



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
- 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 Digitally signed by James Hartman Date: 2021.06.28 09:20:05 -05'00' Date

Grant Writer Name Signature Digitally signed by Christopher Hawkins Date: 2021.06.23 08:22:29 -05'00' 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
Ferris ISD's STAAR and NWEA MAP assessment data shows that students continue to struggle in reading while gaps are closing in math.	Ferris ISD has allocated a new position for an elementary Literacy Coach. This Literacy Coach will focus on empowering teachers to close gaps in reading. Ferris ISD will seek a candidate that has demonstrated success in teaching and leading in high-needs schools, and those who can positively contribute to improved student achievement.
Ferris ISD's NWEA MAP data shows that students arrive to 1st grade "on-level" but do not show requisite growth in first grade and struggle to recover, despite commendable growth in later grades.	The Literacy Coach will focus on quality instruction activities and vetted, guaranteed, and viable curriculum materials in grades K-5. The coach will ensure that all teachers are following best practices from TEA Read Academy and utilizing the Science of Teaching Reading strategies combined with guided reading.

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.

55% of students in Kindergarten through 5th grade will meet their projected MAP growth and grade-appropriate MAP RIT norm on the End-of-Year Reading Assessment (this is the threshold for the "recognized" level of the TIA) as a result of the Literacy Coach's work with Ferris ISD Elementary Teachers. (Approximate completion day is May 15)

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 first-quarter benchmark will gather baseline data in relation to Ferris ISD listed needs and SMART goal. First-quarter benchmark measurements will include:
 1) Percentage of students that met the grade-level RIT norm on the MAP reading assessment
 2) Data detailing the growth projection for individual students.
 Using these data points, as well as individualized growth opportunity areas identified by MAP, The Ferris ISD Literacy Coach will work with the teachers to plan and provide appropriate instruction and activities for students, with a focus on best practices from Read Academy.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

The second-quarter benchmark will provide data on mid-term progress in relation to the Ferris ISD needs and SMART goal listed above. We will utilize the Middle-of-Year MAP Reading assessments to determine progress. Benchmark measurements will include:

- 1) Percentage of students that met the grade-level RIT norm on the MAP reading assessment (which is higher for the Middle-of-Year assessment). The goal is 55%.
- 2) Percentage of students that met the Middle-of-Year RIT growth projection on the MAP reading assessment. The goal is 55%

Similar to the above benchmark, the Literacy Coach will use this data to help teachers refine and refocus their practice to maximize student achievement and close gaps.

Third-Quarter Benchmark

For the third benchmark, the literacy coach will visit individual with his or her charges to progress monitor data on individual student growth goals. This "check-in" will help the literacy coach and teacher determine individual actions that can result in marked progress being made toward the year-end goal as identified above.

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.

Each benchmark will assist the literacy coach, teacher, campus administrators, and district administrators determine if additional needs exist. This could be individualized student instruction (tutoring, intervention, remediation, etc.), referral to the campus multi-disciplinary team, individual teacher training, large group training, curriculum, or further professional development for the literacy coach. The availability of quantifiable, reliable, and objective data for benchmarks one and two (NWEA MAP) will be a great asset in determining these needs. When benchmarks are NOT met, the literacy coach will work with the teacher (or campus, if necessary) to create a personalized plan of action to address needs.

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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)

The literacy coach will serve as the point person for professional development needs. He or she will lead teachers, teams, schools, or the entire district in professional development as needs are identified, including the asynchronous Reading Academy cohort. He or she may also make recommendations for off-site professional development, which the district will fund. Finally, the literacy coach and/or directors of learning may identify professional development needs for the literacy coach. Continuous professional development will be encouraged and facilitated by this grant.

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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)

The literacy coach will use benchmark data to help teachers and campus leaders identify needs. The benchmark MAP data shows growth opportunities and the literacy coach will help teachers bolster these areas through development of tutoring, intervention, and remediation strategies. The literacy coach, teachers, and campus administrators will work together to identify students that need to be referred to the campus multi-disciplinary team.

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

The literacy coach will not only serve as the district's facilitator of Read Academy, but will also lead the district through implementation and monitor the continued employment of best practices identified in Read Academy. The literacy coach will participate in Professional Learning Communities and planning sessions to ensure that these practices are being utilized from the start.

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)

The literacy coach will partner with campus leadership and district directors of learning to develop aligned curriculum resources and activities for early childhood and after school programs. Though the literacy coach will not be assigned to work directly with early childhood teachers, he or she will work closely with campus administrators and district directors of learning to identify concerning conceptual areas in the lower grades (kindergarten and first grade) and develop a plan to elevate the understanding of prerequisite skills in early childhood classes.

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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)

Ferris ISD has hired a literacy coach for the 2021-2022 school year. The literacy coach was offered the position on June 14th and signed her contract on June 15th. The selected candidate has 17 years experience teaching reading in elementary schools, and one year as an instructional coach in another school district.

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)

The literacy coach will receive mentoring through a vetted English Language Arts/Reading consultant. The consultant will be available for questions/mentoring through phone and email. The consultant will also visit with the literacy coach in-person once a month. In the in-person visits, the consultant will focus on training the literacy coach to conduct effective walkthroughs and provide targeted professional development.

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)

As identified in the benchmarks, Ferris ISD will demonstrate outcomes by analyzing MAP data and sharing the results appropriate individuals that have a legitimate educational interest. The outcomes will assist Ferris ISD in revising granular actions to meet the above listed goals. As the goal numbers are met, Ferris ISD will increase them.

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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)

Ferris ISD is not in a Qualified Opportunity Zone; however, the district does have a high amount of enrollment in these sub-populations. As all three elementary campuses have high numbers enrolled, the coach will work with all three campuses.

	Ingram	McDonald	Longino
Economic Disadvantage--	88%	85%	77%
English Language Learners--	40%	48%	26%
Special Education--	12%	15%	18%

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)

The Ferris ISD business office has a dedicated administrative assistant for grant compliance. In addition, Ferris ISD's Director of Accountability, Research, and Evaluation will track data pertaining to goals and outcomes as well as work side-by-side with the literacy coach in analyzing the data to assist in the development of granular action plans.

Key Individuals:

Katie Gullett, Literacy Coach--17 years experience teaching reading in elementary classrooms, 1 year as an instructional coach

Kendra Gajdica, Director of Elementary Learning--Seasoned campus- and district-level administrator. Experience teaching reading in all elementary grade

Chris Hawkins, Director of Accountability, Research, and Evaluation--Seasoned campus administrator. 6 years of experience collecting and interpreting data as well as creating action plans at the campus- and district-level.

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)

Not Applicable

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

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.	Salary for Literacy Coach, K-5 (Maximum Allowable, Ferris ISD Paygrade AP 3, 207 days)	\$79,546
2.	Benefits for Literacy Coach, K-5	\$5,000
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.	Conference Travel (Registration, Accommodations, Travel, Meals to follow district policies)	\$5,000
16.		
17.		

TOTAL GRANT AWARD REQUESTED: \$89,546

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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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