Texas Education Agency

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 02/05/2024 to 09/30/2025   **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 One Education Service Center

Campus name: Hidalgo   CDN 108950   Vendor ID 1741588186   ESC 1   UEI RLSVGNCNY125

Address: 1900 West Schunior   City: Edinburg   ZIP 78541   Phone 956-984-6000

Primary Contact: Eunice C. Garza   Email: egarza@esc1.net   Phone 956-984-6192

Secondary Contact: Kelly Van Hee   Email: kkvanhee@esc1.net   Phone 956-984-6151

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. Daniel P. King   Title: Executive Director   Email: dking@esc1.net

Phone: 956-984-6001   Signature: Date: 11/14/2023

Grant Writer Name: James B. Curts   Signature: Date: 11/14/2023

⦿ Grant writer is an employee of the applicant organization.   ○ Grant writer is not an employee of the applicant organization.

For TEA Use Only:
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
Assessing the current skill levels and knowledge gaps of the 40 literacy coaches will help tailor the professional development (PD) program to address specific needs.	Conduct a preliminary survey or assessment to gauge the current proficiency levels of these coaches in areas like student-focused coaching, conducting observations, giving feedback, and implementing research-based instructional strategies. This will inform the content and focus areas of the PD program.
Ensuring that the PD aligns with e broader goals of the Texas Reading Initiative and integrates literacy coaching best practices to support emergent bilingual, struggling readers and HQIM implementation.	Develop a curriculum for the PD program that includes modules on HQIM, RBIS training, and effective coaching practices. Incorporate best practices and innovative strategies in literacy coaching, especially those that support emergent bilingual learners. This alignment ensures that PD is align with TRI objectives.
Determining that the PD is effectively delivered and has a measurable impact on the literacy coaches and, by extension, the K-12 grade students they serve.	Plan for diverse modes of delivery, including whole-group face-to-face training, one-on-one coaching, and implementation support, clear metrics for evaluating the impact of the training (imprv. coach tech., enhance. implement. instruct. strats., feedback schools/district). Reg. check-points/montr. progress & support.

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 the 2024-25 school year, the grant project will enhance the competencies of all 40 literacy coaches from the TRI in critical areas of literacy coaching, including student-focused coaching, best coaching practices, RBIS, and HQIM implementation. This will be achieved through a comprehensive PD program that includes: (1) Two two-day annual conferences in 2023-24 and 2024-25 focusing on literacy coaching, emergent bilingual support, and the science of reading. (2) Each literacy coach will receive two in-person check-ins during 2024-25, possibly extending to 2025-26. These check-ins provide implementation support and coaching based on identified needs from the annual conference. (3) Provide training, feedback, and follow-up processes during check-ins.

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

First Quarter Benchmarks (Feb. 5, 2024 – Sept. 2024). A. Conference Planning, Promotion and Implementation:1. Successful scheduling and securing of the venue and presenters for the Year 1 First Summer Literacy Conference. 2. Completion and dissemination of conference information and marketing materials to TRI coaches and the state. 3. Prioritization and tracking of engagement with districts from QOZs and those supporting low-income student populations. B. Coaching Kick-Off and Community of Practice:1.Completion of the assignment of TRI coaches to ESC coaches. 2. Successful conduct of the first Community of Practice (COP), including sharing 2024-25 school year coaching calendar. 3.Develop/share communication plan to monitor registration & touchpoints.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS# 701-24-110/701A-24 | 2023-2025 Texas Reading Initiative– Literacy Coach Professional Development   Page 2 of 10

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Second Quarter Benchmarks (October 2024 – January 2025)
A. Conference Assessment: 1. Successful delivery of the Literacy Conference. 2. Collection and analysis of data on the number of TRI coaches trained at the Conference. 3. Gathering of exit tickets and feedback from the Conference for future improvements.
B. Coaching and Support: 1. Completion of the first in-person check-in with each TRI coach. 2. Successful conduct of the second Community of Practice (COP) with follow-up training based on conference topics. 3. Conducting at least one virtual check-in with each TRI coach.

Third-Quarter Benchmark

Third Quarter Benchmarks (February 2025 – September 30, 2025). A. Planning for Year 2 Conference: 1. Scheduling and securing of the venue and presenters for the Second Summer – 2nd Annual Literacy Conference. 2. Preparations for compiling conference attendance and post-survey data collection. B. Ongoing Coaching and

Data Analysis: 1. Collection and analysis of action step implementation data from coaching sessions. 2. Conducting the third Community of Practice (COP) with targeted training based on coaching implementation data. 3.Completion of the second in-person check-in with each TRI coach and at least three virtual check-ins. 4. Analysis of STAAR data to assess increases in sub-populations. 5. Completion of any required TEA grant data and evaluation.

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.

Phase One: Project Evaluation. 1. Data Collection and Analysis:- Quarterly Reviews: At the end of every quarter, review the progress and compare it to the benchmarks we set.- Feedback Mechanisms: Use surveys, interviews, and observation reports to gather feedback from literacy coaches and stakeholders.- Performance Metrics: measure progress using both quantitative data (like attendance rates and scores from assessments) and qualitative data (like feedback on the relevance and applicability of training).2. Evaluation Criteria:- Relevance: Assess whether the training content aligns with the current needs of literacy coaches and their schools.- Effectiveness: Evaluate whether the training effectively improves coaching practices and implements RBIS and HQIM.- Engagement: Measure participant engagement and satisfaction with the program.
Phase Two: Program Modification. It involves modifications to enhance the literacy coach competencies. The first step is to identify areas that require change. If required, it will be done by analyzing the collected data against the quarterly benchmarks to identify areas that are not meeting the expectations. Additionally, verification of program alignment with the overall objective of enhancing the coach's competencies. The second step will require implement the modifications, by making adjustments to the training content or teaching methods to better address the coaches' needs based on feedback. If the initial benchmarks are unrealistic or not conducive to the program's goals, they will be revised. Finally, if necessary increase or modify support mechanisms.
Phase Three. Sustainability & Continuous Improvement to regular monitor the program's progress. Maintain continuous feedback collection from participants and stakeholders. Review the program's alignment with TEA's long-term goals and literacy education needs. Assess and adjust resource allocation for long-term feasibility and effectiveness. Involve stakeholders in discussions about the program's progress and future direction.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS# 701-24-110/701A-24 | 2023-2025 Texas Reading Initiative– Literacy Coach Professional Development | Page 3 of 10

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.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS# 701-24-110/701A-24 | 2023-2025 Texas Reading Initiative-- Literacy Coach Professional Development | Page 4 of 10

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.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS# 701-24-110/701A-24 | 2023-2025 Texas Reading Initiative– Literacy Coach Professional Development | Page 5 of 10

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.

All attendees to SY23-24 and S24-25 Literacy Conferences at Region One ESC Conference Center, will receive comprehensive training on practical and effective literacy coaching strategies. The plan includes: DAY ONE - Solid foundation in student-focused coaching and implementing best coaching practices with workshops on how to conduct effective classroom observations and provide actionable feedback. DAY TWO - Theoretical aspects and practical applications of coaching strategies in various classroom settings. A special segment will be dedicated to supporting emergent bilinguals, addressing the unique challenges and opportunities in teaching multilingual learners. BEST PRACTICES:

(1) Literacy Coaching: interactive workshops, simulation activities, and expert panels to improve communication, goal-setting, and feedback techniques. Practical strategies and success stories from experienced literacy coaches. (2) HQIM: Training modules on using instructional materials in diverse educational settings. Product-agnostic approach to ensure applicability across various resources. Hands-on demonstrations for coaches to better understand the application and impact of instructional materials. (3) RBIS: latest research in literacy education and its practical application. Successful RBIS implementations through case studies to illustrate key strategies. REGION ONE ESC Team RLA: 10 experts trained in the TEA state initiatives, currently supporting grades K-12 and all its members are certified to deliver RBIS. Six members are HQIM product advisors, three are biliteracy, and five are English cohort leaders for the Texas Reading Academies. Additionally, six members are TX Instructional coaches.

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.

-In Q1, the RLA Director of Region One will collect contact info from 40 literacy coaches for the first virtual Communities of Practice event. After that, each TRI coach will be assigned an ESC coach for a year.
-The ESC coach will visit each TRI coach's location twice to gain an understanding of their district, conduct side-by-side classroom observations, and provide one-on-one coaching. The first visit will be in the fall of 2024, and the second will be in the spring of 2025.
-Additionally, the ESC coach will conduct at least one virtual check-in in fall 2024 and a minimum of three in spring 2025, providing implementation support and one-on-one coaching. Every visit will include developing action steps for the TRI coach through the SINiDi cycle. Critical phases
*Phase 1: Scheduling and Logistics:1. Conduct a survey to determine convenient check-in dates and times for each coach. 2. Choose accessible check-in locations and offer virtual options.
*Phase 2: Structured Check-In Framework:1. Organize literacy coaches to observe a classroom or peer coaching session. 2. Review the implementation of strategies and techniques learned during the conference. 3. Provide personalized coaching sessions that concentrate on individual areas for growth.
*Phase 3: Actionable Next Steps: 1. Collaborate with each coach to create an action plan outlining specific steps. 2. Include measurable goals in the action plans.
*Phase 4: Follow-Up and Support: 1. Schedule follow-ups to monitor progress on action steps. 2. Continuously share resources and establish a feedback mechanism.
*Phase 5: Documentation and Reporting: 1.Maintain detailed records of each check-in and regularly report to overseeing bodies.
==Logistics Support: 1. Assign a team to manage logistics. 2. Utilize digital tools for efficient scheduling and follow-up communications.

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.

As part of the professional development program, the in-person check-ins will focus on the See it, Name it, Do it (SiNiDi) cycle by Bambrick-Santoyo. The ESC coaches will assess the TRI coach's utilization of this cycle and provide support to address any gaps. The TRI coaches will collaborate with the ESC coaches to improve their implementation and execution of the SiNiDi cycle with their teachers.

During the observations, the ESC coaches will assist the TRI coaches in using the Get Better Faster Scope and Sequence (waterfall) to identify action steps. The waterfall will also incorporate RBIS look-fors, the Texas Reading Academies Coaching Scope and Sequence, and Bilingual/ESL look-fors.

The potential resources that will be used to model specific skills include Get Better Faster by Paul Bambrick-Santoyo, Leveraging Leadership by Paul Bambrick-Santoyo, Teach Like a Champion 3.0 by Doug Lemov, and Teach Like a Champion Field Guide 3.0 by Doug Lemov.

To assign action steps, the ESC coach will work with the TRI coach through the SiNiDi process during each virtual and in-person check-in. The action steps will follow a complete process of purpose and performance-driven metrics that includes the "what," "how," "artifacts and evidence," and "monitor and follow-up." The action steps will be the highest leverage, measurable, and bite-sized. The ESC coach will monitor and follow-up with the TRI coach on the implementation of action steps at their next check-in and repeat the SiNiDi cycle.

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.

The recruitment plan is designed to attract literacy coaches from all over Texas, with a particular emphasis on those in Qualified Opportunity Zones (QOZs) who serve high-need student populations. The main goal is to recruit 40 literacy coaches from 27 different Local Education Agencies (LEAs) that are involved in the Texas Reading Initiative grants. The recruitment plan employs a variety of methods, including digital and traditional marketing strategies, collaborative efforts, active monitoring, and targeted recruitment, to effectively engage and recruit literacy coaches from across Texas, with a special focus on those in QOZs and serving high-need student populations.

The plan involves a robust digital marketing approach, such as promoting the initiative on the Region One ESC website, utilizing digital flyers, and leveraging the reach of monthly meetings. The second strategy is the development of a comprehensive social media campaign, using platforms like X (formerly Twitter), Facebook, and LinkedIn) to share updates, highlights, and registration links.

Collaboration forms a key part of this recruitment plan. By partnering with other Regional Education Service Centers, the initiative can share promotional materials and registration links more broadly. Active monitoring of registration numbers on a monthly basis is crucial to adjust the marketing strategies and focus efforts on areas with lower registration rates.

Lastly, targeted recruitment is essential, with special focus given to schools and districts in QOZs. Communications will be personalized to highlight how the conference addresses the specific challenges and needs of educators in these areas. This targeted approach ensures that the initiative resonates more deeply with those it aims to serve.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS# 701-24-110/701A-24 | 2023-2025 Texas Reading Initiative– Literacy Coach Professional Development | Page 7 of 10

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.

Region One ESC is a leading authority on literacy education in Texas. The highly qualified Reading Language Arts (RLA) team is the reason behind this success. The team consists of 10 specialists with extensive knowledge of K-12 education, and they have deep understanding of TEKS and Science of Teaching Reading standards. Eight of them are comprehensive coaches for the Texas Reading Academy, and six are Texas Instructional Leadership coaches, which means they hold leadership roles in instructional improvement. Region One ESC has been successful in enhancing literacy coaching across Texas due to their extensive educational experience, understanding of local needs, utilization of resources, alignment with state initiatives, research and data-driven approach, collaborative opportunities, and flexibility and responsiveness to evolving educational needs and trends. Their Reading Language Arts Instructional Coaching Academy initiative provided professional development and on-site coaching support for participants. By leveraging these attributes and the expertise of the RLA team, Region One ESC has significantly improved literacy coaching across Texas. Their comprehensive PD programs are designed to equip literacy coaches with the latest knowledge and strategies, leading to enhanced student literacy outcomes. Additionally, the tailored approach to local needs ensures that the improvements are not only widespread but also deeply relevant and impactful in the communities they serve. Additionally, Region I ESC is best suited to lead the conference due to our state-of-the-art facilities and its driving proximity to half of the TRI coaches. The convenience of an International Airport in McAllen close in parameter, allows the remaining TRI coaches to have the option to fly into the McAllen and drive (15 miles) to the Region One ESC in Edinburg, Texas.

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	

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.	None	
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Contractual for Coaching Services (Conference, In-Person and Virtual sessions)	$260,000.00
7.	Contractual for Facilities (Secure Venue, Rental Fees for Conference, Visit Meeting Rooms)	$120,000.00
8.	Contracted Services - (4) Keynote Speaker(s) for 2 Conference(s)	$60,000.00
9.	Contractual Services for Printing/Designing Materials (Branding, Recruitment, Conference)	$50,000.00
10.	Contracted Services for Evaluation (strategic planning, survey, data collection, analysis)	$10,000.00

Supplies and Materials

11.	General Supplies - Consumables for Outreach (fliers, brochures, posters)	$58,448.00
12.	Instructional Materials (servicing literacy needs for participants i.e.: books)	$70,000.00
13.	Software and Equipment necessary for PD Trng. Communities of Practice (In-person/Virtual)	$60,000.00
14.		

Other Operating Costs

15.	Travel - Coaching In-Person "Check Points" Visits (per diem, flight, lodging and/or mileage)	$50,000.00
16.	Travel In State Conference Fees for literacy coaches to attend conferences approved by TEA	$20,000.00
17.	Indirect Cost at the allowable approved restricted indirect cost rate of 12.071%	$91,552.00

TOTAL GRANT AWARD REQUESTED: | $850,000.00

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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**

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____ .