



2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5

Competitive Grant Application: Due 11:59 p.m. CT, June 28, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: U.S. Code Title 20 Chapter 70 Subchapter II Part B Subpart 2 6642

Grant period: From 09/24/2021 to 09/30/2022 **Pre-award costs:** ARE/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):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name Title Email

Phone Signature  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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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
Appropriate texts using leveled readers Reading STARR overall passing rate was 65% with a high socioeconomic rate of 86%. District resides in a rural district. The student reading needs are high.	Classrooms will receive a set of leveled readers for students. Students will be able to utilize the books to address their appropriate reading level so that they can accelerate their levels and close gaps. On-level grade level readings will increase the overall effectiveness of students receiving materials that will align to classroom reading curriculum.
Parent engagement and involvement in their child's education by addressing their reading gaps	Back pack reading program, reading pamphlets and learning reading strategies that they will be able to assist their child from home by using the readers sent home. This will increase access to high quality instructional materials to parents and students.
Early Literacy Training	Professional development for teachers addressing the fundamentals of reading and the science of teaching reading. This will improve the teachers practice and empower students and teachers to achieve our goal of all students reading on grade level.

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.

For the 2021-22 school year, students in grades K-5 will make measurable growth in Reading by scoring 70% in their m-class universal screener.

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

Utilize m-class universal screener reading scores, 70% passing for students.
Reading benchmark at the end of each reporting period scores, 70% passing for students.
Formative Assessment

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Utilize m-class universal screener reading scores
Reading benchmark at the end of each reporting period scores, 70% passing for students.
Formative Assessment

Third-Quarter Benchmark

Utilize m-class universal screener reading scores, 70% passing for students.
Reading benchmark at the end of each reporting period scores, 70% passing for students.
Formative Assessment

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.

Reading Intervention groups will be restructured according to benchmark results and data. Early targeted intervention has been proven and is an essential strategy for closing the reading gaps.
Students will attend tutorials if they did not meet the 70% passing rate benchmarks. (during school day and after school)
Assistants will receive training from literacy coaches to also assist in closing reading gaps.
Campuses will implement Wizard Wednesdays that will target and close Reading gaps.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance that all literacy coaches have or are currently completing the required HB 3 Reading Academies.
- 4. The applicant provides assurance that the placement of literacy coaches ensures they are supported with verifiable capacity via internal resources or external partnerships.
- 5. The applicant provides assurance that each coach will support at least 60 teachers annually if not supporting QOZ or at least 30 teachers annually if supporting QOZ through a mix of in-person and on-line coaching.
- 6. (For literacy conferences) The applicant provides assurance that the content of hosted literacy conferences will focus on knowledge-building curriculum, and that the applicant has experience and expertise in implementation of a knowledge-building program.

9. Statutory/Program Requirements

Please select the type of opportunity being applied for. Select one or both of the following:

Check this box if applying for the literacy coaching opportunity

Check this box if applying for the regional literacy conferences opportunity

1. Describe how the school, the local educational agency, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. (Applies to both opportunities)

Train Literacy coaches through Professional Development. Literacy coaches will then present the professional development attended to campus staff. This training will help the classroom teacher improve their reading instruction for students. All Professional Development delivered to staff will be in support of reading and writing for children whose literacy skills are below grade level so that they can become successful readers. Coaches will attend conferences that focus on the rationale behind a knowledge-building approach to literacy instruction and using high quality instructional materials. Conferences will focus on adoption and implementation of high quality instructional materials that build 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)

Students will be identified through campus universal screener, m-class. DMAC data base will also be utilized, teachers will provide formative assessment feed back to their students.

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

Comprehensive literacy will be incorporated into the reading classroom daily schedule. By utilizing read-alouds, shared reading, guided reading, independent reading, interactive writing and letter and word student will become well-rounded. When students have access to great reading programs, it will improve their communication and language skills. Reading open doors to many opportunities for students.

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)

Elementary and Kindergarten campuses will align assessments, materials so that there is a fluid flow and transition from the Kindergarten campus to the Elementary campuses. Professional development that is provided by the literacy coaches will be research based and align amongst the campuses.

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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)

Human Resource department will provide job description of duties and responsibilities. A flyer will be advertised across various social media platforms, district will contact colleges and universities to advertise Literacy coach opportunity. Job opening will also be posted on our local ESC2. A literacy coach will be hired by the grant start date of September 24, 2021.

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)

Literacy coach will attend training at our local ESC2. Literacy coaches will also attend training offered through different entities to become better at teaching teachers how to improve student reading scores. Coaches will attend conferences that focus on the rationale behind a knowledge-building approach to literacy instruction and using high quality instructional materials. Conferences will focus on adoption and implementation of high quality instructional materials that build knowledge.

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)

Reports from literacy program will show an increase in students not reading at grade level. Beginning, middle, and end assessment will show improvements. Increase scores Reading report card grades universal m-class screener, end of reporting periods assessments.

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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)

The entire district is Title I due to low income of students. We are currently at 88.4 % low socioeconomic across the district. All schools will be part of the plan due to district's overall low socioeconomic status of students. Our district is also a rural community and the needs of our students are great.
FMC Elementary is at 94.4% low socioeconomic.
RA Hall Elementary is at 87.5% low socioeconomic.
HMD Kindergarten is at 95.4% low socioeconomic.

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)

Data collection of all the screeners, and assessments will be submitted to Martina Villarreal at end of every reporting period: October 8th, 2021, December 17, 2021, March 11, 2022, May 26th 2022. Uploaded resumes of selected members (Martina Villarreal, Jennifer Hughes, Leticia Escamilla, Rita Stracener) will meet to review all data points to track progress towards goals and outcomes. These individuals play an important role in the campus decision making. All members hold an elementary teaching certificate, Mrs. Stracener and Mrs. Escamilla are campus instructional coaches. Villarreal is the federal programs director and has 31 years of educational experience and has taught Pre-Kindergarten, Kindergarten, and Elementary grades. Jennifer Hughes is the district's Elementary curriculum director that assists in guiding all elementary campuses in closing achievement gaps.

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)

N/A

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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)

N/A

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)

N/A

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"/>
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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	65,000
2.	Tutorials	10,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional Development	10,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies, Materials, Software	19,000
12.		
13.		
14.		

Other Operating Costs

15.		
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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