



# READ Grant Webinar

Request for Letters of Interest for 2019-2020

Reading Excellence Academies Development (READ) Grants

January 10, 2019

<LOI Submissions Due Friday, March 1<sup>st</sup> by 5pm CT>

# Housekeeping Items Before We Begin



## Sound Check

Before we begin, please click the raised hand icon on the GoToWebinar Control Panel to verify audio and visual



## Asking Questions

Please ask questions and submit those questions directly through the GoToWebinar Control Panel



## Responses

We will respond to as many questions as possible today but will collect and answer all questions asked during this webinar. Responses to questions will be posted on the TEA website on January 25



## Webinar Recording

A recording of this webinar with responses to submitted questions will sent to all webinar registrants via e-mail early next week

# Webinar Agenda and Objectives

## Agenda:

- 1) Welcome
- 2) Reading Academies Overview
- 3) READ Grant Details & Timeline
- 4) Questions
- 5) Next Steps

## Objectives:

Participants will:

- identify changes to Reading Academies
- understand components of the READ grant
- understand process and requirements for applying for a READ grant
- ask questions



A photograph of a classroom where several young children are seated at a table, raising their hands enthusiastically. In the background, a boy stands with his hands raised. The room is decorated with colorful posters and has shelves filled with books and supplies. A semi-transparent white box with blue text is overlaid in the center of the image.

# Reading Academies Overview

Senate Bills 925 and 972, both 84th Texas Legislature, 2015, establish:

- literacy achievement academies: kindergarten through third grade teachers
- reading-to-learn academies: fourth and fifth grade teachers

**Reading Academies** include both literacy achievement academies and reading to learn academies.

**The goal of the reading academies is to grow teachers' knowledge, understanding, and systematic use of effective, research-based, and scientifically validated reading instruction methods for students.**

# Change in academies

**20** ESCs operated regional academies

➔ **30 cohorts** established by ESCs, LEAs and / or non-profit organizations

**24 hours** of development over 3 days in the summer

➔ More than **100 hours** over at least 13 days during the summer and throughout the year with additional on-going instructional coaching

Significant majority of participants were K-5 **teachers**

➔ Participants include K-5 **teachers, school leaders, district leaders,** and optional **ESC representatives**

**Grade level** specific grouping

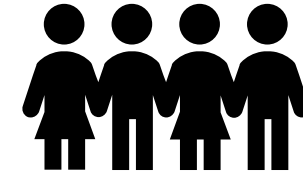
➔ **Differentiated** and fluid **groupings** based on grade level, role, and content



A photograph of a classroom scene. A male teacher with dark hair, wearing a light blue shirt, is standing and gesturing with both hands raised, palms facing forward. Several young students are seated at a round table in the foreground, also with their hands raised. The background features blue storage shelves filled with books and supplies, and a wall decorated with colorful children's drawings and a red pennant that says '2nd'. A semi-transparent white box with the title 'Grant Details and Timeline' is centered over the image.

# Grant Details and Timeline

Task 1: Convene a cohort of reading teachers



Task 2: Provide coaching support



Task 3: Provide logistics support to cohort





# READ Grantees will NOT

- Develop Academies content
- Manage teacher stipends
- Process participant summer travel reimbursements
- Logistically plan summer training

# Composition of the 30 Cohorts

## Geography

- 1 or more school districts
- 15 or fewer campuses
- At least 2 teachers per campus

## Instructional Trainer/Coach

- Will be nominated and hired by cohort with TEA approval
- Will lead training sessions and serve as instructional coach
- No supplant

## Participants

- 60 K-5 teachers (~36 K-3 and ~24 4-5)
- At least 1 instructional leader from each participating campus
- At least 1 academic leader from each participating LEA
- Participating ESC representation

## Convene a Cohort of Reading Teachers

- Identify and ensure the commitment of 60 teachers, demonstrating feasibility for support.
- Establish cohorts comprised of 60% K-3 teachers (roughly 36) and 40% grade 4-5 teachers (roughly 24).
- Identify and ensure the commitment of at least one campus and one district administration leadership for each participating campus and district.
- Ensure at least 50% of participating campuses and districts serve economically disadvantaged students.
- Maintain greater than 90% retention of teachers throughout the course of the year.



## Provide Coaching Support

- Hire a full-time literacy coach to attend and lead PD and support the 60-teacher cohort. **TEA approval of literacy coach required.**
- Ensure full-time literacy coach can observe and offer feedback to each teacher three times per semester for a total of six times per year or nine total hours.
- Engage in three ongoing coaching trainings and provide instructional coaching in cohort member classrooms from May 2019 – May 2020.

## Provide Logistics Support to Cohort

- Manage operational logistics including scheduling three, two-day professional development sessions in October, January, and March. **TEA approval of schedule required.**
- Help to ensure cohort participants have all necessary information and materials to attend summer professional development.
- Provide technical assistance and logistical support to cohort and coach.
- Respond to all emails and calls in service area regarding Reading Academies within 24 hours.

# Establishing Cohorts

## Coordinate

ESCs, districts, and schools within similar geographic regions will collaborate to develop cohorts.

## Identify

Cohort will nominate up to 5 possible literacy coaches. Ensure leadership is committed to attend and guarantee 60 teachers will participate for the full year.

## Apply

TEA will select 30 cohorts, with representation from all 20 regions. Priority points will be awarded to ESCs and rural districts. TEA will approve the nominated literacy coach. If the literacy coach is not approved, then another nominee will need to be submitted for approval.

## Prepare

Determine the cadence of in-person and virtual development sessions making any necessary scheduling or booking arrangements for the three, two-day development sessions throughout the year. TEA approval of scheduled sessions will be required.



# Budgeting per Cohort

## **Instructional Trainer / Coach:**

- ~\$75,000 - \$100,000 salary

## **Materials (including travel, space, and materials):**

- Up to \$130,000 depending on cohort need as demonstrated in the proposal

## **Stipends (managed by Region XIII):**

- ~ \$1,500 per participant



# Use of Funds

## Allowable:

- 100% of the literacy coach salary and benefits
- A portion of grant manager and/or administrative personnel salary
- In-state travel expenses for meetings/technical assistance/training/etc.
- Office supplies, including technology
- Securing space to conduct three on-going development sessions for cohort
- Meetings/professional development to support general READ success and requirements
- Marketing to promote events/trainings/resources
- Other costs for activities/initiatives related to READ as proposed by applicant

## Non-allowable:

- Substitute teachers
- Food or beverage during convenings
- Prizes or awards
- Funds may not supplant any existing position or service

**All funds must SUPPLEMENT,  
not supplant.**

# Critical Dates

<b>January 18, 2019</b>	Last day to submit written questions about READ, no later than 4:00pm CT. Send questions to <a href="mailto:readinginitiative@tea.texas.gov">readinginitiative@tea.texas.gov</a> with the subject line "READ – LOI Question <ESC or Organization Name>"
<b>January 25, 2019</b>	Responses to written questions posted on the following webpage: <a href="https://tea.texas.gov/curriculum/academies/">https://tea.texas.gov/curriculum/academies/</a>
<b>February 1, 2019</b>	Please notify TEA of your intent to submit a Letter of Interest. Utilize the link below to submit your Notice of Intent via Qualtrics by <u>5:00pm CT on Friday, February 1, 2019</u>  Notice of Intent: <a href="https://tea.co1.qualtrics.com/jfe/form/SV_1FCFnH00JTGt9at">https://tea.co1.qualtrics.com/jfe/form/SV_1FCFnH00JTGt9at</a>  Filing of this notice is not mandatory; however, it will assist the Texas Education Agency in anticipating the volume of proposals. Applicants who do not file this notice are still eligible to submit a proposal.
<b>March 1, 2019</b>	Please submit your completed Letter of Interest (LOI) Application and Letters of Commitment to <a href="mailto:readinginitiative@tea.texas.gov">readinginitiative@tea.texas.gov</a> with the subject line: READ LoI _<INSERT ESC, LEA, or Nonprofit NAME>; (example: READ LoI_ESC21). Applications are due by 5:00pm CT on Friday, March 1, 2019.
<b>March 2019</b>	Finalists will be notified by TEA to complete a Request for Application (RFA). Due date for RFA will be given at time of notification.
<b>April 2019</b>	RFA Evaluation and Negotiation Process
<b>May 2019</b>	Notices of Grant Awards (NOGA) issued. Pre-award costs will be allowed from date finalists are chosen in early 2019 through date NOGAs are issued. READ activities begin.



A photograph of a classroom scene. A female teacher with long brown hair, wearing a striped shirt and blue pants, is sitting on the floor and pointing towards a whiteboard. Several young students are sitting around her, looking up at her. The background features a blue wall with colorful crayons hanging on it, labeled with Spanish words: anaranjado, azul, morado, rojo, amarillo, cafe, gris, and negro. A whiteboard on the right side of the frame displays a grid of letters and words under the heading 'SONIDOS INICIALES'. The word 'Questions?' is overlaid in large blue text in the center of the image.

# Questions?