



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:

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. Shared Services Arrangements

Shared services arrangements (SSAs) **are not** permitted for this grant.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Teacher participation in job-embedded PD is positively related to student achievement; students whose teachers participate in job-embedded PD, on average, attain higher achievement than those who do not	Literacy coach PD will create the foundation to build system capacity that allows literacy coaches to support teachers. PD will be based on RBIS, HQIM, TIL, & TxLS. Job Embedded PD for coachees will translate to coachees providing Job Embedded PD for teachers, as the goal of all learning will be to support the implementation of evidence based literacy practices in the classroom.
Instructional coaching has a greater impact on instruction than almost all school-based interventions including, teacher pre-service training, general PD, DDI, and extended learning time	Whole group training to establish a shared understanding of evidence based literacy instructional practices. Implementation support will include obs/feedback (TIL), RBIS, and lesson/unit internalization & rehearsal (TxLS). One-on-one coaching to rapidly improve the application of skills.
Gaps exist in EBs, struggling readers, & in students in underperforming schools. Teachers are the single most important in-school factor impacting student outcomes, Effective literacy training for teachers is imperative to impact student outcomes	Coaches will learn to strategically support teachers in implementing RBIS, HQIM, and strategies to support multilingual learners with a focus on utilizing student data and core resources to design teacher action steps that are high-leverage & can immediately be put into practice, aligned directly to needs indicated by student data. and can be measured by student progress data.

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.

Project coaches will provide evidence of coachees implementing action steps, teachers implementing action steps, and evidence of student progress utilizing disaggregated data from multiple sources (including emergent bilinguals and struggling readers). Every coaching cycle will include evidence of previous coaching cycle action steps being implemented, and will center on student data when determining next action steps. A template used for coaching cycles will include prompts and methods of collecting evidence of action steps and student progress. Coaching will target teachers of K-12 students, emergent bilinguals, and struggling readers to promote reading on grade level through developing literacy coach efficacy. Data will be compiled quarterly with touchpoints focusing on progress and subsequent needs.

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

Calendar detailing face to face 2 day conference and touchpoints developed. Drafts of literacy specific waterfall document and coaching templates created. Needs assessment conducted (assess current knowledge and skills of literacy coaches). Scope and sequence for literacy coach PD, touch points ' focus, and COPs developed. Coaches attend virtual kickoff to introduce calendar, scope and sequence, and form small groups for Communities of Practice (COPs). Criteria that aligns to grant goals for coaches to use to select teacher cohorts for coaching are developed. A stakeholder survey is developed.

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

Coaches attend 2 day conference, COPs will be established, coaches will be trained to implement coaching cycles using the document. Coaches select teacher cohorts and hold a kickoff to explain coaching cycles and other needed PD. Coaches conduct local needs assessment and set student centered data goals. Stakeholder survey is conducted.

Third-Quarter Benchmark

COPs are being held monthly. Each Coach has at least 2 checkpoints. Data compiled from student progress, action step implementation, and surveys from stakeholders indicate progress toward grant goals.

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.

COPs will focus on project evaluation data as a whole and coaches and project lead(s) will work together to address goals that are not showing progress. Project lead(s) will work with literacy coaches and consult appropriate experts if data indicates a need to adjust individual or site-based professional learning, resources, documents, or action step development process. During these COPs, we will collaboratively develop an action step bank with evidence based aligned resources that are proven to result in student progress. Stakeholder surveys (from teachers, coaches, ESC and campus administrators) will also be conducted and analyzed within COPs for quality control and qualitative input.

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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.

Over the course of two days, there will be four mandatory key sessions. The four mandatory sessions will include 1) Identifying and Implementing product agnostic HQIM: Full coverage of the TEKS, Aligned to evidence-based best practices; Support all learners, including students with disabilities, English Learners, and GT; Enables frequent progress monitoring through embedded and aligned assessments; Implementation supports for teachers; Teacher and student-facing lesson-level materials; 2) Student Centered Coaching Practices and writing High Leverage Action Steps (with tools adapted from TIL and Texas Reading Academies Comprehensive Coaching) including a Literacy Specific Waterfall Document and Coaching Session Template that follows the See It, Name It, Do It framework with components added to incorporate evidence and student data review to be utilized for each coaching cycle 3) RBIS Overview: Foundational skills, Text complexity, Knowledge Coherence, Text Based Responses; 4) Supporting Multilingual Learners. ESC 6 has adequate staff members trained in each of these 4 target areas and will contract with renowned experts as needed. We currently have 9 staff trained in HQIM implementation. We are vetted as a VIP for HQIM Planning & Implementation Support. We have 6 RLA RBIS certified personnel who will help deliver PD to coachees. ESC 6 also employs a specialist who is a certified Reading Specialist, as well as a specialist who is a Legacy Master Reading teacher and is certified in Early Childhood Education, and Bilingual/ESL-Spanish. In addition, we have a specialist to provide Dyslexia support as well as Spanish Dyslexia support. ESC 6 has 7 specialists trained as Texas Reading Academies Cohort Leaders who will assist in supporting literacy coaching to coachees.

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 6 is located within a 3 hour drive of 57% of the literacy coaches included in the grant and has the capacity to travel to 100% of coachees. Traveling to hold in-person coaching will be prioritized for at least one in-house project coach. We will also seek to partner with at least 2 other ESCs who have the literacy coach grant to attend all literacy coaching PD activities and provide coaching to the coachees. Aside from the in person check-ins, ESC 6 will hold monthly virtual COPs so that when visited in person, project coaches already have a clear focus and literacy coachees already have resources and background knowledge so that effective action steps can be written targeting project goals and individualized to local needs. The same See it, Name it, Do it, template with evidence and student data components will be utilized to coach literacy coaches with a focus on action steps and evidence.

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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.

Coaches will attend a TIL aligned training if they are not previously trained in TIL as coaching practices will align with the See It, Name It, Do It protocol as well as utilizing the TIL practice of writing high-leverage action steps that can be implemented immediately and mastered in one week. Coaches and project leads will collaboratively develop a resource to serve as a bank of action steps aligned to RBIS, that support the implementation of HQIM, and are based on instructional best practices aligned to TTESS. In person coaching content will focus on supporting teachers in lesson internalization and rehearsal protocols utilized in Texas Lesson Study.

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.

We have already received the K-5 Cycle One Literacy Conference Grant and K-5 Literacy Conference Continuation Grant, as well as the 6-12 Cycle Two Literacy Conference Grant, indicating our ESC meets this criteria for outreach and service of teachers described in this question.

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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 6 has adequate staff members trained in each of the 4 target areas (RBIS, HQIM, Literacy Coaching and EB support) and will contract with renowned experts as applicable and as needed. We currently have 9 staff trained in HQIM implementation as well as we are vetted as a VIP for HQIM Planning & HQIM Implementation Support. We are a Strong Foundations authorized provider and a Reading Academies authorized provider with an effective COP framework for comprehensive coaching already in place. Additionally, we have 6 RLA RBIS certified personnel who will help deliver PD to coachees. ESC 6 also employs a specialist who is a certified Reading Specialist, as well as a specialist who is a Legacy Master Reading teacher and certified in Early Childhood Education and Bilingual/ESL-Spanish. In addition, we have a specialist to provide Dyslexia support as well as Spanish Dyslexia support. ESC 6 has 7 specialists trained as Texas Reading Academies Cohort Leaders who will assist in supporting literacy coaching to coachees. Personnel participating are all cross trained in ESf, RBIS, TIL, HQIM, are product advisors, trained and/or are certified in RA and are Lever 4 Academic Reviewers. Each has specialty areas including Dyslexia, MTSS, Bilingual education, Emergent Literacy, Middle and High School Literacy, and LETRS training. ESC 6 is located within a 3 hour drive of 57% of the literacy coaches with the capacity to visit 100% of coachees. Traveling to hold in-person coaching will be a prioritized FTE for at least one in-house project coach. ESC 6 has been awarded the K-5 Cycle One Literacy Conference Grant, K-5 Literacy Conference Continuation Grant, and the K-5 Literacy Conference Year 3 Grant as well as the 6-12 Cycle Two Literacy Conference Grant, indicating our ESC is well established in providing quality Literacy Conferences and Professional Learning.

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.	Personnel including grant manager, project lead, literacy coaches & project assistant	410,000
2.	Associated payroll expenditures (Medicare, TRS, etc.)	135,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Building rental for Literacy Conference	5,000
7.	Keynote & Speakers for Literacy Conference	25,000
8.	Guest presenters for various COP learning	12,000
9.	Contracted Services w/ other ESCs	40,000
10.		

Supplies and Materials

11.	Conference Materials/Supplies	25,000
12.	Printing	8,000
13.	Instructional Supplies	25,000
14.	General Supplies	15,000

Other Operating Costs

15.	Travel	100,000
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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