



2023-2024 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5

Competitive Grant Application: Due 11:59 p.m. CT, June 2, 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 10/2/2021 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): N/A

1. Applicant Information

Name of organization Jim Hogg County ISD

Campus name Hebronville Elem CDN 124901 Vendor ID 746001073 ESC 01 UEI HGSTGDBS8217

Address 210 W. Lucille City Hebronville ZIP 78361 Phone 361-527-3203

Primary Contact JoAnn Valderas Email jvalderas@jhcisdpk12.org Phone 361-527-3203

Secondary Contact Sandra Perez Email sperez@jhcisdpk12.org Phone 361-527-3203

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 Dr. Susana P. Garza Title Superintendent Email spgarza@jhcisdpk12.org

Phone 361-527-3203 Signature  Date 6/1/2023

Grant Writer Name Maggie Rodriguez Signature  Date 05/31/2023

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
On average, only 48% of Jim Hogg County ISD (JH) and 36% of Ramirez CSD (R) K-5 district students meet grade level or above on the ELA/Reading STAAR assessment. This is much lower than the state's average of 53%. (Source: 21-22 TAPR)	To combat this, the districts will: 1) Train district personnel/staff to support, develop, and administer Amplify, a TEA OER Product (5 pts). 2) Offer HQ professional development to teachers/ administration. 3) Coordinate early intervention/afterschool programs/activities for Emergent Bilingual (EB), low-income, and Special Education students.
Demographics include: an Avg. family income that is under 35k/200% below federal poverty line (3 pts); JH-11.3% and R-7.7% students with disabilities (3 pts); and JH-6.3% and R-23.1% EB students (3 pts).	The districts will provide support to economically disadvantaged, EB, and disabled students. Students under these classifications will receive intensive and accelerated intervention, as well as be provided access to Open Ended Resources (OER) HQIM products, which will be used in their daily classroom instruction.
JHCISD is in Hebbronville, a low-income community whose need for economic/job growth classifies it as an Opportunity Zone (3 pts). JHCISD and Ramirez CSDs' limited job prospects require parents to travel for work, which lessens the time they can assist their child.	The districts will create a strategic compensation model to enhance the staffing/retention of an Instructional Literacy Coach (ILC). The ILC will be hired to support the teachers at both campuses in employing High-Quality Literacy Instructional Materials (HQIM) in grades K-5. This will ensure students at both campuses have teachers who can provide them the support needed to address academic gaps.

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.

SPECIFIC: 1) Increase the percentage of students (specifically, previously listed special pops) who read at grade-level by supporting teachers/families/communities and increasing access to high-quality instructional materials.
MEASURABLE: Increase ELA/Reading for targeted students by 15%. Outcomes will be measured utilizing: STAAR scores, progress reports, benchmarks, report cards, sign-in sheets to track PD attendance, and PEIMS data to track demographic of students.
ACHIEVABLE: Inform & improve evidence-based literacy instruction by aligning services, improving literacy instructional practices, & integrating literacy resources into a well-rounded education experience.
RELEVANT: ELA/Reading STAAR assessments results demonstrate the relevance of the proposed strategies.
TIMELY: Services will be on-going from the start of the grant period until September 30, 2024, the grant's end date.

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

- Create/implement a strategic compensation model that enhances the recruitment/retention of a literacy coach;
- Hire the literacy coach for the grant program by October 1, 2023;
- Provide the Literacy Coach with required HB 3 Reading Academies and RBIS training;
- Create and utilize a rubric to assess student baseline data in Reading Language Arts (RLA) subjects;
- Create a schedule of PD trainings and classroom observations that will occur during the grant funding period;
- Complete the pre-coaching survey administered by TEA; and
- Create a schedule for dates and times the Literacy Coach will be at the different districts.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- Track the number of teachers that are effectively trained by the Literacy Coach at each district;
- Document the increased percentage of participating teachers' effectiveness as measured by educators implementing effective practices;
- Document the percentage of evidence-based activities implemented that meet the requirements of strong or moderate evidence, as defined by the Notice Inviting Applications;
- Coordinate sessions between the literacy coach and educators to discuss proposed strategies and purchase needed TEA OER products;
- Provide at least one (1) embedded PD training to teachers, principals, and/or other school leaders; and
- Coordinate comprehensive literacy instruction with early childhood education and after-school programs/activities.

Third-Quarter Benchmark

- Coordinate an additional session between the literacy coach and educators to discuss the effectiveness of strategies and the OER products that were implemented;
- Provide additional embedded PD training to teachers, principals, and/or other school leaders;
- Ensure a total of 30 educators, between the 2 districts, receive support from the literacy coach;
- Complete the post-coaching survey administered by TEA;
- Ensure 50% of targeted students partake in early childhood education/after-school activities that incorporate comprehensive literacy instruction; and
- Have 15% of the students demonstrate academic growth in RLA (Amplify, mClass, benchmarks, etc.).

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.

HOW WILL THE DATA BE COLLECTED: Qualitative data will be collected from both districts on an on-going basis which will include staff sign-in sheets, survey results, observation reports and more. It will be the responsibility of the Literacy Coach to track teachers' participation and attendance. Quantitative data will be collected on a monthly/quarterly basis, which will include report cards, progress reports, demographics data, student OER HQIM assessment data, STAAR results, and more. Participating teachers will be required to submit their students' progress reports to the Literacy Coach by the pre-determined dates that will be set.

WHEN/HOW WILL DATA BE ANALYZED: The Literacy Coach will meet with the campus/district administration of each campus to analyze the data collected on a quarterly basis. Students' baseline data (of participating teachers) will be compared to subsequent collections to determine if there has been an overall improvement in students' performance. This will be compared to the qualitative data that is collected from surveys and sign-in sheets in order to identify patterns that may be negatively impacting outcomes so that gaps can be addressed.

IF BENCHMARKS DO NOT SHOW PROGRESS: Based on gap(s) identified, modifications will be made, which may include but are not limited to increasing dedicated meeting time for the literacy coach, additional classroom observations, increasing the number of PD trainings offered, purchasing additional HQIM, and increasing embedded literacy coach training sessions. By making modifications as needed, the districts will ensure satisfactory progress, compliance with grant requirements, and achievement of stated services and performance targets. If guidance is required on addressing a certain issue, they will reach out to TEA and/or other schools implementing a similar program to ensure their deficiency can be addressed properly. If modifications must be made, the districts will send letters to parents, community, administrators, & board members to notify them of the intent to modify the program.

PROGRAM MODIFIED FOR SUSTAINABILITY: Done proficiently, the districts will be eligible to receive continuation funding. Before funding ends, funding sources will be identified to be used to continue to employ the Literacy Coach and support needed training. Additionally, the Train-The-Trainer Model Will be used to employ lessons learned.

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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 K-5 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 K-5 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 K-5 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.

PLAN ON RECRUITING/HIRING LITERACY COACH: To ensure the districts can meet TEA's goal of developing a pipeline of literacy coaches, the districts will implement a strategic compensation model. The strategic compensation will help ensure pay equity and allow for transparency with employees regarding compensation amounts and raises. The strategic compensation model will include the following steps: 1) Assessing current compensation strategy; 2) Gathering feedback from staff; 3) Conducting market studies; 4) Reviewing current budgets; 5) Establishing pay grades; 6) Ensuring legal compliance; 7) Planning for rewards and bonuses beyond salaries; and 8) Communicating the strategy. With this model in place, if notified of award after the August 17th review process, the districts will be prepared to recruit a new Literacy Coach by the October 1, 2023, grant requirement. This individual will be required to complete the required HB 3 Reading Academies and RBIS Training. When selecting an Instructional Literacy Coach, the districts will look for an individual who has experience: Collaborating with teachers to improve the implementation of the state curricular standards through the utilization of research-based instructional strategies; Supporting literacy teachers in core content knowledge development, lesson planning, instructional delivery, and data action planning; Coaching teachers on differentiation of instruction to address needs of students identified as economically disadvantaged, with disabilities, and Emergent Bilingual; and Observing the instructional delivery of literacy teachers to monitor implementation of research-based strategies and differentiation of instruction.

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701-23-117/585-24

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9. Statutory/Program Requirements (Cont.)

2. (Literacy Coaching Opportunity) Identify the tier 1 curriculum used for K-5 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).

TIER I CURRICULUM: The districts' elementary campuses utilize McGraw Hill's Wonders as their HQIM K-5 RLA Tier I Curriculum. The curriculum uses research-proven best practices to help students grow as readers, writers, communicators, and life-ready learners. A study published in the Journal of Organizational and Educational Leadership found that users of this curriculum in six Title I public schools significantly increased their performance from pre-test to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015).

ALIGNS RLA RESEARCH-BASED INSTRUCTIONAL STRATEGIES (RBIS): Drawing upon decades of literacy research, Wonders was designed to deliver high-quality literacy instruction backed by the Science of Reading. The Science of Reading is comprised of more than 40 years of research pinpointing the pillars of effective literacy programs, such as: Phonemic Awareness - Understanding there are individual sounds, or phonemes, in words; Phonics/Word Recognition - Relationship between sounds (phonemes) and spellings (graphemes); Fluency and Vocabulary - Ability to read accurately, at an appropriate pace, and with suitable expression; and Comprehension - Ability to understand what is being read.

OER/HQIM PRODUCT: In addition, the districts integrate Amplify (OER), Reading Horizons (HQIM), Heggerty, Reading A-Z, and ReadLive products to supplement students' literacy instruction. The Instructional Literacy Coach will work with teachers to integrate these resources to offer a well-rounded, comprehensive literacy instruction.

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

Based on guidance provided by TEA, the following performance measures will be tracked to gauge grant effectiveness:

- Number of teachers effectively trained by literacy coaches at each district;
- Percent increase in participating teacher's efficacy, as measured by educators implementing effective practices as well as student academics; and
- Percentage of evidence-based activities implemented that meet the requirements of strong or moderate evidence, as defined by the Notice Inviting Applications.

To ensure these performance measures are met, the following activities will be implemented:

- **Coordination of Staff-** The districts will have monthly meetings with early childhood education personnel to ensure they are collaborating in the literacy development of children whose literacy skills are below grade-level.
- **Retention Plan for Literacy Coach -** The districts will ensure the Instructional Literacy Coach is retained throughout the duration of the grant and post-funding. This will be done through the use of strategic compensation methods; thereby helping the districts staff their hard-to-staff location.
- **High-Quality Professional Development Trainings for Teachers/Principals-** The districts will provide on-going 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. To ensure the quality of the trainings provided is high, the districts will thoroughly vet the external organizations and training providers to determine if they have the quality and experience needed to provide such trainings.
- **Intervention/Support-** The districts will provide intensive, supplemental, accelerated, and explicit intervention and support in RLA for children whose literacy skills are below grade-level. This will be done through Amplify and mClass, a TEA-recognized OER HQIM, as well as by embedding a knowledge-building curriculum into everyday instruction (the curriculum will be focused on the science of teaching reading) (15 pts).

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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.

TARGET SCHOOLS IN QUALIFIED OPPORTUNITY ZONES (QOZS): The districts have the ability to support traditionally underserved student populations (i.e., those that come from Qualified Opportunity Zones (QOZs), low-income, etc.). Evidence of this can be seen by the districts' ability to serve the elementary, middle, and high school campuses, all of which are located in QOZs (5 pts). To be qualified as one of the opportunity zones, the targeted campuses must be within an area identified as having chronic unemployment, lower population density, and significant economic disruptors, such as natural disasters.

SERVING LOW-INCOME, HIGH-NEED STUDENTS, INCLUDING CHILDREN LIVING IN POVERTY, EMERGENT BILINGUALS, AND CHILDREN WITH DISABILITIES: In addition to falling into the categories listed above, the districts also have:

- JH- 87.7% and R-96.2% of their students classified as economically disadvantaged;
- JH- 6.3% and R-23.1% of their students classified as Emergent Bilingual; and
- JH- 11.3% and R-7.7% of their students classified with disabilities (Source: 2021-2022 Texas Academic Performance Report).

Due to these statistics, along with the qualification referenced above, the districts will emphasize targeting low-income, high-need students with this Texas Reading Initiative Grant Program.

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.

LITERACY FRAMEWORK: The districts' literacy framework was developed to ensure every student is strategically prepared for the literacy demands of college or career by high school graduation. Keeping with the Texas State Literacy Plan, the framework consists of the six essential components: Leadership – Establishing a campus-based leadership team to guide efforts to improve literacy instruction; Assessment - Creating and maintaining a literacy assessment plan; Standards-based Instruction - Providing all students access to a common language arts and reading curriculum that is aligned to state standards; Effective Instruction Framework - Implementing a system for using data to inform instruction and set goals for all students using the Response to Intervention (RTI) framework; Reporting and Accountability - Establishing a system between sites and campuses for reporting student data to facilitate student transitions; and Sustainability - Evaluating the level of implementation of the Texas State Literacy Plan (TSLP). The framework assures the districts' capacity to use grant funds to improve literacy instruction (5 pts).

ALIGNS WITH THE RLA RBIS: RLA Research-Based strategies include: Foundational Skills, Text Complexity, Knowledge Coherence, & Text-Based Responses. The way districts' practices will align to the RLA RBIS include: 1) Foundational Skills – Literacy foundational skills are explicitly taught to each student using scaffolding, which tailors the instruction to each student's need. 2) Text Complexity – Complex text and academic language are instructed during the use of the literacy workstations, which enable students to review learning materials and practice reading/writing. 3) Knowledge Coherence – Student knowledge and vocabulary coherence is built through coaching-facilitating, which enables students to develop their own ideas and grasp the content rather than being told what to do/think. 4) Text-Based Responses – Text-derived instruction is used during guided practice learning, which includes writing short essays, reading short stories, and completing other text-derived work assignments.

INCLUSION OF HQIM: During regular classroom instruction, as well as during the use of literacy workstations, students are frequently provided with HQIM. If funded, districts will incorporate the use Amplify (OER), Reading Horizons (HQIM), Heggerty, Reading A-Z, and ReadLive, which will assist teachers in preparing students to meet the literacy demands of college or career by high school graduation.

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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.

N/A

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.

N/A

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Amendment # N/A

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.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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Amendment # N/A

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.	Instructional Literacy Coach to provide RLA intervention/support to JHCISD & Ramirez CSD.	\$65,000
2.	Extra-Duty Pay for teachers at both districts to attend trainings.	\$5,000
3.	Employee benefits.	\$14,000
4.		
5.		

Professional and Contracted Services

6.	Funds for high-quality professional development for teachers and coach.	\$9,889
7.	Funds to coordinate early childhood involvement to increase literacy development.	\$7,500
8.		
9.		
10.		

Supplies and Materials

11.	Laptop for Instructional Literacy Coach and other supplies.	\$6,700
12.		
13.		
14.		

Other Operating Costs

15.	Travel needed to attend trainings and between school districts.	\$3,000
16.	Indirect Cost	\$3,911
17.		

TOTAL GRANT AWARD REQUESTED: \$115,000

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Amendment # N/A

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
	N/A

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