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 **10/2/2023** to **09/30/2024**   **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): [ ]

1. Applicant Information

Name of organization: Region 6 Education Service Center

Campus name: Region 6 ESC   CDN: 236950   Vendor ID: 1741588568   ESC: 6   UEI: 621513741

Address: 3332 Montgomery Road   City: Huntsville   ZIP: 77340   Phone: 9364358400

Primary Contact: Julie Griffith   Email: jgriffith@esc6.net   Phone: 9364358369

Secondary Contact: Bonney Monjaras   Email: bmonjaras@esc6.net   Phone: 9364358400

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: Michael Holland   Title: Executive Director   Email: mholland@esc6.net

Phone: 9364358400   Signature: *Michael Holland*   Date: 6/1/2023

Grant Writer Name: Julie Griffith   Signature: *Julie Griffith*   Date: 6/1/2023

◉ 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** 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
Effective Schools Framework Diagnostics conducted by School Improvement Leads indicate a wide spread need for high quality instructional materials.	Region 6 will invite educators and leaders to attend a conference series focused around evidence-based literacy instruction to streamline and align the use of high quality instructional materials that support a knowledge-building approach to increasing literacy skills across multiple disciplines.
61 QOZ Tract Listings lie within Region 6 with additional rural QOZs in surrounding areas based on tract listings and the QOZ map from: https://gov .texas.gov/business/page/opportunity-zone	Region 6 ESC will target educators and leaders associated with campuses identified as both rural and within a QOZ to participate in a conference series focused on using high-quality instructional materials to support a knowledge-building approach to strengthening literacy skills in grades 6-12.
Multiple sources of data identify teachers on rural campuses within QOZs who serve economically disadvantaged students, students with disabilities, EBs, highly mobile, and at risk students in grades 6-12.	Region 6 will recruit a cohort of 30 educators and school leaders per grant year who are serving students within rural QOZs including eco dis, students with disabilities, EBs, highly mobile/at-risk to attend conference sessions onsite or virtually. Cohort make up will mirror the make up of the targeted schools.

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 each grant year: 95% of cohort members will complete at least 3 sessions of professional development focused on the use of high quality instructional materials either in person or virtually, 95% of cohort members will demonstrate successful implementation of at least one of the high quality instructional materials targeted through the professional development offerings, and 95% of cohort members will have at least 2 follow up/support visits from qualified ESC staff for implementation support. Multiple sources of data will be used to track progress of students to demonstrate student progress associated with targeted high quality instructional materials.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By the end of the first quarter: 95% of cohort members will complete at least 1 session (either virtually or in person) of professional development focused on the use of high quality instructional materials, 95% of cohort members will identify at least 1 of the high quality instructional materials presented in the professional development offerings to implement, and 95% of cohort members will have at least 1 follow up/support visit from qualified ESC staff for implementation support. By the end of the quarter, multiple sources of data will be identified to track progress of students associated with cohort members to demonstrate student progress associated with targeted, high quality instructional materials.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter: 95% of cohort members will complete at least 2 professional development sessions (either virtually or in person) focused on the use of high quality instructional materials, 95% of cohort members will demonstrate progress with the implementation of at least one of the high quality instructional materials presented in the professional development offerings, and 95% of cohort members will have at least 1 follow up/support visit from qualified ESC staff for implementation support. Multiple sources of data will be utilized to track progress of students associated with cohort members to demonstrate student progress associated with targeted, high quality instructional materials.

Third-Quarter Benchmark

By the end of the quarter, 95% of cohort members will complete at least 3 sessions (either virtually or in person) of professional development targeted toward the use of high quality instructional materials, 95% of cohort members will demonstrate successful implementation of at least one of the high quality instructional materials targeted through the professional development offerings, and 95% of cohort members will have at least 2 follow up/support visits from qualified ESC staff for implementation support.
Multiple sources of data will be utilized to track progress of students associated with cohort members to demonstrate student progress associated with targeted, high quality instructional materials.

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.

If, by the end of the quarter, 95% of cohort members have not completed the targeted number of sessions of professional development focused on the use of high quality instructional materials either in person or virtually, Region 6 will expand the offerings by time and/or venue to better accommodate attendance by cohort members before the end of the subsequent quarter.
If, by the end of the quarter, 95% of cohort members have not shown progress in implementation of at least one of the high quality instructional materials targeted through the professional development offerings, Region 6 will offer an additional on-site or virtual visit in small groups or individually with cohort members prior to the end of the subsequent quarter to extend the level of support.
If, by the end of the quarter at least 95% of cohort members have not participated in the targeted number of follow up/support visits from qualified ESC staff for implementation support, Region 6 will work with the cohort member to accommodate a visit prior to the subsequent quarter.
If, by measure of multiple sources of data, students associated with cohort members do not demonstrate student progress associated with targeted, high quality instructional materials, Region 6 will conduct diagnostics to determine the level of fidelity in which the high quality instructional materials are being implemented, and/or the accuracy of assessments to make adjustments through further training or adjusting the participant's selection of materials or assessments.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development 6-12* Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development 6-12* Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program..

☒ 5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements .

☒ 6. The applicant assures they will comply with the Program-Specific Assurances as applicable found on p. 7 of the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development 6-12* Program Guidelines.

9. Statutory/Program Requirements

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

☐ **Check this box if applying for the literacy coaching opportunity (Questions 9.1-9.5)**

☒ **Check this box if applying for the regional literacy conferences opportunity (Questions 9.6-9.8)**

1. (Literacy Coaching Opportunity) Provide proof or a plan on recruiting and hiring a literacy coach. This must be a new position for the grant award

N/A

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9. Statutory/Program Requirements (Cont.)

2. Literacy Coaching Opportunity) Identify the tier 1 curriculum used for 6-12 RLA in participating schools. Please provide information on whether this is an OER product, or another HQIM product. If it is another HQIM product, please identify how it aligns with the RLA Research-based Instructional Strategies (RBIS).

N/A

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

N/A

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9. Statutory/Program Requirements (Cont.)

4. (Literacy Coaching Opportunity) Provide a plan for how you will target schools or districts in Qualified Opportunity Zones (QOZs) or serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

N/A

5. (Literacy Coaching Opportunity) Describe your organization's literacy framework and how it aligns to the RLA RBIS including how HQIM fits into your organization's literacy framework.

N/A

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9. Statutory/Program Requirements

6. (Regional Literacy Conference Opportunity) Provide the plan for literacy conferences including how it incorporates support of HQIM implementation, the science of teaching reading, and a knowledge-building curriculum. Include a rationale as to why your organization is best suited to lead regional conferences.

ESC 6 currently employs on-staff specialists and program leads with experience, specialized training, and expertise in initiatives and programs such as Texas Home Learning (THL), High Impact Tutoring (HIT), Communities of Practice, Research Based Instructional Practices (RBIS), Dyslexia, Texas Instructional Leadership (TIL), and Texas Reading Academies to name a few. We also have interdepartmental support of Biliteracy specialists, migrant student specialists, and our special education department. In addition, as indicated in the request for grant funds section, Region 6 plans to commit a large portion of the grant funds to securing consultants who are known experts in the Science of Teaching Reading and a knowledge-building approach to learning to ensure we have the top level of expertise advising our staff in the creation and/or delivery of professional learning.

7. (Regional Literacy Conference Opportunity) Include the proposed conference participation goals and outcomes-focused success metrics for conferences and your plan to align with the required performance measures.

After each session, conference attendees will scan a QR code that directs them to a survey to complete in which they indicate the level of knowledge gained from that session including the question: "Do you feel prepared to teach materials as intended after attending the conference/session?". A follow up survey will be sent a few months after the conference to obtain feedback about classroom implementation of the knowledge, strategies, and/or materials gleaned at the conference. There will be additional sessions provided virtually or in-person throughout the school year from conference speakers in order to reinforce knowledge and allow teachers an opportunity to ask questions and continue their learning. The follow up visits with the 30 cohort members will include a metric of "look fors" specifically aligned to program goals.

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9. Statutory/Program Requirements

8. Regional Literacy Conference Opportunity) Provide the plan for how you will recruit schools or districts to attend conference in Qualified Opportunity Zones (QOZs) or teachers serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

The conference attendees and cohort participants will be comprised of school districts in and around Region 6. Our ESCs have Listservs for educators in each of the targeted student demographics. Expert consultants, as well as interdepartmental ESC 6 staff will work to develop both RLA focused and interdisciplinary sessions specifically for teachers serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities. Direct outreach to teachers serving these student populations will include personal contact from ESC staff and a survey of session topics needed to address specific challenges in knowledge building in these populations.

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

#	Activity	Amount
1.	Grant funds will not be used for payroll	
2.		
3.		
4.		
5.		

Professional and Contracted Services

#	Activity	Amount
6.	Consultants for creation and/or delivery of Professional Learning	$50,000
7.	Facility rental	$6,000
8.	Technical Support and Technology	$2,000
9.		
10.		

Supplies and Materials

#	Activity	Amount
11.	Instructional supplies	$10,000
12.	General supplies	$2,000
13.		
14.		

Other Operating Costs

#	Activity	Amount
15.	Travel for the purposes of monitoring and supporting implementation of professional learning	$10,000
16.		
17.		

TOTAL GRANT AWARD REQUESTED: $80,000

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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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