with Dr. Maria Garcia, Director of Reading Language Arts to monitor implementation and ensure reporting deadlines are met, track student progress data by working with campus leadership and the student assessment department for predetermined benchmarks. Mignon Rogers, Reading Academy Manager will be on the grant implementation team to work closely with the Literacy Coach. All three individuals have extensive experience in elementary classroom instruction, early literacy and reading instruction, curriculum development, program development, and implementation of district-wide initiatives such as Literacy By 3, HB3 Reading Academy, etc. The department will routinely communicate with the Research and Accountability Department for data collection and tracking, and the Grant Development Department

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)

N/A

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

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)

N/A

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)

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	<input type="text" value="Teachers"/>	Barrier	<input type="text" value="Targeted training for teachers at high-need schools"/>
Group	<input type="text" value="Special Populations"/>	Barrier	<input type="text" value="Specialized supports to improve reading"/>
Group	<input type="text" value="Literacy Coach"/>	Barrier	<input type="text" value="Specialized training in disciplinary literacy"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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

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.	One - Literacy Coach salary to implement literacy training and coaching for project	\$71,000
2.	Fringe benefits at 30% for Literacy Coach	\$21,300
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional development for teachers, instructional specialists, and principals, etc.	\$7,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	General supplies and materials	\$776
12.	Mobile device for Literacy Coach to facilitate coaching and training sessions	\$349
13.	Curriculum training materials	\$2,075
14.		

Other Operating Costs

15.	In-district travel for Literacy Coach	\$1,500
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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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