



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:

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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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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
Region 10 plays a critical role in promoting literacy and advancing literacy education. Based on our regional STAAR data, we have experienced growth in literacy scores, but targeted/TEA aligned LEA support is critical to continue this upward trend.	The R10 Literacy conference will bring together experts, educators, researchers, policymakers, and community members to share best practices, research findings, and innovative strategies for improving literacy outcomes. We will provide a platform for learning, networking, collaboration, and discussion on the most pressing issues related to the science of reading and the most recent research.
LEA science of teaching reading misconceptions have resulted in a lack of grade level rigorous instruction and instruction that meets the needs of diverse student populations.	Literacy conference participants will gain new insights, knowledge, and skills that they to apply in their own contexts. Participants will learn how evidence-based (i.e., RBIS) practices, interventions, and successful curriculum programs (HQIM) improve literacy outcomes.
Strong literacy programs demand a strong curriculum and systems for continuous improvement and teacher/leader support that includes job-embedded professional learning, coaching, and implementation support.	R10 instructional coaches will provide cohort-based (e.g., TIL aligned) PLC professional learning, targeted feedback, modeling, and implementation support for leaders and teachers working to improve system-wide, implement HQIM curriculum, and develop classroom strategies based on RBIS that result in student learning at grade level rigor and improved student outcomes.

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.

Theory of Action: As R10 connects a 6th-12th Literacy Conference with opportunities for job-embedded professional development and support, participants will improve their overall confidence to implement High Quality Instructional Materials and we will ultimately ensure improved student literacy outcomes.

Performance Objective for participating LEAs: 1) Overall teacher confidence to implement HQIM (and RBIS) will increase by at least 1 scale point on average as evidenced from pre-to-post participation, and 2) STAAR literacy growth measures (Domain 2) will increase 2023 to 2024 by 3 pts. as evidenced by 6th-8th grades STAAR data.

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

Lit Conference: Review STAAR data/needs assessment and codify measurable goals. Backwards plan toward Identification of high leverage LEA participation, session topics: Identify 100% of participants from Opportunity Gap Zones and target for recruitment (minimum 280 participants all LEAs). ID success criteria for presenters/sessions to ensure learning opportunities aligned to identified needs. Ensure 100% session proposals, presenter selections include R10 PLM+ adult learner extension activities. promote directly with all LEA constituents. Coaching: ensure completion of all Product Academy Modules with 100% of ESC staff assessed/certified/prepared to establish a cadence of high leverage PD and coaching for teachers and school leaders consistent with other statewide (e.g., TIL) supports. Assess/determine level of LEA/teacher Amplify implementation. Prioritize/ID/recruit LEA participants.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Literacy Conference: Execute conference activities. ID ESC action steps based on pre/post-conference surveys. Ensure sessions provide opportunities for application of learning. Review session feedback to determine impact of the learning. Identify percentage of attendees from Opportunity Gap Zones and utilize R10 PLM+ observation/feedback protocol towards collaboration w/TEA officials to identify future opportunities/needs/upgrades for future conferences. Follow-up with LEA participants and leaders to share outcomes and actively pursue opportunities for ongoing job-embedded professional learning (i.e. connecting LEAs w/ESC capacity building opportunities).
 Instructional Coaching: Review formative measures and conduct LEA partnered observation/feedback on mid-year rubric to determine teachers' progress toward the implementation of Amplify. ID ESC/LEA/participant action steps and ensure PLC/coaching activities include agendas, internalization protocols, and data reviews.

Third-Quarter Benchmark

Literacy Conference: Post-conference implementation/extension evidence survey that includes a confidence scale and student outcome reflection. Develop a cadence of ongoing follow-up communication/extension with participants to provide resources and offer continued support.
 Instructional Coach: Review formative and summative Amplify implementation metrics for 100% of LEA partnered observation/feedback/PLC opportunities that include EOY teacher progress metrics toward action steps identified during coaching, implementation/support, and guided PLCs (e.g., established PLC meeting structures, established Internalization and data protocols).

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.

We will develop a backward map project with milestones and deliverables from "unmovable" dates to create a comprehensive work plan that will guide to the work. For any given deliverable, milestone or critical action, we will establish success criteria in advance to ensure clarity and alignment on quality and expectations.

Literacy Conference: We will use the pre and post conference surveys to identify the impact of the conference on instruction practices and teachers' increased implementation confidence of HQIM materials. Region 10 team will conduct a Deep Dive on the effectiveness in the coordination of the conference and the impact on participants based on surveys. Literacy and HQIM professional development opportunities will be provided as a continuation of the conference throughout the year. A review of STAAR data will be conducted across the Teaching and Learning department to identify literacy progress for Region 10 LEAs and identify learning extensions based on the areas of need.

Instructional Coaches: Instructional coaches will meet at least monthly with the ESC HQIM Lead to review progress for their LEA in the implementation of HQIM. We will use teacher pre and post surveys to identify the impact the support from the instructional coach had on instruction practices and teachers' increased confidence in the HQIM implementation. BOY, MOY and EOY walkthroughs and implementation rubric will be used to determine the fidelity of HQIM implementation. Providing multiple checks allows for shifting support based on the targeted areas identified by walkthroughs and rubric data. Teachers and instructional coaches will conduct data digs after each curriculum embedded assessment. This data will identify any targeted student support needed to close grade level instructional gaps and provide teachers with necessary tools.

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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

Region 10 has a robust hiring process as identified by the timeline below.

Completion Timeline:

- July 1 - Job description draft developed and approved by Teaching & Learning Director
- August 21 - Post position & disseminate across multiple communication outlets, including social media
- August 21 - Select Interview Committee & Communicate Hiring Plan
- August 21 - September 1 - Review Applicants in System
- September 4-8 - Select Top 10 Candidates, Review Top Candidate Application Videos & Schedule Interviews
- September 11-15 - Interview Candidate (Round One)
- September 18-19 - Interview Top 3 Candidates (Round Two) - This interview includes artifacts and a 30 minutes presentation by each candidate.
- September 20-21 - Conduct reference checks for top 3 candidates.
- September 22 - Committee makes recommendation to the Teaching & Learning Director and communicates with HR.
- September 25-27 - HR review all documents, checks background and makes offer prior to October 1

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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).

LEAs that will be served are currently implementing Amply 6th-8th and Odell.

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

The Instructional Coach will serve as a job-embedded professional development infrastructure to both support LEAs and build ESC capacity to support LEAs. Our goal would be to help LEAs see how this work isn't detached or additional but instead nests within a system of support to grow and develop teachers to effectively implement HQIM. Practice-based training and follow-up implementation through coaching are essential to transferring learning to daily practices. Instructional coaches are experts in their field who have extensive knowledge of effective instructional strategies, assessment techniques, and curriculum design. Instructional Coach should have completed the Reading Academies, and will complete their RBIS Certification, and Product Academy Certification. Depending on the experience of the Instructional Coach, and to ensure that the coach is prepared to provide the needed support for LEAs, additional professional development may be needed. Some of the additional training the Instructional Coaches will participate in will be focused on serving high-need students, including children living in poverty, emergent bilinguals, and children with disabilities. The Instructional Coach will work with teachers one-on-one or in small groups to provide targeted support and feedback based on individual needs and goals. Being part of the weekly PLCs will provide teacher job-embedded practice and support to internalize Amplify modules and lessons. They will model effective instructional practices, observe teachers in action, and provide feedback on their teaching practices. In addition, the Instructional Coach will help teachers stay up-to-date with the latest research and best practices in literacy instruction (RBIS). They will provide ongoing professional development opportunities, such as RBIS workshops and product specific training on Amplify, to help teachers build their knowledge and skills. Instructional coaches will meet at least monthly with the ESC HQIM Lead to review progress for their LEA. The Instructional Coach will use a teacher's pre-implementation surveys to identify their confidence in the HQIM implementation and develop a targeted support plan for the individual teachers. BOY, MOY and EOY walkthroughs and implementation rubric will be used to determine the fidelity of HQIM implementation. Feedback will be provided to teachers as part of the continuous improvement plan and campus leaders will take part in the coaching conversation. Providing multiple checks allows for shifting support based on the targeted areas identified by walkthroughs and rubric data.

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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.

We currently support multiple districts through TCLAS and Strong Foundations that are implementing Amplify 6th-8th and Odell. As a result of the district size, rural locations, and the limited resources in the QOZs, the district administrators wear many hats, including providing coaching support for the Amplify 6th-8th and Odell implementation. Having a designated instructional coach at the district will ensure that teachers are provided with consistent implementation support through job embedded professional development and PLC support. Our plan is to start the literacy coach support with the districts that are already implementing Amplify 6th-8th and Odell without the embedded supports to sustain with fidelity the implementation. The instructional coach role is intended to support 30 teachers. We are currently targeting Campbell ISD, St. Anthony, and Pioneer Tech as the primary LEAs for service. These districts have high numbers of children living in poverty and limited resources to meet the needs of their highest risk students.

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.

Our vision for literacy is that all students will receive high-quality and engaging instruction with equitable opportunities and authentic learning experiences to promote the application of literacy skills. HQIM is the tool that will support this vision. We are committed to supporting literacy instruction that provides our LEAs with cross-curricular, culturally-diverse, and complex resources and texts that will guide students in their future to become analytical thinkers and problem-solvers. Below is a summary of our RBIS aligned literacy framework.

Foundational Skills - In order to develop and sustain foundational literacy skills, Region 10 ESC will support LEAs as they lead students to engage in explicit, systematic, and data informed instruction. All students will receive appropriately sequenced daily instruction with practice of specific skills in and out of context, including making meaning from what is being read. HQIM will function as the bedrock resource for this instruction.

Text Complexity - It is important that all students possess the skills to be effective communicators, readers, and writers. Through HQIM and providing quality support to our LEAs on how to properly implement HQIM, all students will have equitable access to complex, rigorous, and culturally-relevant texts on their grade level allowing them to become analytical thinkers and problem solvers.

Knowledge Coherence - We believe in effective core literacy instruction that leverages student schema and continues to develop background knowledge and relevant vocabulary for all students. Through our partnership with LEAs in support of the implementation of HQIM, students will achieve reading comprehension and analytical thinking skills that are culturally diverse, authentic, complex, and cross-curricular.

Text-Based Responses - The application of text based responses will equip students with the ability to express themselves in both speaking and writing across contents. By providing RBIS training to our LEA partners, as well as product training for the effective use of HQIM, instruction will be rooted in the students' growing knowledge and exposure to various authentic texts, giving them equitable opportunities to develop higher-level thinking, critical analysis skills, and cultural awareness.

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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.

Our goal for the Regional Literacy Conference is for it to play a critical role in advancing literacy education across Region 10. We want to inspire and empower participants to take action, advocate for literacy practices based on the science of teaching reading, and create meaningful change in their own communities. This conference not only aligns with our mission but it provides an opportunity for impacting the learning of 860,000 students. Region 10 has supported TEA in the design and delivery of significant statewide training. We are well versed in organizing and holding large conferences and events for thousands of participants. Our state of the art facility has the infrastructure to provide a quality experience for participants and presenters. We also have an award winning Marketing Department that will support the a recruitment of participants. Region 10 has built strong relationships with LEAs implementing HQIM. We have 6 RBIS certified and Product Academy certified consultants that directly support 29 LEAs across Region 10 with the implementation of HQIM products (Amplify, Eureka, Carnegie, Odell, PhD Science) through TCLAS Decision 2, Strong Foundations Planning and Strong Foundation Implementation Supports. We will support, in 2023-24, 25 Product Academies classes in TEA Learn. Our team provides monthly HQIM Newsletters, RBIS training and product training for LEAs across Region 10. This conference will play a critical role to expand our current HQIM work with LEAs. One of the measurable results of this conference will be to continuously improve HQIM professional development offerings through ESCs as a way to close those gaps that are revealed by the data from the pre and post conference surveys. Our plan is to provide 4 participant strands in the conference: Teacher, Instructional Coaches, Campus and District Administrators. Sessions will address the unique needs of the participants by providing product specific training, RBIS training, and sessions that support best practices based on the research of the science of reading. The conference will also provide a foundational platform for attendees to foster literacy mentor/mentee relationships for continued growth and support. This will be an event that will be sustained beyond the grant window and funding source.

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.

Proposed Conference Participation Goals:

1. Professional Development Based on the Science of Reading Research.: Enhance skills and knowledge through interactive sessions, training workshops, and educational resources offered at the conference.
2. Collaboration and Partnerships: Engage with peers, industry professionals, experts, and potential collaborators to expand professional network and establish valuable connections.
3. Leadership Development: Share expertise and contribute to the conference through presentations, speaking engagements, or participating in panel discussions.

Outcomes-Focused Success Metrics:

1. Professional Development Progress: Assess the improvement in skills, knowledge, or competencies by evaluating feedback from training sessions, workshops, or certifications obtained during the conference.
2. Collaboration and Partnership Opportunities: Track the number of potential collaboration opportunities identified and the progress made in establishing partnerships or joint initiatives following the conference.
3. Leadership Impact: Assess the impact of contributions to the conference by measuring metrics such as the number of presentation attendees, engagement levels (questions, discussions), positive feedback, and subsequent opportunities (such as invitations to speak at other events or publish papers).

Alignment to Performance Measures will include the use of pre and post conference surveys to identify the impact of the conference on instruction practices and teachers' increased implementation confidence of HQIM materials. Sessions will provide opportunities for application. Region 10 team will conduct a Deep Dive on the effectiveness in the coordination of the conference and the impact on participants based on session feedback surveys. Literacy and HQIM professional development opportunities will be provided as a continuation of the conference throughout the year. A review of STAAR data will be conducted across the Teaching and Learning department to identify literacy progress for Region 10 LEAs and identify learning extensions based on the areas of need.

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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.

Recruiting schools or districts to attend a literacy conference in Qualified Opportunity Zones (QOZs) or targeting teachers serving low-income, high-need students requires a strategic plan that effectively communicates the benefits of the conference and addresses the specific needs and challenges faced by these educators.

1. Research: Identify schools or districts located in Qualified Opportunity Zones or those serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.
2. Establish partnerships and collaborations: Reach out to LEAs curriculum department and influential individuals or leaders. Collaborate with them to promote the conference and gain their support in reaching out to teachers and campus leaders. Emphasize the benefits of attending the conference in terms of professional development, resources, and networking opportunities. Tailor the messaging to highlight the relevance of the conference to their situations. Provide concrete examples of how attending the conference can benefit their students and improve their instructional practices. Reach out to the target audience through various channels to maximize visibility and engagement. This may include sending personalized emails, creating a dedicated conference website or landing page, leveraging social media platforms, and using educational newsletters or mailing lists.
3. Offer relevant and targeted content: Design the conference program with sessions, workshops, and presentations that specifically address the needs of educators serving low-income, high-need students. Focus on evidence-based instructional strategies, culturally responsive teaching practices, literacy interventions, and approaches to support students with disabilities and emergent bilinguals. Ensure that the program reflects the diverse perspectives and experiences of the attendees.
4. Monitor and evaluate outreach efforts: Continuously monitor the effectiveness of our outreach efforts by tracking registration numbers, surveying potential attendees about their decision-making process, and seeking feedback from participating schools or districts. Analyze the data to identify areas for improvement and adjust our strategy accordingly.

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"/>
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.	Instructional Coach	\$110,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Conference Speakers	\$70,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Conference Materials & Supplies	\$7,000
12.	Instructional Coach Materials	\$1,000
13.		
14.		

Other Operating Costs

15.	Instructional Coach - Travel (Mileage & PD Travel)	\$5,000
16.		
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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