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): NA

1. Applicant Information

Name of organization: Education Service Center Region 11

Campus name: NA   CDN: 220950   Vendor ID: 1751246000   ESC: 11   UEI: HUPKFNH5JUF1

Address: 1451 South Cherry Lane   City: White Settlemen   ZIP: 76108   Phone: 817-740-3600

Primary Contact: Shari King   Email: sking@esc11.net   Phone: 817-740-7633

Secondary Contact: Laura Weir   Email: lweir@esc11.net   Phone: 817-740-3602

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):

[X] Grant application, guidelines, and instructions   [X] Debarment and Suspension Certification
[X] General Provisions and Assurances   [X] Lobbying Certification
[X] Application-Specific Provisions and Assurances   [X] ESSA Provisions and Assurances requirements

Authorized Official Name: Dr. Clyde Steelman, Jr.   Title: Executive Director   Email: clydes@esc11.net

Phone: 817-740-3630   Signature: *Clyde Steelman (Nov 15, 2023 15:59 CST)*   Date: 11/15/2023

Grant Writer Name: Dr. Jodi Mata   Signature: *Jodi Mata (Nov 15, 2023 15:31 CST)*   Date: 11/15/2023

(•) 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 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
Access to aligned, research-based, state-wide professional development for all TRI coaches. This ensures all coaches have the same level of access to robust and focused professional learning focused on RBIS, HQIM, and special populations support.	Annual conferences for 23-24 and 24-25 that provide sessions on RBIS, HQIM implementation, literacy coaching, and supporting literacy development for emergent bilinguals, struggling readers, and students with disabilities. Literacy Community Hub in TEALearn or as a part of current TRI hub to provide 24/7 access to additional asynchronous learning opportunities and promote learning transfer.
Access to one-on-one state-level coaching focusing on support for emergent bilinguals and students with disabilities. Supports fidelity of implementation, equity of access, and creates a uniform coaching protocol.	*Coaching training protocol (See It Name It Do It) aligned to Reading Academies and TIL* Coaching success criteria of skills * Coach the coach protocol to ensure feedback aligns with feedback given to teachers with 2 observations and feedback sessions*Targeted coaching based on self-assessment; Lit Hub communication.
Support for Reading Academies implementation aligned with RBIS And HQIM to support 124,000 completers of TRA. Support for teachers of grades 6-12 aligned with TRA is imperative for sustained growth and improvement of reading.	Conference sessions grounded in STR, RBIS, and HQIM as well as sessions and asynchronous modules in the hub that support specific implementation strategies for emergent bilinguals and students with disabilities. Coaching feedback aligned with Reading Academies, RBIS, and HQIM implementation.

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 September 2025, we will develop and implement a comprehensive literacy coach-the-coach program that incorporates three key features—whole group face-to-face training, ongoing implementation support, and personalized one-on-one coaching resulting in an increase in coaching efficacy, as measured by coaches' self-assessment on quarterly grant surveys and increased implementation of evidence-based activities. This goal will be accomplished through: *an annual coaching conference * one-on-one coaching sessions * repository of support materials and modules * Planning and Performance Management-driven evaluation, feedback, and adjustment of the work. The success of this goal will be measured using data from observations, the coaching tracker, and coach self-assessment surveys with 90% of coaches demonstrating full implementation of the coaching model.

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

Months 1-3 of grant
*Needs Assessment- develop and deliver coaching self-assessment to develop a baseline from which to coach
*Coaching Protocols- develop coaching protocols, coaching success criteria, and coaching tracker
*Literacy Community- build literacy community space in TEALearn or leverage current space and build out discussions and modules/ provide access to coaches
*Conference plan: 1) Build work plan including session tracks and keynote speakers 2) Issue call for proposals 3) Evaluate proposals 4) Begin promotion and advertising
*Schedule initial observations/ meetings with coaches

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Months 4-6 of grant
*Hold conference event which includes targeted sessions for addressing the needs of emergent bilinguals, struggling readers, students with disabilities, RBIS, and HQIM.
*Begin implementing virtual Literacy Community whole cohort meetings through the hub and quarterly communities of practice by grade level (K-5 and 6-12)
*Introduce and implement the coaching protocol to support one-on-one meetings aligned with the 24-25 school year
*Provide quarterly assessment surveys to coaches and collect data

Third-Quarter Benchmark

Months 7-9 of grant
*One-on-one check ins
*Continue monthly virtual Literacy Community meetings through the hub and quarterly communities of practice by grade level (K-5 and 6-12)
*Regular data analysis to inform Literacy Community meeting topics and professional learning module development
*Provide quarterly assessment surveys to coaches and collect data

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.

This project plan adopts and follows the planning and performance management cycle used by the Texas Education Agency.
1.Needs Assessment: The needs assessment for this work began with the identification of the quantifiable needs indicated above and will continue with the quarterly self-assessment surveys and other coaching data.
2. Design: Specific design of coaching supports and conferences is based upon the surveys completed by the coaches and the areas of focus identified by TEA (e.g., RBIS, HQIM, Texas Reading Academies, support for emergent bilinguals, struggling readers, and students with disabilities).
3. Implementation: For the implementation and monitoring phases of this work, the Region 11 team will review the quarterly surveys and ongoing observation data collected to determine if progress is occurring across the coaching cohort. The ESC Region 11 team will look for patterns in the data to determine what practices are effective and where adjustments need to be made to improve outcomes. Specifically, at each quarter, the ESC Region 11 team will review the quarterly survey responses, the observation tracking data from the coaching tracker, and overall responses in the Literacy Community meetings to adjust based on individual coaches' needs and ongoing growth.
4. Evaluation: The ESC Region 11 team will complete a final evaluation at the end of the grant cycle and use this information to continue the individualized coaching if/when the grant is extended.

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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.

ESC Region 11 will organize and facilitate a 2-day conference centered on coaching for effective literacy instruction routed in the TX Instructional Leadership Framework (TIL). The event aims to provide sessions focused on supporting emergent bilingual students, struggling readers, and readers with dyslexia while helping coaches to build knowledge in the application of RBIS and the implementation of HQIM. Each session will provide opportunities for practice and emphasize alignment with current agency initiatives, including TRI and the TX Reading Academies. Sessions will be grounded in the science of teaching reading, providing coaching strategies, resources, and tools to support the growth of students and teachers through effective coaching principles. The conference will also provide for data collection through surveys and observation that will drive future asynchronous learning opportunities and community meeting topics in the Literacy Community HUB. ESC Region 11 brings extensive experience to the project in the area of conference development and support and offering sessions aligned with the different focuses of the state initiatives. The teams support CoHort Leader training sessions at the state level, are trained in RBIS, lead the HQIM cadre, and have first hand experience developing and hosting literacy conferences at ESC Region 11. Organizationally, ESC Region 11 follows a learning transfer model to ensure participants in all sessions are able to transfer knowledge and skills back to their workplace. This same model will be used to structure conference sessions and ensure that coaches are able to put into practice what they have learned in the conference.

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.

ESC Region 11 coaches will create a system of support for the TRI literacy coaches that will meet them where they are based on self-assessment and observation. The ESC Region 11 coaches of coaches will regularly collaborate, align practices, reflect, and ideate to make adjustments and improvements in the system to ensure scalability.
In-person visits will occur during the 2024-25 school year in targeted months: Visit #1 - Fall Visit #2 - Spring
Visits will be organized in a way to ensure that coaches maximize travel and time to cluster visits.
In addition, scheduling of observations and coaching will be in AM/PM ½ day increments. As such, coaches should be able to observe the classroom, the coaching session, and provide feedback before driving to the next location. The information gathered on these visits and captured in the coach tracker will be used to inform the virtual cohort/ whole group session agendas.
In addition, ESC Region 11 coaches of coaches will facilitate the monthly virtual Literacy Community meetings and support the quarterly communities of practice. Data from these activities will inform future meeting topics and the creation of asynchronous learning modules in the hub.

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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 initial training of the See It, Name It, Do It coaching protocol will occur during the two-day conference. At that time, literacy coaches will become familiar with the SI-NI-DI success criteria that the ESC Region 11 coaches will use to build capacity. These success criteria will focus on the key actions literacy coaches need to make to successfully implement the SI-NI-DI protocol and have the greatest impact on teachers and instruction.
During the initial in-person check-in, the ESC Region 11 coaches will support the TRI coach through the application of the protocol and the use of the coaching tracker to capture action steps for the teachers.
The success criteria will include key actions for every step of the SI-NI-DI protocol including, but not limited to the development of the feedback script, accurately identifying the highest leverage action steps; preparing for classroom observations Seeing the Success, Seeing the Model, Seeing the Gap, Identifying and Naming the highest leverage action step, Plan before Practice, Practice (rounds 1 and 2), and Follow Up.
Resources To Be Developed: *SI-NI-DI success criteria cheat sheet of key actions for Literacy Coaches to be used by ESC Region 11 coaches *Development of a Literacy Community hub for Literacy Coaches and differentiated learning modules for coaches based on experience/levels to support communication, professional learning, and resources*Videos of ESC Region 11 Coaches coding Literacy Coaches' coaching*Development of a Coaching Tracker to support coaches in identifying the action steps assigned to teachers.*Development of Coach the Coach Tracker to identify the action steps assigned to literacy coaches. This will allow for the identification of trends across coaches to better inform professional learning and virtual meetings.

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.

For earlier TRI work, ESC Region 11 identified LEAs on the chart at this web link (https://bit.ly/ESCR11HQIM) that are using an OER HQIM and show a need by serving low-income, high-need students. ESC Region 11 works with district leadership in the identified LEAs and prioritize serving teachers who have students that meet the following criteria: low-income, high-needs, poverty level, English Learners, and students with disabilities. ESC Region 11 will ensure this strategy continues at the state level.

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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.

ESC Region 11 is uniquely qualified to support the work of this grant. The organization includes two different teams with extensive experience to successfully execute this grant. The Design, Support, and Strategic Services team has provided coaching training and support for Cohort Leaders across the state and has deep knowledge of the strategies within Texas Reading Academies content including strategies for supporting emergent bilinguals, struggling readers, and students with disabilities. Their work in supporting content development, coaching protocols, and design of TEALearn hubs and courses to reach participants across the state makes them uniquely qualified for this grant work. This team has also provided significant data reporting for the academies and has the ability to provide robust program evaluation and data support for this grant. In addition, this team will be partnering with the Teaching and Learning department at ESC Region 11. This group has extensive experience with the Texas Reading Initiative as well as Reading Academies experience. Their staff has received training in RBIS and HQIM implementation, leads the HQIM cadre, and has led the communities of practice for TRI for the past year, proving their ability to support coaches and teachers across the state. They have developed conferences to support their current grants and are able to provide that same level of excellence in conference planning and execution. Because of the wealth of knowledge and experience these ESC R11 teams bring to this work, ESC R11 is the best candidate to ensure the success of this grant and continue the impactful work of the agency's initiatives.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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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.	Equivalent of 2 FTEs Salary and Benefits	$481,500
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	FTE Internal Costs (Laptops, Network, Building, Phones, Print, etc.)	$55,000
7.	Both Conference Events Speakers	$40,000
8.	Both Conference Events Rooms, Print, etc.	$100,000
9.		
10.		

Supplies and Materials

11.	Conference and Coaching Supplies	$40,000
12.	FTE General Office Supplies	$1,500
13.		
14.		

Other Operating Costs

15.	FTE Travel	$130,000
16.		
17.		

TOTAL GRANT AWARD REQUESTED: $848,000

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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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