



# 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:** 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 Bob Hope School/Hughen Center, Inc.

Campus name 123807101 CDN 123807 Vendor ID 74-1157851 ESC V DUNS 965881845

Address 4545 Highway 73 City Port Arthur ZIP 77642 Phone 409-983-3244

Primary Contact Ellen Messick Email ellen.messick@bobhopeschool.org Phone 409-983-3244

Secondary Contact Dr. Bobby Lopez Email bobby.lopez@bobhopeschool.org Phone 409-983-6659

**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 Dr. Bobby Lopez Title CEO Email bobby.lopez@bobhopeschool.org

Phone 409-983-6659 Signature *Bobby Lopez* Date 06/28/2021

Grant Writer Name Ellen Messick Signature *Ellen Messick* Date 06/28/2021

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
83.8% of Bob Hope students are from economically disadvantaged households; 37.3% are English-language Learners; and 40.3% are at-risk of dropping out. These populations are among the LEAST represented in higher education.	In order to prepare more of its students for postsecondary education and in-demand careers, Bob Hope Schools has added instructional coaches to improve teacher quality, which will, in turn, improve student achievement. TX Reading Initiative Funds will support these efforts by providing salary, consultants, and materials for teachers, students, and family engagement in reading/literacy.
In 2019-20, 87.4% of BHS teachers had less than 5 years of experience. All need support using data to drive their own instructional improvements and their students' growth and achievement.	Previously, administrators bore primary responsibility for data disaggregation and analysis. In 2021-22, Bob Hope Schools will implement weekly Professional Learning Communities with classroom teachers to make instruction even more data driven and improve collaboration. Literacy coaches are key to this success.
Less than 70% of students in grades 3 and 4 passed the STAAR exam in Reading: Grade 3: 69%; Grade 4: 63%. (Grade 5 passing was 80%.)	During the school year, Bob Hope Schools will make use of unit tests to improve progress monitoring and implement 1:1 and small-group interventions via pullout sessions. In summer sessions, Bob Hope will use TEA's COVID Recovery Instruction Materials Support Initiative (CRIMS) curriculum.

**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.

By the end of the first project year:

--At least 80% of classroom teachers will have improved their teaching practice as evidenced by student improvement gains;

--The number of students reading on grade level will increase as follows: K-2: +25%; 3-5: +35%; and

--The number of all students (K-5) showing at least one year of growth in reading will increase by at least 25% over baseline data from 2020-21.

**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**

--The number of students reading on grade level will have increased as follows: K-2: +10%; 3-5: +10%;

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## 6. Measurable Progress (Cont.)

### Second-Quarter Benchmark

- At least 50% of classroom teachers will have improved their teaching practice as evidenced by student improvement gains;
- The number of students reading on grade level will have increased as follows: K-2: +15%; 3-5: +18%;

### Third-Quarter Benchmark

- At least 70% of classroom teachers will have improved their teaching practice as evidenced by student improvement gains;
- The number of students reading on grade level will have increased as follows: K-2: +20%; 3-5: +25%; and
- The number of all students (K-5) showing at least one year of growth in reading will have increased by at least 20% over baseline data from 2020-21.

## 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.

The Bob Hope Leadership Team uses the District Improvement Plan and Campus Improvement Plan processes of collecting and reviewing multiple sources of qualitative and quantitative data, setting ambitious but realistic goals, and creating action plans to realize those goals. The district's data management systems allow administrators, teachers, parents, and students to view data appropriate to their role and to be accountable for improving outcomes. The Texas Reading Initiative – Literacy Coaching and Professional Development grant Project Management Team will integrate data collection for this grant initiative into the overall data collection efforts for the District and Campus Improvement Plans, including data-gathering for this project's specific outcomes-based measures of effectiveness. In addition to QUANTITATIVE data needed to show FORMATIVE progress toward SMART goals (CIRCLE Progress Monitoring; Texas Kindergarten Entry Assessment (TX-KEA); NWEA MAP; Texas Primary Reading Inventory (TPRI) for English-speaking students and Tejas LEE for Spanish-speaking students; Renaissance Star Reading; and STAAR Reading benchmark and actual exams), literacy coaches will also gather QUALITATIVE data from participants through training session evaluations (teachers) and satisfaction surveys (teachers, parents) to monitor program impact and effectiveness. The Chief Academic Officer (CAO) will also visit each school at least twice weekly to observe literacy coaches, monitor program implementation to ensure overall quality, and troubleshoot issues as they arise. The CAO, supported by others on the Leadership Team (CEO, Campus Directors/Principals), will be responsible for project reporting to TEA. Additionally, Bob Hope School will implement a structured biannual data review process designed to identify trends in student strengths and weaknesses and develop individual instructional support plans. In the unlikely event that benchmarks for SMART goals do not show progress, the CAO, in conjunction with the Campus Director/Principal and Literacy Coaches, will collaborate and create a personalized plan for struggling teachers to improve their teaching effectiveness. The Campus Director/Principal (supported by the CAO) will revisit the plan with each teacher weekly for ongoing accountability and support.

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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)

Bob Hope Schools will provide ongoing, high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders through a combination of the following:

- Training, support, and coaching provided by the Bob Hope Schools Chief Academic Officer and Campus Directors/Principals;
- On-site Instructional/Literacy Coaches, who will observe individual teachers and provide direct 1:1 and grade-level support to them in their classrooms and in PLCs;
- Contracted trainers from ESC Regions 4 and 5 (and to some extent, 13 and 20) who are experts in reading and literacy;
- Contracted trainers from Seidlitz Education who are experts in sheltered instruction;
- Contracted trainers from other high-quality sources who are experts in reading, literacy, and data-driven instruction; and
- Other professional development supports as determined to be timely and appropriate based on data trends and teacher request.

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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)

Bob Hope Schools will identify children in need of literacy interventions or other support services from a variety of input sources. These include beginning of year (BOY) diagnostic test results; mid-year progress monitoring (MOY) results as students progress through the curriculum and the school year; teacher referrals (regular classroom teachers and teachers managing after-school tutorials); parent referrals; general academic histories (review of school records); ARD/IEP records of students with disabilities; and literacy coach observations. Teachers, supported by literacy coaches and the Chief Academic Officer as well as others, will review data during weekly Professional Learning Communities (PLCs) to determine individual plans and pathways for students.

This multiplicity of sources will ensure that students have ongoing opportunities to receive intensive supports, ongoing check-ins, and 1:1 or small-group interventions as well as to exit the intervention when data-based indicators show they have progressed to reading on grade level, passing STAAR Reading, have made at least one year of growth, and/or no longer need supports.

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

Bob Hope Schools will integrate comprehensive literacy instruction into its existing Montessori and Dual-language programs through specialized training for new and beginning teachers, regularly scheduled professional development days. In 2021-22, Bob Hope will focus on strengthening early childhood reading and literacy instruction through phonics instruction (PreK-2); using data to improve teacher quality, student growth, and student achievement; and by making instructional and programmatic adjustments based on current data from a multiplicity of sources (see Project Evaluation and Modification, page 3).

The combined approach of Montessori, Dual-language, and phonics instruction, supported by highly qualified literacy coaches will strengthen literacy instruction and improve student growth and achievement for all students, both in the regular classroom and in Special Education classroom settings. As always, teachers will be supported in reaching English-language learners and students with disabilities through a variety of research-based methods and practices and will have opportunities to debrief these approaches in their weekly PLCs.

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)

Bob Hope Schools has applied for a multi-year Nita M. Lowey 21st Century Community Learning Centers after-school program grant and is waiting to hear of this award from the TEA. Dr. Lopez, Bob Hope Schools' CEO, assures TEA that any after-school funding granted under this initiative will be integrated with existing and future awards, including this Reading/Literacy Coaches grant, in order to maximize program efficiencies and reduce duplication of efforts.

Further, the CEO, COO, and CAO assure TEA that resources allocated for early childhood (Montessori) and Dual-language programming, along with existing after-school tutorial programs and related funding will be supplemental to the professional development activities, teacher supports, and student interventions made possible by this literacy coaches initiative. The CAO will ensure coordination of program content and will work with the COO to ensure existing funding is not supplanted during the grant period.

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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)

Bob Hope Schools has developed a job description for the position of Instructional Coach and a related handbook for 2021-22 with specific sections addressing the charter organization's Partnership Principles (Equality, Choice, Voice, Reflection, Dialogue, Praxis, and Reciprocity) adopted from Jim Knight's work on coaching as a leadership skill; Coaching Model (Identify, Learn, Improve); Instructional Coach Roles (Resource Provider, Data Coach, Curriculum Specialist, Instructional Specialist, Classroom Supporter, Mentor, Learning Facilitator, Learning Facilitator School Leader, Catalyst for Change, and Learner); and Training and Support for Instructional Coaches. The handbook also includes an Instructional Coach Belief Statement that reads, "We believe in supporting teachers with the goal of improving student outcomes, which in turn provides opportunities for continued educator growth and positive impacts on our campus and district culture."

Bob Hope Schools recruited its existing Instructional Coaches through TalentEd, TASA, and its own website and will train these staff on June 30 and July 1, 2021. Bob Hope Schools meets all minimum requirements as set by the Texas State Board of Education Certification and all subgrant requirements.

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)

Beginning in 2021-22, Bob Hope Schools will provide job-embedded professional development for the literacy coaches through weekly Professional Learning Communities (PLCs) that focus on teaching teachers to analyze data to improve instruction; through

--Regional Service Center experts (primarily Regions 4 and 5 but also Regions 13 and 20);

--Summer training provided by subject-matter experts;

--Texas A&M University (focused on building rigor and literacy skills); and

--In-person trainings by Seidlitz Education on sheltered instruction for English-language learners (ELs).

Additionally, a Dual-language consultant will provide job-embedded PD for literacy coaches as well as K-5 teachers so they can better integrate direct literacy instruction into both the Dual-language and the Montessori models.

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)

A key to demonstrating outcomes for Bob Hope students is to provide a variety of diagnostic and assessment instruments and opportunities to show growth on a wide spectrum of indicators from the beginning (BOY) to the middle (MOY) to the end (EOY) of each school year. Bob Hope Elementary Schools use a combination of instruments, including CIRCLE Progress Monitoring (pre-K); the Texas Kindergarten Entry Assessment (TX-KEA); the Dyslexia Referral Checklist (DRC)—a questionnaire that builds a link between direct assessment of early reading skills (grades K, 1, and 2); NWEA MAP (grades preK-5); the Texas Primary Reading Inventory (TPRI) for English-speaking students and Tejas LEE for Spanish-speaking students (both for grades 1 and 2); Renaissance Star Reading (grades K-5); and the STAAR Reading exam and benchmarks. Additionally, Bob Hope will incorporate more unit tests to monitor student progress and show growth.

This variety of instruments allows teachers to acquire more data to help match reading instruction with specific student needs and helps them plan targeted instruction for their students. Formative assessment data is also beneficial for teacher professional development by tracking the use of quality teaching behaviors and setting goals for improvement based on results. Weekly PLCs will support teachers in making effective use of these many data points.

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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)

Bob Hope Schools draws students from all over the cities of Beaumont and Port Arthur, both of which include Qualified Opportunity Zones. Beaumont's two QOZs include census tract numbers 48245002500 (in which 27.4% of the population lives below the poverty line) and 48245011700 (25.3% below poverty). Port Arthur's six QOZs include census tracts 48245010100 (41.2% below poverty), 48245006300 (28.3% below poverty), 48245005400 (24.4% below poverty), 48245011800 (31.8% below poverty), 48245006100 (46.8% below poverty), and 48245005900 (36.9% below poverty). Across all Bob Hope Schools, 83.8% of students are low-income; 37.3% are ELs; and 40.3% are at-risk of dropping out of school. Bob Hope will continue to target, recruit, enroll, and serve low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities as a focus of its mission, vision, and values. Bob Hope's history of serving these high-need student groups in both cities ensures that grant funds directly impact the students most in need of support.

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)

Bob Hope Schools is an experienced grant manager, having been awarded multiple grants from the Texas Education Agency, including (most recently) Early College High School (ECHS) Planning and Implementation and CCRSM Pathways in Technology Early College High Schools (P-TECH).

Long-time Bob Hope/Hughen Center CEO, Dr. Bobby Lopez stewards partnerships with outside agencies and assumes ultimate responsibility for the success of each grant-funded initiative. The Bob Hope School Elementary Campus Director (Principal) will assume ultimate responsibility for the achievement of all Benchmarks and Outcomes-based Measures for the TX Reading Initiative grant period, and the Bob Hope Chief Financial Officer will ensure the grant funds are being effectively and efficiently coordinated with other school initiatives and that all grant activities are supplemental to existing efforts. Each Literacy Coach will work with grade level's PLCs to collect and analyze data for to improve teacher efficacy and student achievement, and will work under the direction of the Chief Academic Officer to roll these data points up into project-specific grant reporting according to the schedule set forth by TEA. Please see resumes for the CEO, CAO, CFO, and Campus Directors, attached.

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

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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)

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)

**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"/>
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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.	Reading Coach: 1:30	\$60,000
2.	Fringe @ 20%	\$15,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Skill-specific training for teachers (consultant)	\$14,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	For teachers, students, and family engagement	\$15,000
12.		
13.		
14.		

**Other Operating Costs**

15.		
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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