



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

Competitive Grant Application: Due 11:59 p.m. CT, June 2, 2023

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

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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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
78% of respondents reported feeling confident in their understanding of the difference between a content-free (skills-based) and knowledge-based curriculum, yet regional STAAR scores highlight student gaps in knowledge when compared to state achievement.	Each year, the primary objective of the literacy conference will be to build attendees' true understanding of a knowledge-based curriculum and how using OER and other high-quality instructional materials can help all children achieve better literacy outcomes. Pre/Post surveys, newsletters, and podcasts will also be used to measure knowledge gained before and after conference sessions.
70% of respondents reported feeling confident that school staff are effectively interpreting their high quality knowledge-based curriculum on their campus, yet regional STAAR scores reveal gaps in learning.	Each year, the conference planning committee will ensure that literacy conference sessions and exhibits focus on delivering tools and resources aimed at offering access to OER and other high-quality instructional materials that support an effective use of a knowledge-based curriculum on a campus.
78% of respondents reported that they would attend a conference that builds their understanding of knowledge-building instructional materials and implementation.	Each year, the conference planning committee will ensure that a systematic marketing campaign is used to target attendees from rural communities and Qualified Opportunistic Zones (QOZs) serving students who are economically disadvantaged, have disabilities, are emergent bilingual, and are highly mobile/at-risk. The campaign will highlight HQIM's embedded support for special pops.

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.

Region 2 represents 42 school districts. Within these LEAs, 23 school districts are listed as Opportunity Zones ISDs. After three years, there will be an 60% gain in attendees' understanding of a knowledge-based curriculum and an 60% increase in their access to high-quality instructional materials.

- Year 1: 300 participants
- Year 2: 350 participants
- Year 3: 400 participants

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

1. Number of conference committee members with descriptive data collected (i.e. organization type, location, experience, etc.)
 2. Number of meetings held with attendee counts.
 3. Number of contacts made through the dissemination of marketing campaign materials that include, but are not limited to, email correspondence, podcasts, and conference newsletter.
- March Registration Goal: 125

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Number of conference attendees with descriptive data collected.
 2. Results of pre/post surveys for each session to determine knowledge gained.
 3. Number of conference committee members with descriptive data collected (i.e. organization type, location, experience, etc.)
 4. Number of meetings held with attendee counts.
 5. Number of contacts made through the dissemination of marketing campaign materials that include, but are not limited, to email correspondence, podcasts, and conference newsletter.
- April Registration Goal: 200

Third-Quarter Benchmark

1. Number of conference attendees with descriptive data collected.
 2. Results of pre/post surveys for each session to determine knowledge gained.
 3. Number of conference committee members with descriptive data collected (i.e. organization type, location, experience, etc.)
 4. Number of meetings held with attendee counts.
 5. Number of contacts made through the dissemination of marketing campaign materials that include, but are not limited to email correspondence, podcasts, and conference newsletter.
- April Registration Goal: 250

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.

Project evaluation data will be collected to assess both knowledge gained and perceptions of conference attendees. This data will be used to determine the conference’s impact, and monitor future events to demonstrate success. To assess the degree to which project goals are achieved, the following data will be collected and used as part of an annual needs assessment and evaluation process: (1) monthly conference committee meeting agendas, minutes, and action items, (2) measures of participation and engagement in conference activities and/or sessions, (3) demographic information on the LEA where attendees may be employed, (3) overall satisfaction survey results, and (4) results of pre/post surveys for specified sessions.

As data is collected, program staff will evaluate success by using the following process questions at each benchmark to determine if modifications are needed: (1) Are the pre/post conference activities being performed as planned? (2) Is the project reaching the intended target population? (3) How satisfied are the attendees with sessions? (4) How should the planned activities be modified to work better? (5) What lessons can we learn from the way knowledge is or is not gained during a session or activity? When modifications to the project seem necessary, the following questions will be used to implement new strategies needed to course correct: (1) What can be done differently to ensure knowledge is gained more effectively? (2) What key changes can be made to the conference to enhance the achievement of goals? (3) What are the lessons learned for the future? The overall program evaluation will assess the extent to which the conference focused on the use of high-quality instructional materials to support a knowledge building approach to learning.

To assess the degree to which this was achieved data will be collected to answer the following questions: (1) Did the conference reach the intended number of attendees from QOZs? (2) Did the conference provide the planned activities? (3) Did the activities lead to the expected outcomes? (4) Were there any unexpected outcomes?

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development K-5 Program Guidelines*
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development K-5 Program Guidelines*, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with **Every Student Succeeds Act Provisions and Assurances** requirements.
- 6. The applicant assures they will comply with the Program-Specific Assurances as applicable found on p. 7 of the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development K-5 Program Guidelines* .

9. Statutory/Program Requirements

Please select the type of opportunity being applied for. Select one or both of the following:

- Check this box if applying for the literacy coaching opportunity (Questions 9.1-9.5)**
- Check this box if applying for the regional literacy conferences opportunity (Questions 9.6-9.8)**

1. (Literacy Coaching Opportunity) Provide proof or a plan on recruiting and hiring a literacy coach. This must be a new position for the grant award.

N/A

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9. Statutory/Program Requirements (Cont.)

2. (Literacy Coaching Opportunity) Identify the tier 1 curriculum used for K-5 RLA in participating schools. Please provide information on whether this is an OER product, or another HQIM product. If it is another HQIM product, please identify how it aligns with the RLA Research-based Instructional Strategies (RBIS).

N/A

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

N/A

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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.

N/A

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.

N/A

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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.

As with our previous ESC-2 conferences such as the Texas Reading Initiative – Professional Development Grades 6-12, the Texas Autism Conference, School Nutrition Summer Conference, Annual School Health and Safety Conference, and Region 2 Technology Conference, we take great care in designing conferences that meet the needs of our stakeholders. From choosing the right venue to selecting the right speakers and proposals, our experience in organizing a quality conference lends well to the feat of offering our attendees the intended information outlined by the Texas Reading Initiative Grant. Moreover, our vision of the grant's professional development conference aligns with your goal of building system capacity for our attendees through collaboration and professional learning opportunities. We will accomplish this feat by utilizing a conference planning committee, built of stakeholders that are knowledgeable on TEA initiatives such as The Science of Teaching Reading, Texas Lesson Study, High Quality Instructional Materials, and Research-Based Instructional Strategies that support a knowledge-building curriculum and effective implementation practices with integrity. We will address student equity by offering sessions that focus on meeting the needs of all students, inclusively, through a clear instructional vision while utilizing OER and other approved managed curriculum that are content-rich, relevant, and use assessments aligned to the state standards. Attendees will be offered guidance towards developing differentiated lessons with clear purpose, TEKS alignment, and pacing in order to encourage inquiry, curiosity, and continuous learning within and outside the classroom.

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.

- * At least 300 participants will attend the literacy conference in the first year, 350 in year two, and 400 in year three.
 - * At least 50% of conference attendees will represent rural communities and districts in QOZs in the first year, 60% in year two, and 70% in year three.
 - * At least 85% of the conference planning committee will be represented by staff from rural communities and districts in QOZs.
- Outcome-focused success metrics:
- * Number of attendees who built knowledge on the rationale behind a knowledge-building approach to literacy instruction and using high-quality instructional materials.
 - * Overall satisfaction metrics concerning the conference, venue, breakout rooms, accommodations, staff, and food.
 - * Assessment of the schedule, including the general session, individual presentations, and breaks in-between

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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.

The most effective way to recruit conference attendees from rural communities and districts in QOZs is to establish a conference planning committee with representatives from these areas. The specific responsibilities of the Conference Planning Committee include:

- * In collaboration with the ESC, the committee will develop the program for each literacy conference. This includes reviewing conference data to choose topics, identify speakers, plan networking activities, and meals.
- * In choosing conference speakers, the committee will rate proposal submissions and select the finalists. The committee is responsible for considering topics that focus on TEA initiatives such as The Science of Teaching Reading, Texas Lesson Study, High Quality Instructional Materials, and Research-Based Instructional Strategies. These initiatives support support a knowledge-building approach to learning.
- * Monthly meetings will be held to facilitate the planning process starting immediately following grant award, and will continue throughout the three-year grant award.
- * During the conference, committee members will assist with helping attendees, greeting attendees, assisting and introducing speakers and any other activities to ensure the success of the event.

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.	ESC Specialist	\$18,464
2.	Coordinator	\$12,310
3.		
4.		
5.		

Professional and Contracted Services

6.	Rental / Lease	\$11,404
7.	Building Use	\$4,181
8.	Telephone / Cell	\$760
9.	Keynote Speaker	\$11,466
10.	Technology and Publication	\$12,165

Supplies and Materials

11.	General Supplies That Do not Require Specific Approval	\$31,008
12.		
13.		
14.		

Other Operating Costs

15.	Other Operating Costs That Do not Require Specific Approval	\$13,242
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
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