2023-2024 Texas Reading Initiative - Literacy Coaching and Professional Development 6-12

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 **10/2/2023** 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): N/A

1. Applicant Information

Name of organization Corrigan-Camden Independent School District

Campus name N/A   **CDN** 187904   **Vendor ID** 74-6000627   **ESC** 06   **UEI** HVP1FB9KL7V3

Address 504 South Home St.   **City** Corrigan   **ZIP** 75939   **Phone** 936-398-2341

Primary Contact Dr. Keith Brooks   **Email** kbrooks@ccisdtx.com   **Phone** 936-398-4040

Secondary Contact DeAnna Prunes   **Email** dprunes@ccisdtx.com   **Phone** 936-398-2341

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. Keith Brooks   **Title** Superintendent   **Email** kbrooks@ccisdtx.com

Phone 936-398-4040   **Signature** *Dr. Keith Brooks*   **Date** 05/31/2023
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Grant Writer Name Lorenzo Alaniz   **Signature** *Lorenzo Alaniz*   **Date** 05/31/2023
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○ 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
Corrigan-Camden ISD and all its campuses are classified as rural and are located in an Opportunity Zone (6pts). The locations of these campuses cause them to be hard-to-staff areas and increase turnover (District: 17.7% vs State: 17.7%)	Corrigan-Camden ISD will focus on recruiting and retaining a highly qualified Instructional Literacy Coach. The district will strategically use the grant funds to support the newly hired teachers who fill the much needed vacancies by hiring an Instructional Literacy Coach who will provide teachers continuous, on- going support in these hard-to-staff campuses.
The district's Economically Disadvantaged (ED) 73.8% and Special Education 55.3.% rates are higher than the state's respective rates 60.7% and 43%. More than half the district students are classified as At-Risk (50.7%).	The district will target students classified: EB, ED, at-risk, special populations, and students with disabilities (6 pts). Students will receive intensive, targeted interventions and accelerated support. Teachers will be provided OER/HQIM products used daily in classroom instruction to support all learners.
On average, only 24% of the districts' special education students met the approaches level Reading EOC STAAR level. This is much lower than the state's average of 75% (Source: 2021-2022 Texas Academic Performance Report (TAPR)).	To target these gaps, the Literacy Coach will 1) Train teachers/administrators on implementation, development, administration, and support of Amplify (TEA OER) (5pts). 2) Provide High Quality PD to teachers/administrators. 3) Coordinate literacy instruction with early childhood programs. 4) Provide early interventions for EB, ED, and students with disabilities.

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) Employ a Literacy Coach to provide training sessions and professional development. 2) Target 6th-12th students, specifically at-risk groups: EB, ED, students with disabilities, and/or those who come from families who fall 200% below the poverty line (3pts). 3) Increase academic growth in Reading Language Arts (RLA) for targeted students by 25%. MEASURABLE: Outcomes will be measured using: Writing Rubrics, STAAR scores, benchmarks/report cards, PD sign-in sheets, and PEIMS data tracking demographics of students served. ACHIEVEABLE: Use the strategic recruitment/retainment plan for a qualified literacy coach. RELEVANT: The proposed strategies are relevant as the students in the campuses performed lower in the Reading STAAR tests. 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

Benchmarks for the first quarter of the program include:
I. Hire a literacy coach for the grant program; II. Create and utilize a rubric to access student baseline data in RLA subjects. III. Design and adopt a strategic model that enhances the recruitment/retention of a literacy coach; IV. Create a schedule of PD trainings that will occur during the funding period; V. Conduct an initial meeting between the teachers, administrators, and the literacy coach to discuss the program and its purpose; VI. Complete the pre-coaching survey administered by TEA; and VII. Identify students who are EB, ED, and/or special education to ensure they receive additional support and interventions.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Benchmarks for the second quarter of the program include:
I. Coordinate two (2) sessions between the literacy coach and teachers to discuss proposed strategies and purchase needed TEA OER products for the teachers to use in the classroom. II. Have 50% of teachers state they feel more equipped to instruct evidence-based initiatives in RLA; III. Provide at least one embedded professional development training for teachers, principals, and/or other school leaders. IV. Coordinate comprehensive literacy instruction with early childhood education programs and activities; V. Coordinate comprehensive literacy instruction with after-school programs and activities; and VI. Have 25% of the targeted students demonstrate academic growth in RLA (mCLASS software, benchmarks, or report cards).

Third-Quarter Benchmark

Benchmarks for the third quarter of the program include:
I. Coordinate two (2) additional sessions between the literacy coach and educators to discuss the effectiveness of strategies and the OER products that were implemented in the classrooms; II. Provided at least one (1) additional embedded professional development training to teachers, principals, and/or other school leaders; III. Have 90% of teachers state they feel more equipped to instruct evidence-based initiatives in RLA; IV. Ensure a total of 30 educators receive support from the literacy coach; V. Complete the post-coaching survey administered by TEA; VI. Ensure 40% of targeted students participate in after-school activities that incorporate comprehensive literacy instruction; and VII. Have 40% of the students demonstrate academic growth in RLA (mCLASS software, benchmarks, or report cards).

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.

The district successfully implemented the following TEA grants: Texas COVID Learning Acceleration Supports (TCLAS) and the Technology Lending Grant. The district has demonstrated its diligence to conduct effective grant management through frequent data collection and reporting that is consistent with TEA guidance. This frequent data collection will be consistent in the TRI grant program. The district plans on collecting data every month to determine if progress is being made toward meeting the SMART goal and quarterly benchmarks listed above. Data to be collected includes: Increase in participating teacher's efficacy, as measured by educators implementing effective practices; Demographic of students served; Number of educators effectively trained by the literacy coach; Specific areas of support the literacy coach is assisting educators with (support in implementation, videos, artifacts, etc.); Status on the comprehensive recruitment/retention plan; and Improvement in performance of students who were instructed by educators who received literacy coach support. IF BENCHMARKS DO NOT SHOW PROGRESS: Campus and district administrators will meet to identify what can be done to improve outcomes. The data mentioned above will be analyzed to identify if any gaps exist in the program. Based on gap(s) identified, modifications will be made, which could include but aren't limited to increasing dedicated meeting time for the literacy coach, increasing number of PD trainings offered, purchasing additional HQIM products, and increasing embedded literacy coach sessions. By making modifications when needed, the district will ensure progress at the campuses, grant compliance, and achievement of services and performance targets. This done proficiently will enable the district to be eligible to receive the noncompetitive continuation of grant funds. HOW PROGRAM WILL BE MODIFIED FOR SUSTAINABILITY: If it is determined that the program is not progressing sufficiently, the literacy coach will discuss modifications needed and adjustments will be made accordingly. If the district requires guidance on addressing a certain issue, they will reach out to TEA and/or other districts implementing similar programs to ensure their insufficiency can be addressed properly. If modifications must be made, the district will notify parents, the community, and board members of the modification to the program.

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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

PROOF OR A PLAN ON RECRUITING AND HIRING A LITERACY COACH: To ensure the districts can support TEA's goal of developing a pipeline of literacy coaches, the district will take the necessary measures to hire a literacy coach, prior to the October 1, 2023, requirement. As part of these measures, the district created a literacy coach job description, proposed salary schedule, tentative board agenda item, and proposed interview dates, prior to the October 1, 2023, TEA requirement. This individual will be providing targeted intervention and support to at least 30 teachers annually, as well as students who are classified as Emergent Bilingual (EB), Economically Disadvantaged (ED), students with disabilities, at-risk, and/or highly mobile.

NOTE: The district is committed to hire an individual who is has completed the required HB 3 Reading Academies and has completed RBIS Training. If the individual needs one or the other, the district will implement a deadline to complete the required HB 3 Reading Academies and RBIS Training. The literacy coach position will have minimum of a bachelor's degree, preferred master's degree, along with several years of teaching experience. When selecting the Instructional Literacy Coach, the district looked for individuals who were: 1) Comfortable speaking in front of large groups and classrooms of students; 2) Excellent teachers with teaching experience at the particular level they're coaching; 3) Knowledgeable about reading processes, assessment, and instruction; 4) Masters of their craft, comfortable modeling lessons and teaching techniques in front of other educators; and 5) Experienced in coaching educators and assisting in coordinating professional development.

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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).

Corrrigan-Camden ISD implements the Tier 1 State-Adopted RLA Instructional Curriculum for all 6-12 campuses. In addition, in order to bring rigorous instruction to all their 6-12 students, the district implements supplemental resources in their RLA courses. The 6th-8th RLA uses the TEKS Resources System, an on-line curriculum management system aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS Resource System is designed to use current research-based practices to provide a foundation of aligned curriculum for the four core content areas in grades K-12. Corrigan-Camden ISD also utilizes BookNook (TEA OER), an on-line learning platform focused on improving student literacy. Moreover, the district has implemented Eureka Math (TEA OER) and Zearn Math (TEA OER) as supplemental resources in their math classroom instruction.

If funded, the Literacy Coach will support teachers in implementing Research-based Instructional Strategies (RBIS) by assisting them in implementing HQIM materials and additional OER products. The OER products listed above and the implementation of new HQIM materials will support teachers and increase the overall effectiveness of their teaching strategies; thereby, improving academic achievement by addressing the needs of all learners, including students with disabilities, Emergent Bilingual students, Economically Disadvantaged students, and gifted and talented students.

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 the literacy coach;
• 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 (NIA).

To ensure these performance measures are met, the following activities will be implemented:
I. Coordination of Staff - The district 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.
II. Retention Plan for Literacy Coach - The district 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 methods; thereby helping the district staff these hard-to-staff campuses.
III. High-Quality Professional Development Trainings for Teachers/Principals – The Literacy Coach 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. To ensure the quality of the trainings provided are high, the district will thoroughly vet the external organizations and training providers to determine if they have the quality and experience needed to provide such trainings.
IV. Intervention and Support - The district 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, a TEA-recognized 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): Corrigan-Camden ISD has the ability to support traditionally unserved student populations (i.e. those who come from Qualified Opportunity Zones (QOZs), low-income, etc.). Evidence of this can be seen by the district's ability to serve Corrigan-Camden Elementary, Corrigan-Camden Junior High School, Corrigan-Camden High School campuses, all of which are located in QOZs (5 pts). The district has the ability to support traditionally unserved student populations who come from families who fall below the 200% poverty line. Evidence of this can be seen by the district's ability to serve Corrigan-Camden Elementary, which has an ED rate 76.3%, Corrigan-Camden Junior High School, which has an ED rate 77.4%, and Corrigan-Camden High School, which has an ED rate 66.5%. (3pts) 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 disruptor's, 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 district also has:

• An Economically Disadvantaged rate of 73.8% compared to 60.7% for the state;
• More than half of their students classified as At-Risk (50.7%);
• An Emergent Bilingual rate of 9.1% compared to 21.7% for the state; and
• A Special Education rate of 55.3% compared to 43% for the state (Source: 2021-2022 Texas Academic Performance Report).

Due to these statistics and with the qualification referenced above, the district 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.

ORGANIZATIONS LITERACY APPROACH: The district's literacy framework was created to define beliefs, align practices, and take action for continuous improvement. As part of the literacy framework, the district incorporates various research-based practices that are positive, purpose-driven, and incorporate student-led discussions. These practices include but are not limited to 1) Coaching-Facilitating – The teacher thinks along with students and helps them develop their own ideas rather than directing their thinking and telling them what to do. 2) Scaffolding – The teacher supports students at their independent learning levels, enabling them to solve problems and carry out tasks that would otherwise be impossible due to falling behind academically. 3) Literacy Workstations – Stations are created where students work in pairs using instructional materials to practice reading, writing, speaking, listening, and working with words. 4) Guided Practice – Teacher leads students through rehearsals of skills, processes, or routines to ensure understanding, accuracy, and automaticity. HOW IT ALIGNS WITH THE RLA RBIS: RLA Research-Based strategies include: Foundational Skills, Text Complexity, Knowledge Coherence, and Text-Based Responses. The way the district 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 included 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, the district will implement the utilization of Amplify and incorporate other HQIM products, which will assist teachers in providing inspiring and impactful lessons that celebrate/develop the brilliance of their students.

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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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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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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.	Payroll - Funds to provide a salary for the Literacy Coach.	$60,000
2.	Benefits - Funds to provide benefits for the Literacy Coach.	$11,700
3.	Mileage Stipend - Funds for the Literacy Coach for mileage traveling to campuses.	$1,200
4.	Extra Duty Pay - Funds for Extra Duty Pay for After School Instruction.	$5,000
5.	Indirect Cost Restricted Rate (3.531%).	$4,060

Professional and Contracted Services

6.	Professional Development - Funds for High Quality Professional Development	$9,740
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies - Funds for HQIM Supplies and Materials.	$20,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel - Funds for Conference Fees and Travel Expenses.	$3,300
16.		
17.		

TOTAL GRANT AWARD REQUESTED: $115,000

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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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