



2023-2024 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5

Competitive Grant Application: Due 11:59 p.m. CT, June 2, 2023

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 UEI

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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 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 22 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 2023-2024 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 22 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 2023-2024 TRI – Literacy Coaching & PD Grades K-5 program, all Elementary Sp. 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 Reading Aca |
| 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 2023-2024 Texas Reading Initiative and the hiring of a highly qualified Literacy Coach, we will coach at least 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 (Core and Non-Core). |

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.

(5 Points Improve Literacy Instruction)
 Through the implementation of the 2023-2024 Texas Reading Initiative– Literacy Coaching and PD Grades K-5 program, La Joya ISD will hire an additional HQ Literacy Coach who will coach a total of over 200 teachers with blended cohorts at 22 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 2023-2024 school year to increase student literacy. By the end of the school year 2023-2024, the literacy level of the students serviced at the 22 campuses by these teachers will improve by 10% in their respective grade level screeners. Screeners to be utilized include TX-KEA, TPRI, Tejas LEE and Reading Renaissance STAR. Assessments will be administered at BOY, MOY and EOY.

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
3. Interview and Hire Literacy Coach and ensure he/she has appropriate TOT Training
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 from Screeners (TX-KEA, TPRI, Tejas LEE and RR STAR - BOY Reports)

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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 from Screeners (TX-KEA, TPRI, Tejas LEE and RR STAR - (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 collaborates with current coach and plans to continue providing literacy support and coaching to participating teachers
2. Literacy Coach Gathers data reports from Screeners (TX-KEA, TPRI, Tejas LEE and RR STAR - MOY and EOY
3. Literacy Coach, Campus Administration and Teachers review and analyze data to determine student growth and determine if strategies implemented are being successful.

2023-2024 Literacy Coach will collaborate with current La Joya ISD TRI Literacy Coach to ensure all teachers at the 22 elementary campuses are provided with full high quality comprehensive training that will ensure student success.

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 22 Elementary campuses) and strategy implementation coaching is key to ensure program sustainability success. The Literacy Coach will collaborate with key district personnel and 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.

Coaching support will be provided to teachers in need of assistance based on student screeners data and classroom observations conducted by the Literacy Coach.

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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 to adhere to all the Statutory and TEA Program requirements as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development K-5 Program Guidelines*
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development K-5 Program Guidelines*, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 6. The applicant assures they will comply with the Program-Specific Assurances as applicable found on p. 7 of the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development K-5 Program Guidelines* .

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 (Questions 9.1-9.5)**
- Check this box if applying for the regional literacy conferences opportunity (Questions 9.6-9.8)**

1. (Literacy Coaching Opportunity) Provide proof or a plan on recruiting and hiring a literacy coach. This must be a new position for the grant award.

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 and a Bachelors Degree Required with a Masters in Reading / Literacy preferred is key to program success. The selected individual will be required to complete the program required RBIS training and pass the HB3 Reading Academies as 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 22 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. LJISD capacity for grant management fulfills the program requirements. LJISD has the support of the Office of the Grant Dev. Office for grant implementation & management, the Office of Testing & Evaluation for assisting with data collection, tracking, reporting and student progress reports which will be used to assess progress towards goals and outcomes. Key individuals who will support the grant program are: Assistant Superintendent for C&I, Executive Director for Elem. Education, Literacy Coach (Job Description Attached), ELA Coordinators (2) Grant Dev.

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9. Statutory/Program Requirements (Cont.)

2. (Literacy Coaching Opportunity) Identify the tier 1 curriculum used for K-5 RLA in participating schools. Please provide information on whether this is an OER product, or another HQIM product. If it is another HQIM product, please identify how it aligns with the RLA Research-based Instructional Strategies (RBIS).

15 Points - Support of HQIM ,RBIS)

K-5: The Tier 1 curriculum used for K-5 RLA is HMH. According to the HQIM Rubric, HMH Into Reading and HMH Arriba la lectura scored a 100 in TEKS alignment, Text, Interaction with response to the text, Foundational Literacy Skills, Support for all learners, and Implementation.

The curricula being used incorporate many of the research-based instructional strategies. For example, StudySync incorporates explicit instruction through its "Sync Skills" lessons, which provide direct instruction on grammar, usage, and mechanics, as well as close reading and critical thinking skills. Scaffolding is also built into StudySync through its "Blast" assignments, which are short, high-interest readings that are designed to help students build background knowledge and develop vocabulary before they engage with more complex texts.

HMH's ELA curriculum aligns with the RLA RBIS through its use of explicit instruction. The curriculum includes a wide range of instructional materials, such as teacher guides, student workbooks, and online resources that provide explicit instruction on critical ELA skills and concepts.

SpringBoard also incorporates many of the RLA RBIS into its ELA curriculum, including explicit instruction through its "Skills Lessons," differentiated instruction through its "Differentiated Instruction" and "Embedded Supports," and collaborative learning through its "Collaborative Discussion" and "Group Work" activities.

Overall, while there may be variations in how these programs implement the RLA RBIS, all three curricula are designed to support student learning and achievement through evidence-based teaching practices.

3. (Literacy Coaching Opportunity) Identify the plan for meeting required performance measures.

(5 Points - Support traditionally unserved student populations QOZs):

In order to meet the required performance measures, La Joya ISD will 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.

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 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

In order to increase and monitor student literacy, data from screeners will be analyzed BOY, MOY and EOY. Screeners to be utilized include TX-KEA, TPRI, Tejas LEE and Reading Renaissance STAR. Assessments will be administered @ BOY,MOY&EOY. Additionally, La Joya ISD will capitalize on its strength for grant management capacity to fulfill the program requirements.

LJISD has the support of the Grant Dev. Office for grant implementation & management, the Office of Testing & 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:

Martin Muñoz, Assistant Superintendent for C&I, Marta Castillo, Executive Director for Elementary Education, Mercedes Huerta, District, District Literacy, Claudia Munoz & Kathy Pulido, Language Arts Coordinators for Elementary, Maria Belem Leal, Grant Development Director.

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9. Statutory/Program Requirements (Cont.)

4. (Literacy Coaching Opportunity) Provide a plan for how you will target schools or districts in Qualified Opportunity Zones (QOZs) or serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

(20 Points Total: Opportunity Zones, Rural Communities, Low-Income Families, Emergent Bilinguals, Children w/Disabilities & Strong Foundation Implementation):

(3 points Opportunity Zones) 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%).

(3 points poverty line) Elementary campuses where teachers will be provided training provide services to low-income families (surveys).

(6 points Emergent Bilinguals & Students w/ Disabilities) Through this program, over 200 teachers at 22 elementary campuses in La Joya ISD will have the opportunity to participate and receive Literacy Coaching Professional Development. LJISD student population meets the criteria identified in statutory program requirement 9.4. Teachers that serve students with the high priority to receive training, such as Special Education Teachers, Inclusion Teachers, and Teachers serving Recent Immigrant Students. It is important to note that 91.39% of the student population served by the teachers that will receive training fall under low-income or Economically Disadvantaged.

(5 points Strong Foundations Implementation) LJISD currently is part of the Strong Foundations Math & Literacy Framework Cycle 1 Grant Program which is being implemented at the elementary campuses. All 22 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.

(3 points Rural Communities) The La Joya Independent School District is located in the western portion of Hidalgo County, Texas on the border with Mexico. The district consists of more than 226 square miles stretching west of Mission, Texas to Sullivan City, Texas and includes the smaller communities of Palmview, Texas, Penitas, Texas, Alton, Texas, Sullivan City, Texas, and La Joya, Texas.

5. (Literacy Coaching Opportunity) Describe your organization's literacy framework and how it aligns to the RLA RBIS including how HQIM fits into your organization's literacy framework.

La Joya Independent School District currently has a literacy plan that addresses the RLA RBIS. However, the district is working with the Texas Education Agency (TEA) to develop a more comprehensive literacy framework through the Strong Foundation Literacy Grant.

The Strong Foundation Literacy Grant is designed to support the development of a comprehensive literacy plan that aligns with the Texas Essential Knowledge and Skills (TEKS) and incorporates evidence-based instructional strategies, including the RLA RBIS.

By working with TEA to develop a literacy framework through the Strong Foundation Literacy Grant, La Joya ISD will have the opportunity to build on its current literacy plan and strengthen its efforts to improve literacy outcomes for all students. The framework will likely include components such as curriculum and instructional materials, teacher professional development, assessment, and data analysis.

Developing a literacy framework through the Strong Foundation Literacy Grant will provide La Joya ISD with a comprehensive plan for supporting literacy development that aligns with the RLA RBIS and other evidence-based instructional strategies.

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9. Statutory/Program Requirements

6. (Regional Literacy Conference Opportunity) Provide the plan for literacy conferences including how it incorporates support of HQIM implementation, the science of teaching reading, and a knowledge-building curriculum. Include a rationale as to why your organization is best suited to lead regional conferences.

N/A

7. (Regional Literacy Conference Opportunity) Include the proposed conference participation goals and outcomes-focused success metrics for conferences and your plan to align with the required performance measures.

N/A

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9. Statutory/Program Requirements

8. (Regional Literacy Conference Opportunity) Provide the plan for how you will recruit schools or districts to attend conference in Qualified Opportunity Zones (QOZs) or teachers serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

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"/> | 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 | \$73,440 |
| 2. | Health Insurance | \$5,615 |
| 3. | TRS | \$11,824 |
| 4. | Medicare | \$1,065 |
| 5. | Workers Compensation Insurance | \$735 |

Professional and Contracted Services

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

Supplies and Materials

| | | |
|-----|---|---------|
| 11. | Office Supplies, Materias & Technology | \$8,410 |
| 12. | Professional Development for Literacy Coach | \$2,911 |
| 13. | | |
| 14. | | |

Other Operating Costs

| | | |
|-----|--|---------|
| 15. | Milleage to travel between campuses (22 Elementary Campuses) | \$4,000 |
| 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 |
|-------------------------------------|--------------------------------|
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