



# 2023-2025 Texas Reading Initiative - Literacy Coach Professional Development

Competitive Grant Application: Due 11:59 p.m. CT, November 15, 2023

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:**

**Grant period:**  **Pre-award costs:**

**Required attachments:**

## Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

## 1. Applicant Information

Name of organization

Campus name  CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

## 2. Certification and Incorporation

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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

**3. Shared Services Arrangements**

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

**4. Identify/Address Needs**

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

| Quantifiable Need   | Plan for Addressing Need   |
|---|--|
| 48% of 3rd graders in the state of Texas met grade level requirements based on STAAR 2023. This is down 2% from the previous year which was 50%. Region 20, had 45% of 3rd graders meet grade level requirements in 2023 and 47% in 2022. | With over 50% of our students not meeting grade level expectations in 3rd grade reading, greater emphasis needs to be placed on tier 1 instruction to ensure students are being taught using research based instructional strategies and high quality instructional materials. Professional development for the TRI grant literacy coaches, will provide teachers with better tools, support and guidance. |
| According to the most recent TAPR Report, 2022, 36% of our emergent bilingual students and 28% of our special education students are meeting grade level expectations in 3rd grade.   | With only a third of our emergent bilingual and special education students meeting reading grade level requirements, more emphasis and targeted professional development is necessary which will be provided during quarterly COP meetings, the TRI Grant Coaching Conference, and as needed throughout.   |
| Research shows that face to face, student centered coaching is a more effective way to approach student outcomes with teachers. There is a need for quality face to face coaching supports that target all students K-12.                 | In order to support and guide the 40 TRI Grant Literacy Coaches, in person checkpoints, observations, consultations and training will be provided twice a year. During these face to face meetings, success criteria will be discussed and action steps will be put in place to support coach efficacy.  |

**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.

We will impact participating coaches' efficacy establishing a baseline score to a 25% increase as measured by two face to face visits and additional targeted professional development by August 2025. Baseline data and success criteria data will be collected via Jotform through face to face observations. This data will inform professional development opportunities.

**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**

- Highly qualified personal will be hired and trained to support the implementation and success of all outlined expectations.
- Specific success criteria will be established to meet the needs of each coaching situation (emergent bilingual, special education, dyslexia, etc.)
- Specific observation tools will be created to align with the established success criteria.
- Dates for face to face trainings, the annual conference, one-on-one meetings and COPs will be established for the 2024-25 school year.
- Begin planning of the annual TRI Grant Coaches Conference. (Dates, venue, etc...)

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

- Community of Practice (COP) #1 will occur.
- Research Based Instructional Strategies (RBIS) training will be take place face to face during the summer.
- Begin in-person check-ins and conduct initial observations to determine baseline data and specific areas of need. Actions steps will be provided and discussed.
- Continue planning of the annual TRI Grant Coaches Conference (solidify presenters and schedule).

**Third-Quarter Benchmark**

- Complete all initial in-person check-ins and observations. Continue to implement action steps based on the established success criteria. Analyze data collected.
- Community of Practice (COP) #2 and #3 will occur.
- Hold 1st Annual TRI Grant Coaches Conference.
- Schedule second in-person check-ins with literacy coaches to be completed after the winter break.

**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.

Observation data centered around specific success criteria will be collected and analyzed during the face to face in-person check-ins and observations. Based on the information collected, professional development will be provided during the following Community of Practice, COP meetings. Whole group professional development will be scheduled when the success criteria reflects a need of 50% or more. Specific affirming and corrective feedback will be given to every coach based on the established success criteria. The success criteria will inform professional development needed for the TRI Grant literacy coaches. The annual TRI Grant Coaches Conference will also provide additional professional development centered around identified needs.

Qualitative data will also be collected from coach surveys. The surveys will collect information from the coaches about professional development needs and reflection on current coaching moves. The survey will also provide continuous feedback about progress and support initiatives.

Evaluation data will be used to modify the program for sustainability by identifying the activities that have the most positive impact on coaching efficacy and best practices. Professional development centered around sustainability and coaching at the campus level will take place during COP #4.

A TRI Grant Coaching Data Base will be created to record coach attendance to COP meetings, conference registration, observation data, success criteria and coach action steps discussed during face to face meetings.

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**8. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2025 TRI Literacy Coaching Professional Development grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 TRI Literacy Coaching Professional Development grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
7. The applicant provides assurance that the content of hosted literacy coach professional development conference will provide training on effective, student focused coaching practices, align with materials and trainings provided by the Texas Instructional Leadership team at TEA and provide RBIS training.
8. The applicant must be certified to redeliver RBIS training or provide RBIS training from a certified provider.
9. The applicant provides the assurance that the award will be monitored by a person/team with extensive literacy coaching expertise.
10. The applicant must allow TEA to host several sessions at the conference focused on the Texas Reading Initiative grants.
11. The applicant must include sessions devoted to supporting emergent bilingual students and struggling readers.
12. The applicant ensures that it will be able to provide all 58 TRI grant coaches with at least two in-person check-ins throughout the year.

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**8. Statutory/Program Assurances, cont'd**

- 13. The applicant must provide quarterly Communities of Practice virtually to all TRI Grant Coaches.
  
- 14. The applicant must report on all required performance measures as well as provide data requested by TEA for grant-related purposes.

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**9. Statutory/Program Requirements**

1. Provide the plan for the literacy coaching conference including how it incorporates literacy coaching best practices, HQIM Implementation, RBIS training, and emergent bilingual support. Include a rationale as to why your organization is best suited to lead this conference.

The annual TRI Grant Coaches Conference will occur in the fall of 2024 and again in fall of 2025. The conference will be a one day event targeting literacy coaching best practices, High Quality Instructional Materials (HQIM) Implementation, Research Based Instructional Strategies (RBIS) training, and emergent bilingual support. The conference will kick off with a key note speaking on student centered coaching and literacy coaching best practices. After the keynote, TEA will provide the TRI Grant Convening sessions that will target specific topics determined by TEA. Coaches will have the afternoon to attend sessions that will target and support specific action steps. Below is a list of potential sessions that will be offered:

- HQIM Unit/Lesson Internalization
- RBIS Deep Dive and Vision Walks (coaches will have already attended initial RBIS training).
- Emergent Bilingual Best Practices and Supports (several sessions will be provided that will target various literacy strategies).
- Texas Instructional Leadership: MIA Overview
- Texas Instructional Leadership: Observation and Feedback Overview
- Explicit and Systematic Instructional Best Practices (Reading Academies)

Education Service Center, Region 20 is the definitive choice in Bexar County and surrounding areas. We serve 98 districts and charters in 19 counties. We have a satisfaction rate of 4.9 out of 5. We have provided service to 102,339 clients and have dedicated 384,996 service hours to ensuring client success. We have highly qualified staff that ensure TEA initiatives are met with dedication and successful completion.

2. Provide a plan to reach all 58 literacy coaches for two in-person check-ins that can be a combination of observations, continued training from the main conference, and or consultations. These check-ins will include actionable next steps for all of the coaches.

The TRI Grant coaches will be sent a schedule and calendar invites for each of the COP meetings. Coaches will be categorized geographically and a range of dates per region will be established. At the first COP meeting, coaches will be provided the range of dates that will be used for in person check-ins. Once dates have been scheduled, coaches will be sent agendas and formal calendar invites. The first set of check-ins will all be completed by December 2024. The second set of check-ins will be completed by May 2025. Each coach will also complete a survey asking for specific training suggestions and perceived needs. Success criteria and actions will be established prior to the first observations and check-ins.

Coaches will be scheduled half day sessions. The first part of the session will be used for observations and the rest of the time will be used for feedback and debrief.

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**9. Statutory/Program Requirements**

3. Provide a plan for coaching professional development that will take place during the in-person check-ins. In your plan include what types of skills you will be working to build and potential resources you would use to help model specific skills. Last, your plan should include a clear process for assigning action steps because of your coaching work.

The meeting structure is as follows:

- Observe a coaching session conducted by the TRI Grant Coach
- Follow the See It, Name It, Do It coaching procedures to debrief the observation and establish action steps.
- Provide the coach with additional training and/or exemplars, to ensure success.
- Optional: The coach will self record their next coaching session and a virtual follow-up will be scheduled to discuss progress.

Progress will be measured according to the observed success criteria. Additional professional development will be determined based on these observations. The process will be repeated at the second check-in and will track coach efficacy utilizing the established success criteria.

Potential skills to be addressed include the following:

- HQIM implementation support.
- Explicit Systematic Instruction (Reading Academies as a resource)
- Student differentiation and supports (bi-literacy, dyslexia or special education)
- Resources and action steps will also be utilized from the Texas Instructional Leadership Playbook.

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

Education Service Center, Region 20 partners with school districts, colleges and universities, childcare centers, city programs, and community agencies in several regional initiatives. We build upon these existing relationships/ programs to ensure coordinated, comprehensive literacy instruction. We coordinate the integration of various programs and initiatives geared towards the implementation of research based instructional strategies. Upon implementation of the original TRI Grant initiative, we targeted several LEAs located in Qualified Opportunity Zones and have continued to support these districts by providing customized professional development and coaching opportunities. Examples include the following initiatives and partnerships: Texas Reading Academies, the Science of Teaching Reading, and Research Based Instructional Strategies. Another example is the utilization of the Texas Lesson Study framework to support bundled initiatives such as TIL at the teacher level. Teachers engage in meaningful conversations and practice during professional learning communities.

In addition, Education Service Center, Region 20 utilizes various data sets such as STAAR and information obtained from the most recent TAPR report to identify potential schools and districts that would benefit from strategic, customized and research based professional development and supports. Once an LEA had been identified, we create a Summary of Services which provides a menu of opportunities that would support the districts academic goals and current initiatives. We then schedule collaborative meetings with LEA leadership that outline potential services and recommendations so that districts and charters are well informed about their options.

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**9. Statutory/Program Requirements**

5. Provide why your region is best suited to develop comprehensive literacy coach professional development and how it can improve literacy coaching across Texas.

Education Service Center, Region 20 is the definitive choice in Bexar County and surrounding areas. We serve 98 districts and charters in 19 counties. We have a satisfaction rate of 4.9 out of 5. We have provided service to 102,339 clients and have dedicated 384,996 service hours to ensuring client success. We have highly qualified staff that ensure TEA initiatives are met with dedication and successful completion. Education Service Center, Region 20 is the known expert in our region for providing high quality professional development to teachers, principals, school and instructional leaders, and support personnel. Instructional coaching and literacy are two of our most demonstrated strengths. Our clients return each year because we have the systems in place necessary to promote change and success. We have built and sustained strong relationships with our districts and LEAs. They trust us to provide the best support, professional development and coaching, which makes Education Service Center, Region 20 the definitive choice.

**10. Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

|       |                      |         |                      |
|-------|----------------------|---------|----------------------|
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
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**11. Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Payroll Costs**

|    |   |           |
|----|---|-----------|
| 1. | Salary and benefits for Performance Manager | \$201,852 |
| 2. |   |           |
| 3. |   |           |
| 4. |   |           |
| 5. |   |           |

**Professional and Contracted Services**

|     |                                      |           |
|-----|--------------------------------------|-----------|
| 6.  | Full time consultants                | \$342,073 |
| 7.  | Professional and contracted services | \$80,000  |
| 8.  | Administrative costs                 | \$56,584  |
| 9.  | ESC 20 Network and Building fees     | \$16,970  |
| 10. |                                      |           |

**Supplies and Materials**

|     |                                 |          |
|-----|---------------------------------|----------|
| 11. | General Supplies                | \$10,000 |
| 12. | Non Cap Furniture and Equipment | \$20,000 |
| 13. |                                 |          |
| 14. |                                 |          |

**Other Operating Costs**

|     |               |          |
|-----|---------------|----------|
| 15. | Travel        | \$35,000 |
| 16. | Misc Expences | \$20,843 |
| 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 |
|-------------------------------------|--------------------------------|
| <input type="text"/>                |                                |
| <input type="text"/>                |                                |
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# -23-25 TRI Literacy Coach Professional Development

Final Audit Report

2023-11-14

|                 |   |
|-----------------|---|
| Created:        | 2023-11-14                                    |
| By:             | Annabelle Rosa (annabelle.rosa@esc20.net)     |
| Status:         | Signed  |
| Transaction ID: | CBJCHBCAABAAAd38cFdDXZZOQGGP2f1HTxbQnqKexRrRa |

## "-23-25 TRI Literacy Coach Professional Development" History

-  Document created by Annabelle Rosa (annabelle.rosa@esc20.net)  
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