



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: 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 Education Service Center, Region 2

Campus name _____ CDN 178950 Vendor ID 1741587916 ESC 2 DUNS 07692615

Address 209 N. Water Street City Corpus Christi ZIP 78401 Phone 361-561-8400

Primary Contact Joanne Ferguson Email joanne.ferguson@esc2.us Phone 361-561-8551

Secondary Contact Ryan Johnston Email ryan.johnston@esc2.us Phone 361-561-8411

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

Authorized Official Name Dr. Esperanza Zendejas Title Executive Director Email esperanza.zendejas@esc2.u

Phone 361-561-8404 Signature  Date 6/23/2021

Grant Writer Name Joanne Ferguson Signature _____ Date 6/22/2021

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
82% of respondents reported a lack of confidence in their understanding of the difference between a content-free (skills-based) and knowledge-based curriculum.	Each year, the primary objective of the literacy conference will be to build attendees' understanding of a knowledge-based curriculum and how using high-quality instructional materials can help all children achieve better literacy outcomes. Pre/Post surveys, newsletters, and podcasts will also be use to measure knowledge gained before and after conference sessions.
72% of respondents reported a lack of confidence that school staff are effectively interpreting the curriculum or using a high quality knowledge-based curriculum on their campus.	Each year, the conference planning committee will ensure that literacy conference sessions and exhibits focus on delivering tools and resources aimed at offering access to and instruction in the implementation of high-quality instructional materials to effectively use a knowledge-based curriculum on a campus.
83% of respondents reported that they would attend a conference that builds their understanding of knowledge-building instructional materials and implementation.	Each year, the conference planning committee will ensure that a systematic marketing campaign is used to target attendees from rural communities and Qualified Opportunistic Zones (QOZs) serving students who are economically disadvantaged, have disabilities, are English learners, and are highly mobile/at-risk.

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.

After three years, there will be a 60% gain in attendees' understanding of a knowledge-based curriculum and a 60% increase in their access to high-quality instructional materials.

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

1. Number of conference committee members with descriptive data collected (i.e. organization type, location, experience, etc.)
2. Number of meetings held with attendee counts.
3. Number of contacts made through the dissemination of marketing campaign materials that include, but are not limited to email correspondence, podcasts, and conference newsletter.

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. Number of meetings held with attendee counts.
2. Number of resources disseminated to market event the conference that include, but are not limited to email correspondence, podcasts, and conference newsletters.
3. Number of contacts made through the dissemination of marketing campaign materials that include, but are not limited to email correspondence, podcasts, and conference newsletters.

Third-Quarter Benchmark

1. Number of conference attendees with descriptive data collected.
2. Results of pre/post surveys for each session to determine knowledge gained.
3. Number of conference committee members with descriptive data collected (i.e. organization type, location, experience, etc.)
4. Number of meetings held with attendee counts.
5. Number of contacts made through the dissemination of marketing campaign materials that include, but are not limited to email correspondence, podcasts, and conference newsletter.

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 data will be collected to assess both knowledge gained and perceptions of conference attendees. This data will be used to determine the conference's impact, and monitor future events to demonstrate success. To assess the degree to which project goals are achieved the following data will be collected and used as part of an annual needs assessment and evaluation process: (1) monthly conference committee meeting agendas, minutes, and action items, (2) measures of participation and engagement in conference activities and/or sessions, (3) demographic information on the LEA where attendees may be employed, (3) overall satisfaction survey results, and (4) results of pre/post surveys for specified sessions.

As data is collected, program staff will evaluate success by using the following process questions at each benchmark to determine if modifications are needed: (1) Are the pre/post conference activities being performed as planned? (2) Is the project reaching the intended target population? (3) How satisfied are the attendees with sessions? (4) How should the planned activities be modified to work better? (5) What lessons can we learn from the way knowledge is or is not gained during a session or activity? When modifications to the project seem necessary, the following questions will be used to implement new strategies needed to course correct: (1) What can be done differently to ensure knowledge is gained more effectively? (2) What key changes can be made to the conference to enhance the achievement of goals? (3) What are the lessons learned for the future? The overall program evaluation will assess the extent to which the conference focused on the use of high-quality instructional materials to support a knowledge building approach to learning.

To assess the degree to which this was achieved data will be collected to answer the following questions: (1) Did the conference reach the intended number of attendees from QOZs? (2) Did the conference provide the planned activities? (3) Did the activities lead to the expected outcomes? (4) Were there any unexpected outcomes?

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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)

At Education Service Center, Region 2, we plan to offer attendees a wide variety of ongoing opportunities to engage with conference topics surrounding high quality curriculum and instructional materials. This includes offering continued transformative learning and its associated experiences, as well as academic equity by way of email correspondence, podcasts, and a conference newsletter which outlines podcast topics, upcoming aligned trainings offered at the ESC-2, surveys for upcoming topics, and upcoming conference details.

Additionally, current ELAR specialists from PreK to grade 12 will be involved in all aspects of conference planning to ensure they continue to provide regular opportunities for conference attendees to growth in their knowledge of the implementation of high-quality instructional materials. These same staff members can provide job-embedded coaching and feedback opportunities.

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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)

Not applicable

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

In order to offer participants information and guidance on comprehensive literacy instruction, we will design a conference that offers sessions which focus on strengthening a student's ability to navigate, understand, and write about complex print and digital subject matter that reflects critical content from such disciplines as the arts, humanities, sciences, social sciences, English, and math in preparation for college, the 21st century workforce, and global citizenship. Our conference will also offer sessions that help educators identify struggling students, diagnose skills gaps, implement evidence-based teaching practices for reading and writing, and adopt an ongoing review process to evaluate the efficacy of their campus program(s). To ensure that conference session reflect these qualities, the conference planning committee will be made up of individuals with backgrounds in understanding a well-rounded education and literacy instruction. This includes having our own staff with this experience sit as committee members. For instance, the ESC-2 currently has on staff four education specialists serving as House Bill 3 Reading Academies cohort leaders, including one that is approved for the bilingual cohort. Additionally, a number of our content specialists are in the process of completing the Product Advisor Training for all Texas Home Learning (THL). As members they will be able to advise the planning committee on decision impacting sessions and resources provided at the conference.

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)

Our organization has provided direct services to community childcare organizations, Head Start agencies, and LEA's with early childhood programs for the last 20 years. In addition, the service center operates an Early Scholars Academy and a Home Visitation Program. By collaborating with our community agencies and being a Lead Texas School Ready Agent, we offer products and services that include individualized coaching, quality classroom teaching materials, child progress monitoring tools to facilitate small group instruction, and authentic and ongoing professional development. To continually expand our reach, we will include conference sessions that focus on comprehensive literacy instruction in early childhood and after school programs, and facilitate network opportunities between LEAs and community organizations. Additionally, vendors will be chosen based on their ability to offer high-quality instructional materials to support economically disadvantaged students, students with disabilities, English learners, and highly mobile/at-risk students.

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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)

Not applicable

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)

Not applicable

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)

Not applicable

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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)

Not applicable

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)

Not applicable

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)

As with previous ESC-2 conferences such as the Texas Autism Conference, School Nutrition Summer Conference, Annual School Health and Safety Conference, and Region 2 Technology Conference, we take great care in designing conferences that meet the needs our stakeholders. From choosing the right venue to selecting the right speakers and proposals, our experience in organizing a quality conference lends well to the feat of offering our attendees the intended information outlined by the Texas Reading Literacy-Initiative grant. Moreover, our vision of the grant's professional development conference aligns with your goal of building system capacity for our attendees. We will accomplish this feat by utilizing a conference planning committee, built of stakeholders that are knowledgeable of high-quality instructional materials and practices. We will advance this equity by offering sessions that focus on meeting the needs of traditionally underserved students and utilize high-quality instructional materials that are content-rich, culturally and linguistically relevant, and use assessments aligned to the state standards. Attendees will also be offered guidance towards developing in person and remote differentiated lessons with clear purpose, TEKS alignment and pacing in order to encourage inquiry and curiosity within the classroom.

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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)

Participation goals include: (1) At least 400 participants will attend the literacy conference in the first year, 500 in year two, and 600 in year three, (2) At least 50% of conference attendees will represent rural communities and districts in QOZs in the first year, 60% in year two, and 70% in year three, and (3) At least 75% of the conference planning committee will be represented by staff from rural communities and districts in QOZs.

Outcome-focused success metrics include: (1) Number of attendees who built knowledge on the rationale behind a knowledge-building approach to literacy instruction and using high-quality instructional materials, (2) Overall satisfaction with the conference, venue, breakout rooms, accommodations, and staff, all measured separately, and (3) Assessment of the schedule, including large morning session length, individual presentation length, breaks between events, and overall conference duration.

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)

The most effective way to recruit conference attendees from rural communities and districts in QOZs is to establish a conference planning committee with representatives from these areas. The specific responsibilities of the Conference Planning Committee will include: (1) In collaboration with the ESC, the committee will develop the program for each literacy conference. This includes reviewing conference data to choose topics, identify speakers, plan networking activities, and meals. (2) In choosing conference speakers, the committee will rate proposal submissions and select the finalists. The committee is responsible for considering topics that focus on using high-quality instructional materials to support a knowledge-building approach to learning. (3) Monthly meetings will be held to facilitate the planning process starting immediately following grant award, and will continue throughout the three-year grant award. (4) During the conference, committee members will assist with helping attendees, greeting attendees, assisting and introducing speakers and any other activities to ensure the success of the event.

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.	Payroll	\$25,150
2.	Benefits	\$7,465
3.		
4.		
5.		

Professional and Contracted Services

6.	Conference presenters	\$75,000
7.	Publications/Design	\$6,000
8.	Daily rate for additional staff support during conference	\$7,770
9.		
10.		

Supplies and Materials

11.	Reading Materials for conference attendees	\$38,000
12.	Supplies for conference planning and attendees	\$31,495
13.		
14.		

Other Operating Costs

15.	Conference Venue	\$100,000
16.	Room Rental for Planning meetings	\$1,620
17.	Printing	\$7,500

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