



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:

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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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 |
|--|--|
| Address literacy needs of student of K-5 Students at 23 elementary campuses currently serving 11,809 S' w/ Demographics: 56.64 %LEP, 77.6% AR, 99% Hispanic, 91.39% Eco. Disadv. & Incoming Kinder students entering with a 17% decrease in rapid letter naming. | Through the implementation of the 2021-2022 Texas Reading Initiative– Literacy Coaching and PD Grades K-5 program ,a highly qualified and experienced Literacy Coach will be hired to provide individualized instructional support using the HB-3 Blended Model of the Reading Academies to over 200 teachers at 23 Elementary Campuses to ensure all k-5 students improve literacy & read at target levels. |
| Due to COVID-19, the literacy gap has grown amongst K-5 Gr students: Current Kinder 47% fluency decrease, 37% for 1st Gr., 24% fluency decrease for 2nd Gr & 17% decrease in rapid letter naming for incoming K. | Through implementation of the 2021-2022 Texas Reading Initiative– Literacy Coaching & PD Grades K-5 program, all Elementary Special Ed. Enrichment / Enhancement, Dyslexia Reading Specialists, and K-3 teachers who have not been trained on Reading Academies will receive individualized coaching using the HB3 Blended Model of the Reading Academy. |
| La Joya ISD current Graduation Rate is at 86.% College & Career Readiness Skills is at 41.3% and TSI passing rate at the district level is 45.9%. These percentages are below the state averages. | Through the implementation of the 2021-2022 Texas Reading Initiative and the hiring of a highly qualified Literacy Coach, we will coach a total of 200 teachers with Blended Model of the Reading Academies needed to increase students' passing in areas of need, specifically, increasing literacy which will impact students once they reach High School. |

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.

Through the implementation of the 2021-2022 Texas Reading Initiative– Literacy Coaching and PD Grades K-5 program, La Joya ISD will hire a highly qualified Literacy Coach who will coach a total of approximately 200 teachers with blended cohorts at 23 Elementary campuses. These 200 teachers will be trained with HB-3 Reading Academies and Literacy Strategies that they will implement in their classroom during the 2021-2022 school year to increase student literacy. By the end of the school year 2021-2022, the literacy level of the students serviced at the 23 campuses by these teachers will improve by 10% in their respective grade level screeners.
(Job Description of Literacy Coach Attached)

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. Obtain Notice of Grant Award & Present Required Board Agenda Item to accept NOGA
2. Post Literacy Coach Position, Form Hiring Interview Committee & Schedule Interviews (10 pts)
3. Interview and Hire Literacy Coach and ensure he/she has appropriate TOT Training (10 pts)
4. Meet with Elementary Campus Principals to review teacher rosters and select participating teachers
5. Obtain Teacher Participation Commitment (including Special Education Teachers)
6. Meeting with Campus Leadership to create implementation calendar
7. Start implementation of HB-3 Reading Academies
8. Gather data reports of literacy performance for students of all participating teachers (BOY)

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Teachers start Blended Cohort Model of HB-3 Reading Academies
2. Literacy Coach starts providing literacy / coaching support to selected participating teachers
3. Literacy Coach meets with Campus Administration to ensure proper program implementation
4. Gather data reports of literacy performance for students of all participating teachers (MOY)
5. Literacy Coach continues coaching teachers participating in the program
6. Literacy Coach, Campus Administration and Teachers review and analyze data to determine student growth and determine what additional strategies to implement

Third-Quarter Benchmark

1. Literacy Coach continues providing literacy support and coaching to participating teachers
2. Gather data reports of literacy performance for students of all participating teachers (EOY)
3. Literacy Coach, Campus Administration and Teachers review and analyze data to determine student growth and determine if strategies implemented are being successful.

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.

In order to determine when/how to modify the program to ensure student literacy improvement / success, the following data sources will be used:

- * TX-Kea, TPRI, Tejas LEE / *Oral Reading Fluency Monitoring
- * STAR Reading Data
- * State STAAR Data
- * Six Weeks Assessment Data
- * District Benchmark Data

The Literacy Coach and Campus Administration will analyze data from the above mentioned sources to evaluate program success and implement modifications as needed.

After evaluating data, changes will be implemented as needed to ensure student literacy performance improves as expected in SMART goal.

Ensuring that participating teachers receive the appropriate Professional Development (over 200 teachers at 23 Elementary campuses) and strategy implementation coaching is key to ensure program sustainability success. The Literacy Coach will ensure all participating teachers successfully complete the HB-3 Reading Academies and provide the required assistance to teachers that demonstrate additional need for coaching support. Once all teachers are properly trained, they will be able to continue implementing strategies in their classroom. Campus Administrators will be able to observe implementation of strategies as they conduct classroom visits.

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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 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)

10 POINTS:
 Hiring a highly qualified, experienced Literacy Coach with at least 5 years successful classroom teaching experience in the area of ELA and/or Reading and is familiar with Reading Research, Reading Standards and Reading Assessments. Bachelors Degree Required with a Masters in Reading / Literacy preferred.

10 POINTS:
 The selected individual will be required to pass the Cohort Leader Screener assessment as a condition of employment. Through implementation of the HB-3 Blended model the Literacy Coach will provide ongoing literacy coaching, feedback, support and provide a collection of effective research based strategies that will be implemented to target the diverse population of learners. The Literacy Coach will collaborate with Campus Administration and Leaders as well as with the Language Arts Coordinators to implement the HB-3 Reading Academies Training for Elementary teachers at 23 campuses. The Literacy Coach will facilitate blended model discussions and provide ongoing support to struggling teachers to ensure all teachers finish the HB-3 Academy successfully thus providing quality literacy strategy services to all students served.

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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)

25 POINTS TOTAL (5 PER EACH IDENTIFIED CATEGORY):

In order to identify students in need of literacy interventions, the Literacy Coach will review with teachers and Campus Administrations the following data:

- * TX-Kea, TPRI, Tejas LEE
- * Oral Reading Fluency Monitoring
- * STAR Reading Data
- * State STAAR Data
- * Six Weeks Assessment Data
- * District Benchmark Data
- * BOY (Beginning of Year) Reading Renaissance Data

The Literacy Coach will collaborate with the campus Counseling Department to ensure students receiving Special Education, 504, GT, and/or other programs are serviced and special populations are identified for services including, but not limited to, (1)Target Opportunity Zones,(2) Special Education Students, (3)English Language Learners, (4) Economically Disadvantaged and At Risk students, (5) and students from elementary campuses located in rural areas, etc.

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

In order to ensure that a comprehensive literacy instruction program is appropriately implemented , the Literacy Coach will provide coaching support to participating teachers to ensure strategies learned through the HB-3 Reading Academies are being implemented. Campus Administration will also monitor implementation of HB-3 Reading Academies strategies while conducting classroom visits of all participating teachers.

Campus Administration, Literacy Coach and participating teachers will have the opportunity to discuss the implementation of the strategies during Principal's Meetings and/or designated times.

The Literacy Coach will collaborate with the Title III Teacher Facilitators, the Special Education Department, the Counseling Department, the Bilingual Department and the Library Services to align best practices and ensure program implementation success.

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)

In order to coordinate and implement a successful, well rounded and comprehensive literacy instruction program with early childhood program activities and after-school program activities, the Literacy Coach will collaborate with the Language Arts Coordinators and the Federal and States Programs Director to align best practices on allowable activities to be implemented through the ESSER II , and ESSER III grant and RSSP Initiatives as well as collaboration with the Director of the 21st CCLC, Texas ACE Program which provides after school services at five of the elementary schools where teachers will serve students and are part of the 23 elementary schools participating in this program.

Through a comprehensive collaboration plan, literacy instruction that is aligned during the regular school day will transition into activities that are provided during after-school program services.

All activities will be monitored by Campus Administration, Literacy Coach and Director of 21st CCLC, Texas ACE (for participating schools) to ensure fidelity of implementation.

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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)

10 POINTS:

La Joya ISD will abide by all program guidelines regarding Statutory Program Requirements 9.5 regarding recruiting and hiring a literacy coach, ensuring that required La Joya ISD District Board Policy is followed regarding hiring of personnel. As soon as NOGA is received, the posting for the Literacy Coach position will be advertised. The Literacy Coach position requires that the candidate must have at least 5 years successful classroom teaching experience (as evident on yearly appraisal instruments) in the area of ELA and/or Reading and be familiar with Reading Research, Reading Standards and Reading Assessments. The selected individual will be required to pass the Cohort Leader Screener assessment as a condition of employment. Through implementation of the HB-3 Blended model the Literacy Coach will provide ongoing literacy coaching, feedback, support and provide a collection of effective research based strategies to over 200 teachers at 23 elementary campuses that will be implemented to target the diverse population of learners served at La Joya ISD.

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)

10 POINTS:

La Joya ISD has a strong Professional Development Department that provides a wide variety of professional development to all district teachers and staff employees. The literacy coach will be required to attend the following professional development sessions in order to be ready to provide high quality Literacy Coaching services to the over 200 teachers at the 23 elementary campuses:

- * Cohort Leader Screener assessment
- * Cohort Leader Content Course
- * Other trainings as required / recommended by Language Arts Coordinators and/or Executive Directors

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)

In order to demonstrate outcomes for increasing student literacy the following steps will be implemented:

- * Identification of teachers (know your teachers that need literacy coaching)
- * Identification of students (know the students that lack literacy skills)
- * Implementation of a targeted Literacy Coaching Program (HB-3 Reading Academies)
- * Monitoring of the Literacy Coaching Program to ensure implementation fidelity
- * Monitoring of student performance data (constant monitoring - every 6 weeks)
- * Reviewing Literacy Coaching Program as needed to ensure successful outcomes are present

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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)

LJISD is one of the largest districts in Hidalgo County serving 27,685 students in 19/20 with 91.39% Economically Disadvantaged, a poverty rate of 49.1% one of the highest in the US(14.8%) , 77.6% At Risk, 56.64 LEP, and 99% Hispanic. Only 41.3% of LJISD High School graduates are College Ready vs the State's 50% and the Region 52.9% (2018 2019 TAPR) with only 45.9% graduates being TSI ready in ELA & 34.6% in Math vs the state's 58.2% & 46%). Through this program, over 200 teachers at 23 elementary campuses in La Joya ISD will have the opportunity to participate and receive Literacy Coaching Professional Development. La Joya ISD student population meets the criteria identified in statutory program requirement 9.8. All 23 elementary campuses serve low-income, high need students living in in a high poverty rate county area. Additionally 56.64% of students to be served are ELL and all student special populations at all 23 campuses will be served through this program. All 23 schools where the participating teachers will be trained meet guidelines of statutory program requirements 9.8.

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)

La Joya ISD's capacity for grant management fulfills the program requirements. La Joya ISD has the support of the Office of Grant Development for grant implementation and management, the Office of Testing and Evaluation for assisting with data collection, tracking, reporting and student progress reports which will be used to assess progress towards goals and outcomes. Additionally, key individuals that will support the grant program are:
* Assistant Superintendent for C&I - Martin Munoz
* Martha Castillo, Executive Director for Elementary Education
* Linda Laura Lopez, Executive Director for Elementary Education
* Marena Contreras, Executive Director for Elementary Education
* Literacy Coach (Job Description Attached)
* Claudia Muñoz, Language Arts Coordinator * Kathy Pulido, Language Arts Coordinator
* Maria Belem Leal, Grant Development Director

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)

Not Applicable - Applying for Literacy Coach

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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)

Not Applicable - Applying for Literacy Coach

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)

Not Applicable - Applying for Literacy Coach

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 | \$72,000 |
| 2. | Health Insurance | \$5,125 |
| 3. | TRS | \$7,200 |
| 4. | Medicare | \$1,044 |
| 5. | Workers Compensation Insurance | \$720 |

Professional and Contracted Services

| | | |
|-----|--|--|
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|---|----------|
| 11. | Office Supplies, Materials & Technology | \$10,000 |
| 12. | Professional Development for Literacy Coach | \$2,911 |
| 13. | | |
| 14. | | |

Other Operating Costs

| | | |
|-----|---------------------------------------|---------|
| 15. | Mileage to travel between 23 campuses | \$5,000 |
| 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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