



2023-2025 Texas Reading Initiative - Literacy Coach Professional Development

Competitive Grant Application: Due 11:59 p.m. CT, November 15, 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: U.S. Code Title 20 Chapter 70 Subchapter II Part B Subpart 2 6642

Grant period: From 02/05/2024 to 09/30/2025 **Pre-award costs:** 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): N/A

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 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
Effective coaching programs rely on manageable action steps for the instructional coaches. Providing vital support for coaches and breaking down the process into manageable steps is essential for success.	We will establish a coaching framework, that includes regular observations, feedback, and collaborative meetings. By committing to coaching with scripted conversation and using manageable action steps, the instructional coaches will have the ability to see how they need to support the teachers. It is vital that our coaches receive the feedback they need for teachers to grow.
Emergent bilingual students performance is still lower than the all student group, and instructional coaches do not always have strategies to support teachers with effective strategies to support EB students.	To enhance student learning, we will partner with the R10 Bilingual team to access their expertise and resources. This collaboration will empower our instructional coaches with valuable insights and best practices to better support emergent bilingual students, ultimately leading to improved learning outcomes.
Misunderstandings in the realm of teaching reading within LEAs have given rise to inadequate grade-level rigor in instruction and the use of grade-level materials that lack alignment with appropriate grade-level content.	Instructional coaches will acquire a better grasp of teaching reading and address misunderstandings causing grade-level instruction issues. They'll apply evidence-based practices (e.g., RBIS), effective curriculum, and proven instructional materials (e.g., HQIM) to enhance literacy outcomes for diverse student groups.

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.

Theory of Action: By providing high-quality professional development and coaching, instructional coaches will enhance their skills to support teachers in implementing High-Quality Instructional Materials (HQIM), leading to improved student scores.

SMART Goal: By the end of the 2024 -2025 academic year, we will increase student performance among students whose teachers are being supported by the grant's instructional coaches with a 5-point increase in Domain 2a, "Student Growth," scores, compared to the student growth of the 2023-2024 School Year, aligning with the grant's objectives to improve educational outcomes.

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

During the initial quarter benchmark, we will conduct the Instructional Coaches Conference, designed to address the educational requirements centered on High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS). The conference will ensure that 100% of session proposals and presenter selections incorporate R10 PLM+ adult learner extension activities, with a focus on strategies beneficial for all students. Our primary aim, by the close of the first quarter, is to empower instructional coaches with the essential knowledge required to effectively deliver professional development that aligns with the HQIM and RBIS frameworks. In addition to this, we will introduce initial assessment metrics, enabling us to monitor their progress in increasing confidence and proficiency with HQIM and RBIS materials.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

The second quarter benchmark will focus on assessing the action steps implemented by instructional coaches when being observed during their face-to-face coaching interactions. This will ensure that coaching strategies align effectively with the needs of teachers and the HQIM and RBIS frameworks, ultimately contributing to improved outcomes for both coaches and their teachers. This evaluation will include the use of a comprehensive tracking document to monitor the progress and performance of all coaches. This data will be reviewed to inform necessary adjustments and refinements in preparation for the second cycle of coaching.

Third-Quarter Benchmark

The third quarter benchmark will build upon the data collected during the second benchmark. In addition to tracking the progress of instructional coaches and their coaching strategies, we will incorporate student data, specifically the STAAR benchmark data, to measure the overall success of the program. This comprehensive assessment approach will provide insights into the effectiveness of coaching on both instructional coaches and students, guiding further program enhancements and improvements. As part of this evaluation, we will review the STAAR benchmark data to determine the percentage of students exhibiting growth from the previous year, further informing the program's impact on student performance.

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.

We will employ survey data collected from the conference to verify that instructional coaches possess the essential skill set to adequately support teachers. This step ensures that the coaching team is equipped to meet the needs of educators effectively. Additionally, we will analyze the activities by utilizing an Action Step Tracking Document as part of our ongoing project evaluation. These tools will help us monitor the progress of instructional coaches in their implementation of specific action steps. This allows us to gauge the effectiveness of our coaching efforts and identify any challenges faced by coaches.

In response to the insights gathered from data validation and action step progress tracking, we will make necessary modifications to our program. This could include revising our training approaches, refining the strategies for the second round of coaching, and providing personalized support for coaches who require it, both virtually and through face-to-face interaction. Additionally, we will thoroughly review action step data to identify gap-areas that would benefit from refinement, ensuring that we address implementation gaps and improve upon the tools we develop to better support instructional coaches in their efforts to assist teachers. These modifications will enable us to address challenges and ensure the program's sustainability while maintaining alignment with our established goals and benchmarks.

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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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2025 TRI Literacy Coaching Professional Development grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 TRI Literacy Coaching Professional Development grant 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 that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. The applicant provides assurance that the content of hosted literacy coach professional development conference will provide training on effective, student focused coaching practices, align with materials and trainings provided by the Texas Instructional Leadership team at TEA and provide RBIS training.
- 8. The applicant must be certified to redeliver RBIS training or provide RBIS training from a certified provider.
- 9. The applicant provides the assurance that the award will be monitored by a person/team with extensive literacy coaching expertise.
- 10. The applicant must allow TEA to host several sessions at the conference focused on the Texas Reading Initiative grants.
- 11. The applicant must include sessions devoted to supporting emergent bilingual students and struggling readers.
- 12. The applicant ensures that it will be able to provide all 58 TRI grant coaches with at least two in-person check-ins throughout the year.

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8. Statutory/Program Assurances, cont'd

- 13. The applicant must provide quarterly Communities of Practice virtually to all TRI Grant Coaches.

- 14. The applicant must report on all required performance measures as well as provide data requested by TEA for grant-related purposes.

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9. Statutory/Program Requirements

1. Provide the plan for the literacy coaching conference including how it incorporates literacy coaching best practices, HQIM Implementation, RBIS training, and emergent bilingual support. Include a rationale as to why your organization is best suited to lead this conference.

Our approach to the Literacy Coaching Conference involves close collaboration with multiple internal teams, each of which plays a pivotal role in ensuring instructional coaches gain the necessary information to support student literacy. To ensure that we have experts in the field of instructional coaching, we will tap into our well-established mentor program and instructional coach program. Both of these programs have built out frameworks to support instruction coaches and lead teachers in facilitating coaching conversations.

For the successful implementation of High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS), we resource our Strong Foundations team. Additionally, we will collaborate with our Texas Lesson Study team, specialists in PLC facilitation to support HQIM. While we would leverage our Reading Academies, Early Childhood, and Literacy team to support active engagement in literacy strategies, it would also be vital to ensure we are supporting all learners. In addressing the needs of emergent bilingual students, our dedicated Multilingual team would provide parts of their already cohort model learning series. Additionally, we would leverage Region 10's State-Level Dyslexia Support Program and our Special Education, state SPEDX program. Leveraging these teams ensures that we do not operate in isolation but rather as part of a holistic approach to supporting all learners. It's important to note that Region 10 has established itself as a leader in these fields, with state-leading programs across our internal teams. This track record of excellence makes us uniquely suited to lead and host a conference that effectively integrates these diverse yet interrelated components.

2. Provide a plan to reach all 58 literacy coaches for two in-person check-ins that can be a combination of observations, continued training from the main conference, and or consultations. These check-ins will include actionable next steps for all of the coaches.

We would first group the coaches into geographic clusters, allowing us to efficiently travel to designated locations for these in-person interactions. This approach not only eliminates travel-related challenges but also ensures that we can effectively reach coaches across different regions. During these check-ins, our program will encompass both general small group training sessions designed to build on the content and knowledge shared during the main conference, as well as valuable one-on-one consultations. These personalized consultations will provide coaches with the opportunity to discuss their specific challenges, seek guidance, and receive tailored support.

The focus of the interactions will be the Action Step Document, which will serve as a guiding framework. It will facilitate focused discussions and coaching sessions, ensuring that coaches remain aligned with actionable steps in line with the program's overarching objectives. Following these interactions, we will collaboratively establish clear next steps for each coach, taking into account their unique circumstances and requirements. These next steps will include the creation of artifacts that are not simply for compliance but are intrinsic to their daily work. This approach promotes a more organic and meaningful connection between their responsibilities and the program's goals, supporting their professional growth and development.

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9. Statutory/Program Requirements

3. Provide a plan for coaching professional development that will take place during the in-person check-ins. In your plan include what types of skills you will be working to build and potential resources you would use to help model specific skills. Last, your plan should include a clear process for assigning action steps because of your coaching work.

The coaching professional development during the in-person check-ins is designed to enhance critical skills of our literacy coaches. The focus areas include effective coaching techniques, data analysis, reflective practice, and cultural sensitivity. Coaches will develop constructive feedback skills, refine data analysis, enhance reflective practices, and foster cultural responsiveness in their coaching.

To model these skills, we will utilize a range of resources, such as video demonstrations, role-playing exercises, case studies, and insights from guest experts. These resources will provide practical examples and interactive learning opportunities to help coaches grasp the nuances of effective coaching, all in alignment with our Action Step Document.

Following the professional development, coaches will collaborate with mentors or facilitators to set specific, measurable action steps directly linked to the Action Step Document. This collaborative approach ensures coaches take ownership of their professional growth, remain accountable for implementing what they've learned, and contribute to the program's success.

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

Dallas's status as a major transportation hub makes it the ideal location for the conference. The city's accessibility, with more direct flights than any other Texas city, significantly eases the travel burden for attendees. This accessibility is a major draw for schools and districts from across the state, ensuring that participants can conveniently make their way to the event. We aim to capitalize on Dallas's strategic location, making attendance more feasible and attractive for educators.

Working in partnership with all other Education Service Centers (ESCs) in Texas, we will embark on a collaborative promotional campaign. This joint effort will maximize the reach and influence of each ESC, ensuring that information about the conference is widely disseminated. Additionally, our dedicated communication and marketing team will use their expertise to create engaging marketing materials and employ targeted outreach strategies. These efforts will be instrumental in raising awareness about the conference among schools and districts serving high-need students.

To ensure that the conference is accessible to the right audience, we will tap into our community partnerships and collaborate closely with other teams across R10 ESC (e.g., Title III, Special Populations, TIL, HQIM, Curriculum/ Instructional Practices, etc.). These partnerships will enable us to engage districts and campuses through different audiences serving emergent bilinguals, children with disabilities, struggling readers, and children living in poverty. Through targeted outreach efforts, we will ensure that these schools and districts are informed about the conference's offerings and encouraged to participate, aligning our efforts with their unique needs and requirements.

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9. Statutory/Program Requirements

5. Provide why your region is best suited to develop comprehensive literacy coach professional development and how it can improve literacy coaching across Texas.

Our region is uniquely positioned to develop comprehensive literacy coach professional development. We are state leaders in programs such as Strong Foundations, Texas Lesson Study, Emergent Bilingual education, School Improvement, Texas Instructional Leadership, Dyslexia, and Special Education. This expertise enables us to ensure rigorous alignment with standards and research and ensuring that the program is aligned to all these state initiatives.

Additionally, we have played a pivotal role in creating implementation documents for Open Educational Resources (OER) materials within the Texas Curriculum Resources (TCR) initiative. This involvement provides us with a unique perspective that sets us apart from other Education Service Centers (ESCs). Our comprehensive approach to literacy coach professional development, combined with our state leadership in various programs and OER implementation, allows us to influence and improve literacy coaching practices across Texas. This, in turn, ensures that educators receive the highest quality support and resources to enhance literacy outcomes for all students.

We have also established our own instructional coaching and mentoring programs which has equipped us with a deep understanding of the precise skill set these coaches require for success. These initiatives not only demonstrate our commitment to fostering literacy excellence but also highlight our comprehensive approach that spans program development, mentorships, and the creation of invaluable resources. As a result, we are exceptionally well-suited to lead and improve literacy coaching across Texas.

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.	Payroll & Benefits	\$330,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Conference and Conference speakers	\$259,549
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Printing, Materials & Supplies	\$80,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel	\$100,000
16.	IDC	\$42,147
17.		

TOTAL GRANT AWARD REQUESTED: \$811,969

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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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Congress of the United States
House of Representatives
Washington, DC 20515

November 1, 2023

To whom it may concern,

As the U.S. Representative for Texas' 32nd Congressional District, I write in support of the application for the Texas Reading Initiative Literacy Coach Professional Development funding submitted by Texas' Region 10 Education Service Center. The Region 10 ESC serves more than 880,000 students, 115,000 school staff which includes 60,000 teachers in over 130 ISDs, charters and private schools across 10 north Texas counties. This federal funding will allow Region 10 to grow and expand the important work of training literacy coaches and bringing our students up to grade level reading.

The last few years have brought unprecedented challenges to our educators in their mission of guiding students' growth and ensuring their reading and comprehension skills are at grade level. Our Education Service Centers have worked to develop innovative and empathetic approaches to both working with students and training education professionals. The Texas Reading Initiative has created a strong model of success, and Region 10 has the track record to improve upon that success by providing job embedded learning opportunities for instructional coaches across the region.

As a product of the Dallas Independent School District, and the son of a retired DISD educator, I know that the Region 10 Education Service Center has been working to support our schools, students, and teachers for decades. I am grateful to the U.S. Department of Education and Texas Education Agency for your continued investment in our education. Thank you for your full and fair consideration of the Region 10 ESC application for the 2023-2025 Texas Reading Initiative Literacy Coach Professional Development funding.

Please do not hesitate to reach out to my office should you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Colin Z. Allred".

Colin Z. Allred
Member of Congress