



2023-2024 Texas Reading Initiative - Literacy Coaching and Professional Development 6-12

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 Digitally signed by Ann Goodman Date: 2023.06.02 14:42:54 -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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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 |
|---|--|
| The Crossroads area does not often have conference opportunities for educators. This region is comprised of primarily small, rural districts, requiring educators to travel to larger metropolitan areas to attend events such as this. | The central location of ESC Region 3 will allow for conference participants from the large geographic Crossroads area of South Texas which includes South, Southeast, and Central Texas. Multiple facility options are available in Victoria to host a conference of this nature. In addition, Victoria is home to many hotel options for those traveling to Victoria to attend a literacy conference. |
| The small, rural districts that Region 3 supports do not typically have the resources available to hire literacy coaches and often do not qualify for a literacy coach grant. | A literacy coach hired by ESC Region 3 would provide embedded support to identified districts. Instructional leaders in small, rural districts serve in many roles and often, instructional coaching is secondary to other demands of their positions. The additional instructional support will greatly impact student outcomes. |
| | |

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.

A literacy coach hired by Region 3 would support small, rural schools through a literacy grant. Thirty or more teachers in Region 3 will receive weekly support from a literacy coach hired and trained by the Region 3 ESC. The literacy coach will have a predetermined schedule to ensure teachers receive the support outlined by this grant. In addition, a literacy coach will be available to serve districts that are not already receiving support through Strong Foundations grants or other means. A literacy coach will be hired and supporting teachers by October 1, 2023. A literacy conference in Region 3 will allow educators from the Crossroads area to attend professional development based in RBIS. This area of the state is comprised of primarily smaller, rural districts who don't necessarily have the financial and personnel resources to send staff to conferences held in the metropolitan areas.

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

By the end of the first quarter of the grant, Region 3 ESC will interview for and hire a literacy coach. On-boarding professional development will begin to prepare this new hire for his/her job requirements.

A literacy conference planning committee will be created, and a committee chair will be identified to lead the planning work.

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

A schedule for the literacy coach will be created to support teachers. Support for identified teachers will include weekly, in-person support through PLCs, including lesson development and delivery.

By the end of the second quarter the literacy conference committee will be in the final planning phase. The conference will be scheduled, and logistics in the process of being finalized. The committee will meet at least three times to plan a conference agenda, recruit presenters, schedule sessions, etc.

Third-Quarter Benchmark

The third quarter benchmark will include a check to confirm that the literacy coach is adhering to the created schedule to support identified teachers. Benchmark data will be collected as evidence of student progress for the students of the teachers the literacy coach is supporting. Survey data will be collected from teachers as qualitative data to determine the impact of the literacy coach.

The literacy conference will take place during the third quarter of the grant. Data will be collected through end-of-conference surveys and an evaluation process to determine success and identify areas for improvement for future conferences.

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.

Project evaluation and modification for the Literacy Coach Grant will include a combination of quantitative and qualitative data. Quantitative data will include STAAR Progress measures for students of teachers supported by the literacy coach, paying particular attention to progress in the Meets and Masters categories. Qualitative data will include input from administrators and teachers participating in the coaching grant. This input will include suggestions for improvements moving forward with future implementation. In addition, qualitative data in the form of programmatic step-backs with Region 3 personnel will be gathered for use in future sustainability of this grant.

Project evaluation and modification for the literacy conference will include a combination of quantitative and qualitative data. Quantitative data will include post conference survey results with at least 95% of results in all evaluative survey questions resulting in positive conference reviews. Qualitative data will include input from conference participants, presenters, and committee members. In addition, qualitative data in the form of programmatic step-backs with Region 3 personnel will be gathered for use in future sustainability of this grant.

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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 6-12 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 6-12 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 6-12 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

Region 3 Plan for Literacy Coach Recruitment:

1. Post vacancy on Region 3 ESC Employment page, <https://esc3.tedk12.com/hire/index.aspx> , and send out via Superintendent Pipeline. This process also includes posting on national career websites such as Indeed, etc.
2. Review applications to determine the most highly qualified candidates.
3. Review Region 3 hiring practices and develop interview questions and pre-work activity that will demonstrate content knowledge and presentation skills.
4. Initial round of interviews and second round if necessary
5. Make offer to the most qualified candidate
6. Conduct on-boarding, including extensive training in Research-based Instructional Strategies and Amplify K-5 curriculum, as well as R3 HQIM Implementation Protocols.

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9. Statutory/Program Requirements (Cont.)

2. Literacy Coaching Opportunity) Identify the tier 1 curriculum used for 6-12 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).

Region 3 ESC provides full training and implementation support for Amplify ELAR 6-8 and Odell HS Literacy 9-12 to participating campuses in ESC-3, along with job-embedded professional development in research-based instructional strategies.

Amplify ELAR Texas 6-8 is a full-subject tier-1 set of instructional materials including high-quality, complex texts that focus on topics and themes relevant to middle schoolers. Units target the most powerful aspects of each text and engage students in activities that put text at the center of instruction. Texts become more complex throughout the year as students' reading skills grow, adding up to a rigorous sequence that rewards effort and builds knowledge across subject areas. Amplify ELAR Texas 6-8 is designed to cover 100% of the TEKS in the indicated grade level/band, and although it is no longer listed as a Texas OER product for Literacy 6-8, it remains available to Texas schools for direct purchase from the vendor.

In Odell HS Literacy 9-12, authentic, high-quality complex texts are the core of the program (texts, current topics and new voices). Carefully designed text-dependent questions scaffold and elicit higher order thinking and analysis. Vocabulary, grammar, and syntax instruction are anchored in texts students are studying. Our Region has been supporting Odell Literacy 9-12 in two districts, and will continue to support this curriculum when it is available again for new districts in Region 3.

Region 3's HQIM Implementation Support delivers job-embedded professional learning to build knowledge and skills in the implementation of high-quality instructional materials. This includes year-long collaborative learning with content specialists guiding educators through the module/lesson internalization. This step-by-step process for understanding each module/lesson prior to teaching includes what students will be learning, how students will be assessed, and how teachers can support all learners in meeting the rigor of the instructional materials. In addition, ESC leaders guide campus leaders through the logistical needs and facilitation supports needed to ensure the successful implementation of products with fidelity.

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

Region 3's plan for Implementation of HQIMS includes both pre-implementation planning support as well as on-site implementation support throughout the school year.

Pre-Implementation Support includes but is not limited to the following:

- Initial Product Training for all teachers
- Initial HQIM Training for campus leaders
- RLA Research Based Instructional Strategies Training for all teachers and campus leaders implementing Amplify K-5
- Provide technical assistance with HQIM printed materials order
- Ensure digital access and rostering is completed in a timely manner
- Create a digital rostering plan with each participating district.

On-Site Implementation Support includes but is not limited to the following:

- 36 on-site implementation support visits during weekly PLC/Internalization meetings
- Module/Lesson internalization
- In classroom support (model lessons, co-teach model, observe/feedback)
- Student work analysis
- Complete five Vision Walks with campus administrators to observe indicators of RBIS and effective HQIM implementation with feedback
- Unlimited technical assistance via email, telephone, or virtual support

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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.

Plan for Targeting School or Districts in Qualified Opportunity Zones or serving low-income, high-need students living in poverty, emergent bilinguals, and children with disabilities:

Region 3 ESC serves 37 Districts, encompassing over 52,000 students. 49.21% of students in Region 3 are identified At-Risk, with 65.48% Economically Disadvantaged, 68.81% participating in Title 1, 12.59% identified as children with disabilities, and 9.22% identified as Emergent Bilingual. Region 3 has 6 of the 11 counties served identified as Qualified Opportunity Zones. Region 3- ESC will analyze the demographics of each of the LEAs in Region 3, particularly those in QOZ's, to determine districts with the highest need for literacy coaching in implementing high-quality instructional materials in grades 6-12.

The following criteria will be used to target schools/districts in QOZs, low-income, high-need students, students living in poverty, emergent bilinguals, and children with disabilities:

-A comprehensive review of STAAR data and demographics of each district/campus

-Identification of districts who have or will be implementing Literacy high-quality instructional materials, namely Amplify 6-8 and Odell 9-12.

-Recruitment of high-risk districts in need of Amplify 6-8 or Odell 9-12 Implementation

-Technical Assistance to Districts in need of grants, assistance in procuring HQIM materials, etc.

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.

Region 3 ESC will support districts with academically rigorous RLA instruction based on four beliefs:

-Foundational skills are taught through systematic and sequenced K-2 instruction and intervention. Lessons must be explicit and intentional and provided daily. Practice must be incorporated for specific skills in and out of text, including making meaningful connections from what is read.

-Complex texts contain implicit meaning, layers of meaning, or have literal meaning that is intentionally at odds with the purpose. Region 3 recognizes that complex texts generate deeper conversations and questions for discussion. Text complexity is measured by both quantitative and qualitative dimensions. The more time students spend with grade-level complex texts, the greater achievement they will achieve in reading comprehension.

-A building knowledge approach means centering the meaning of the text in every lesson, and in all content areas, starting with a complex text and using the standards in service of understanding the deeper meaning of that text or topic. It builds background knowledge and schema across grade levels to provide students with the ability to make connections with the text heard and read.

-All students are given an equal opportunity to engage when discussions are grounded in a text. Reading and writing are reciprocal processes, therefore writing about what you read strengthens comprehension.

To achieve our vision and remain dedicated to our literacy beliefs, we commit to the following actions: work with district leadership teams to ensure that staff have the training and resources to fully implement a high quality reading program, internalize the reading research and the components of phonics, phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary, and comprehension, support districts to ensure Multi-Tiered System of Supports (MTSS) is in place to address deficiencies and needed areas of intervention, support districts by providing content area specialists' guidance during PLCs weekly or bi-weekly to discuss progress, strategies, and delivery, and support instruction implementation with fidelity through PLC facilitation, observations/feedback, and instructional coaching in districts.

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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.

The Region 3 Literacy Conference will incorporate supports of HQIM implementation by providing intentional, relevant literacy speakers, as well as breakout sessions for collaboration across the conference that directly correlate to embedded RBIS within RLA HQIM (including how HQIM is built solely around the science of teaching reading versus a balanced literacy approach), deep dives and application of protocols (unit/module internalization, lesson rehearsal, student work analysis), systems and structures for building leaders' capacity in supporting implementation, logistics supports and ideas, goal setting and progress monitoring.

Region 3 Education Service Center serves 37 public school districts located in an eleven-county area of 10,833 square miles serving over 52,000 students. We work very diligently to be the "preferred and most trusted provider" for educational services and products for our districts and the surrounding areas. As an education service center, we focus on our middle name, service. Serving and supporting educators and families in helping students succeed is at the heart of everything that we do. We pride ourselves on being responsive to the needs of educators and the communities that we serve. The consistent quality of services makes Region 3 best suited to lead a regional conference in our area.

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.

The proposed conference participation goal will be to market, advertise, and attract educators from ALL current RLA HQIM districts to attend, as well as educators from at least 10 additional districts considering implementing RLA HQIM in 2024-2025. Conference date selection will consider district staff development calendars across Region 3 to maximize participation.

Outcomes-focused success metrics will be for current RLA HQIM districts to confidently move into Phase 4 of Deeper Implementation and interested RLA HQIM districts moving to take the leap into Phase 1 Adoption of HQIM. Our plan to align with required performance measures is to continue building capacity of our HQIM educators and coaches to best support a tier one, rigorous curriculum that differentiates, scaffolds, and challenges to meets the needs of all learners.

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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.

Districts within the Region 3 area are located in Qualified Opportunity Zones, serve low-income, high needs students, include children living in poverty, emergent bilinguals and children with disabilities. Region 3 has built relationships with districts, schools and teachers and has a successful recruitment and advertising process for current workshops and conferences already in place. Region 3's plan will include using these established resources to recruit participants from Region 3 as well as surrounding areas.

With major highways 77, 59, 87 and Interstate 69 all intersecting Victoria, the city is known as the "Crossroads of South Texas." The city's advantageous proximity to larger cities makes Region 3 well suited to lead a regional conference and recruit schools and districts from a large geographical area. Just a two-hour drive from Corpus Christi, Houston, San Antonio, and Austin allows us to not only serve the 37 districts within our region but surrounding areas as well. Many small districts located in south Texas do not have the funds to travel to larger cities for trainings. Region 3 is able to provide the same level of service in a more economical setting.

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.

Table with 2 columns: Group, Barrier. Contains four rows for listing groups and their respective barriers.

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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 | \$90,000 |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Professional and Contracted Services

| | | |
|-----|---|----------|
| 6. | Literacy Conference Speakers and Presenters | \$50,000 |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|----------------------|----------|
| 11. | Conference Materials | \$27,000 |
| 12. | | |
| 13. | | |
| 14. | | |

Other Operating Costs

| | | |
|-----|--------|----------|
| 15. | Travel | \$10,000 |
| 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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