



2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades 6-12

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
- 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
Clyde Steelman (Jun 28, 2021 18:52 CDT) Date

Grant Writer Name Signature
Susan Laird (Jun 28, 2021 15:42 CDT) 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/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
Students reading on grade level as determined by STAAR Meets Category in Spring 2019 for ESC Region 11 area are as follows: 6th (39%); 7th (50%); 8th (55%); English I EOC (52%); English II EOC (54%)	TRI Coaches will provide a comprehensive coaching approach to explicitly and systematically supporting the teacher with literacy instruction to demonstrate the best practices with secondary literacy instruction to measure impact using Bambrick's "See It, Name It, Do It" model.
Students writing on grade level as determined by STAAR Meets Category in Spring 2019 for ESC Region 11 area are as follows: 4th (34%); 7th(43%)	The literacy coach will support teachers in explicitly and systematically integrating writing across contents while providing relevant background information and increasing vocabulary through professional learning, observation and feedback.

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.

1. To increase student literacy outcomes of the participating teachers as evidenced from district BOY literacy assessments to district EOY assessment data by 2-5% from 2020-2021 to the end of the 2021-2022 school year.
2. To increase students reading on grade level as measured by STAAR Meets standard for the participating districts by 2-5% from 2020-2021 to the end of the 2021-2022 school year.
3. To increase participating teacher self-efficacy, as indicated on the pre/post survey as developed by ESC Region 11 with 90% of teachers showing their knowledge related to the science of teaching reading has improved by the end of the 2021-2022 school year.

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 ESC Region 11 Data Team will create a spreadsheet template that includes district-specific data from their BOY assessments, STAAR, and EOC data. As the district completes MOY assessments, the Data Team will create a growth model demonstrating improvement. Data reports will be created by the data team to include specific areas of growth in reading and writing. Patterns across teachers and coaches will be highlighted. These reports will be used to frame professional learning for TRI coaches. This PD will be turned around to support teachers in growth areas indicated by the data and grounded in evidence.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

The ESC Region 11 Data Team will utilize the data spreadsheet and update it with any new benchmark and EOY data. As the district completes EOY assessments, the Data Team will create a growth model to demonstrate improvement. Those growth tables will be used to determine PD for coaches and focus for the next quarter benchmark and plan reflections and professional conference learning.

Third-Quarter Benchmark

The ESC Region 11 Data Team will evaluate the data and look for patterns and trends from the various assessments. The team will use exploratory analysis to find patterns and trends by teacher/campus/district to review BOY-EOY growth in literacy. These trends will use growth models within each teacher, campus, and district to continue reflection and planning for the 22-23 school year and the Summer 2022 Building Brighter Futures Through Reading Conference held at ESC Region 11.

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.

To ensure that the coach is highly effective on the campuses, feedback forms/surveys and district benchmark data will be received every six weeks from the participants and the participating administrators. Surveys will provide insight into learning transfer of the reading and writing skills and the knowledge building approach in which the coach is supporting the teachers. The data from the forms will be evaluated by the ESC Region 11 Data team and shared with the literacy coach. Data will be used during the monthly meetings with the coordinator to guide the work and the professional learning of the coach. If progress is not shown, we will use diagnostic analysis to start discussing interventions with the coach or teacher. The director and the project coordinator will both play an active role in monitoring the work of the Texas Reading Initiative coach to ensure that we are providing what the districts need as it pertains to the grant based on survey feedback as well as student assessment data. The data team will use exploratory analysis to find patterns and trends per coach by teachers and districts.

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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 expertise in evidence-based practices in literacy instruction and have or will attend additional TEA-provided literacy training.
- 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)

Teachers selected for participating in the Texas Reading Initiative Coaching will be ELAR teachers in Grades 6-12. These participating teachers will have access to their district-specific learning opportunities and the ESC Region 11 ELAR professional learning catalog, which will include sessions about supporting special populations and learners with difficulties. As data is gathered from coaching, surveys, and assessments, additional sessions will be created and offered for all interested personnel at the campus. The professional development will include high-quality instructional materials, such as Amplify ELAR and Odell Texas. Since ESC Region 11 has fully participated in the Communities of Practice for the Texas Home Learning Materials, we will provide opportunities to collaborate with the THL Coaches and TRI Literacy Coaches.

ESC Region 11 will provide opportunities for 6-12 teachers to attend professional learning opportunities that support teachers with implementing instruction that promotes critical thinking across every discipline, reading and writing about content and ideas presented in all classes, and builds knowledge.

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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)

Before the grant starts, the TRI Grant Coach will meet with each campus and district leader to develop goals for the campus teams (coach, leaders, and teachers). They will spend time setting completion dates for the coaching work and determining the best way to complete the goals. Before the start of the grant, surveys will be developed by the ESC Region 11 Data team. This team will gather data from participating schools, including data related to retention, below grade level reading (as determined by local BOY assessments, STAAR Data, EOC Data, etc.), and teacher /district input to help identify children in need of interventions explicitly focusing on target areas such as English Learners, studnets with learning difficulties and differences, and children from economically disadvantaged households. Literacy Coaches will provide guidance on identifying these students, if needed.

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

ESC TRI Literacy Coaches will utilize an evidence based approach to reading and writing following the recommendation of the IES Secondary Panel to ground the observation and feedback cycle. Coaches will also provide background on foundational language and literacy skills that are grounded in the science of reading. Teachers, coaches, and administrators will be invited to professional learning sessions at the ESC or virtual (depending on the distance to ESC) to immerse campus teachers and administrators in an effective literacy block. Learners will have the opportunity to discuss and leave with tools related to an effective secondary literacy classroom and ways to utilize other content to build a strong literacy foundation. The literacy coach will work with all campus literacy stakeholders to ensure that high-quality instructional materials are being used in classrooms by first evaluating the current 6-12 literacy initiatives. Once the review is completed, the literacy coach will work with the team to support, develop, administer, and evaluate the initiatives to improve quarterly continuously.

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 ESC Region 11 TRI Coach will partner with their teachers and districts to either support the current early childhood curriculums or review HQIM curriculums to better fit the feeder campuses to the 6-12 grade teachers.

The coach will also work with the teacher/campus/district to share how TCLAS tutoring supports can help accelerate literacy knowledge within their after-school programs.

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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)

All coaches for the TRI 6-12 literacy grant will undergo a comprehensive interview process. As a part of that process, they will share a 10-minute presentation on evidence based secondary literacy instruction. In addition, they will watch a short classroom clip and engage in a coaching scenario, where they will have the opportunity to demonstrate their ability to coach teachers in a knowledge building approach and grounded in the science of teaching reading. They also will answer questions from the interview panel and provide data on their coaching successes, which the interview panel will examine. Each candidate will have previously served as an instructional coach with at least five years of secondary experience.

Before an interview, candidates will undergo a performance task screener, including a learning experience demonstration of explicit and systematic instruction for a 6-12 audience.

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)

Texas Reading Initiative 6-12 literacy coaches will attend bi-monthly meetings with the Texas Reading Initiative Grant project manager, and other TRI Coaches through ESC Region 11. The purpose of these meetings is twofold. 1. To remain current in all pertinent updates and information related to the science of teaching reading. 2. To facilitate discussion, problem-solving, and collaboration between the literacy coaching team. Once hired, the Texas Reading Initiative coach will receive support from ESC Region 11 staff. The coach will be required to attend staff professional development sessions at the ESC monthly. The coach hired will also shadow successful ESC Coaches on days when the school districts are not in session. There will be opportunities for the literacy coach to participate in book studies with ESC Region 11 staff on the topics that pertain to coaching and literacy. All professional learning will include deliberate practice using Bambrick's "See It, Name It, Do It" coaching model, with mock scenarios and support in developing transfer of knowledge with the teachers.

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)

TRI 6-12 Literacy Coaches will utilize Bambrick's See it, Name it, Do it coaching model to conduct observation and feedback sessions. Data will be collected as part of the coaching process and analyzed by the ESC Region 11 Data Team. This data will come from a customized reporting template, created by ESC 11's Data Team, by district/campus/teacher/coach to look for trends and needs. The data will also be analyzed across QOZs for trends. After the initial professional learning session, ESC Region 11 TRI coaches will continue to support the teachers and district personnel through follow-up sessions, coaching, technical assistance, and monthly online support. ESC Region 11 has used this model previously with great success and anticipates similar continued success. The program outcomes will be evidenced in BOY/MOY, MOY/EOY, and EOY assessment data. We will run qualitative analysis on the data in the form of anecdotes from teachers, administrators, and parents.

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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)

To target schools in the QOZs, rural districts, English Learners, low-income, and high-needs students, the ESC Region 11 Data Team will connect multiple data points through interactive maps. The QOZ map will be layered with data points highlighting low-income, high-needs, poverty level, EL, and students with disabilities. The LEAs & Charters that are cross-sectioned with the QOZ will be identified. After initial identification, the ESC Region 11 Project Manager will reach out to district leadership to share the benefits of having their teachers supported by an ESC Region 11 TRI 6-12 literacy coach. ESC Region 11 will gather interested district leadership and prioritize serving teachers who have students that meet the following criteria: low-income, high-needs, poverty level, English Learners, and students with disabilities. Commitment forms will be collected from each of the campus leaders, district leaders, and participating teachers. One hundred percent of the campuses participating in the Reading Initiative serve at least 50% economically disadvantaged or high-needs students.

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)

ESC Region 11 has created a Data Team that is well versed in data collection and tracking. They will create systems and data tools to track progress towards goals and outcomes. They also will adjust and make new data tools as further data analysis is needed. This team will analyze the data and provide interpretation of the data analysis to the director and project manager to drive professional learning for literacy coaches.

The ESC Region 11 Data team will primarily consist of Dr. Whitney Lawrence and Katie Favara. The data team has collective experience with data disaggregation and the creation of surveys, forms, and data trackers on other large TEA dashboards.

Two Texas Reading Initiative Literacy Coaches to be hired. Resumes to be available at a later date.

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)

The "Building Brighter Futures Through Reading" mini-conferences will utilize a multi-tiered approach for teachers. All learning experiences will have a primary focus on supporting teachers in gaining strategies on how to ensure knowledge building in daily literacy instruction for TRI grant participants. The first mini-conference will focus on ensuring a knowledge-building curriculum across all content areas for secondary literacy instruction. A second one-day mini-conference will be provided in Spring 2022. The conference's focus will be based on participant surveys, observation data, and student MOY data as it relates to best practices in literacy instruction. Participants will bring artifacts to review, analyze, and provide feedback on alignment and rigor. The third and final one-day conference will be in the Summer of 2022. That conference will have two strands. One will focus on how to use EOY data to make plans for next year and reflect on areas of growth from participant surveys and observation data for those specific opportunities for participating teachers and the other strand will include building literacy through knowledge. ESC Region 11 is centrally located and appropriately staffed to successfully lead regional conferences.

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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)

Conference 1: Teachers will identify the critical components of a knowledge-building curriculum, best practices related to secondary literacy instruction and create lesson plans utilizing those components. Teachers will also learn how to identify children in need of literacy and language interventions or other support services that lead to reading and writing success as the first semester progresses. Conference 2: Utilizing MOY data, teachers will focus on internalizing HQIM noticing the opportunities for explicit and systematic instruction that gradually releases students to independent use of literacy and language skills. Additional goals/outcomes will be based on survey and observation data. Conference 3: Teachers will utilize EOY data to evaluate the growth of students who have been previously identified as needing support. They will also use the data to reflect on the past year of instruction and make adjustments for the beginning of the next school year. Additional goals/outcomes will be based on survey and observation data. Each session will include an impact measure utilizing the Learning Transfer Evaluation Model for participants. The goal is to have 85% of teachers being coached attend all three mini-conferences and demonstrate knowledge transfer in their classroom. Evidence of that transfer will be observed during the coaching cycle.

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)

To target schools in the QOZs, rural districts, English Learners, low-income, and high-needs students, the ESC Region 11 Data Team will connect multiple data points through interactive maps. The QOZ map will be layered with data points highlighting low-income, high-needs, poverty level, EL, and students with disabilities. The LEAs and Charters that are cross-sectioned with the QOZ will be identified. The project manager will prioritize the recruitment of teachers from schools in our rural districts in the Qualified Opportunity Zones to attend the conference. Teachers participating in the coaching cycle will commit to attendance as part of their professional learning.

If the teachers and administrators are more than 50 miles away from ESC Region 11, there will be an opportunity to attend professional learning remotely.

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"/>
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.	<input type="text" value="6-12 Literacy Coach"/>	<input type="text" value="\$104,000"/>
2.	<input type="text" value="6-12 Literacy Coach"/>	<input type="text" value="\$104,000"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text" value="Regional Literacy Conference"/>	<input type="text" value="\$50,000"/>
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

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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