



2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5

Competitive Grant Application: Due 11:59 p.m. CT, June 28, 2021

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 DUNS

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/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
Pawnee ISD, Kenedy ISD, and Pettus ISD are classified as rural, according to the National Center for Education Statistics. (5 pts) Being rural causes these hard-to-staff areas to avg. a staff turnover rate of 24.8% (TX: 16.8%)	To ensure this turnover rate doesn't affect effective instruction, the districts will use grant funds to hire an instructional literacy coach to implement comprehensive high-quality instructional materials & offer continued teacher implementation support. A strategic compensation model will be implemented to enhance recruitment/retention of the coach in this hard-to-staff area.
All districts' ED students Master the Reading STAAR test at a lower percentage than the state of TX Avg. (21%): Pawnee ISD- Only 10%; Kenedy ISD- Only 17% and Pettus ISD- Only 17%. (Source: 2019-2020 TAPR)	1) Train districts' personnel/staff to support, develop, administer, and evaluate high-quality (HQ) K-5 literacy initiatives. 2) Offer HQ professional development to teachers/administration. 3) Coordinate early intervention for ELL and Special Education students.
Below are percentages of students at each district who are classified in one of the following categories: ED, Section 504, and English Learners. (2019-20 TAPR): Pawnee ISD- 467 of the 522 (89%); Kenedy ISD-353 of the 387 (91.2%); Pettus ISD-130 of the 186 (69.9%).	With this high percentage of students, the districts will utilize grant funds to target ELL, children with disabilities, and low-income families with grant funds. (15 pts). Students under these classifications will be targeted to receive intensive and accelerated intervention/support from a grant-funded literacy coach.

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.

All districts will increase reading/writing scores within the targeted subgroup by a minimum of 10%. This will be done by hiring an instructional literacy coach that focuses on targeting ED, Section 504, and English Learner students (subgroup) with grant funds, which is needed due to the current Reading Mastery rate of ED students being lower than the state's average. To ensure the instructional literacy coach is recruited/retained to implement the program, a strategic compensation model will be utilized. The districts will measure program's progress by reviewing STAAR scores, benchmarks/report cards, sign-in sheets that track number of PD sessions offered, and PEIMS data determining demographic of students that received intervention and support. The SMART goal is to be attained by the end of the 2021-2022 school year.

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

The districts have identified the following 1st quarter benchmarks:

- Create/implement a strategic compensation model that enhances the recruitment/retention of a qualified and experienced literacy coach;
- Hire the literacy coach for the grant program;
- Conduct an initial introduction meeting between the educators and the literacy coach to discuss the program and its purpose;
- Create a schedule of PD trainings to occur throughout the duration of the grant funding period; and
- Begin identifying students that should be targeted with the program.

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

The districts have identified the following 2nd quarter benchmarks:

- Provide at least 1 embedded professional development training for the literacy coach.
- Coordinate 2 sessions for each district between the literacy coach and educators to discuss proposed strategies and high-quality instructional materials to be implemented.
- Have 30% of the targeted students partake in after-school or out-of-school intervention and support;
- Have 30% of the targeted students demonstrate an academic growth in Reading/Writing (determined through student surveys questioning comprehension, benchmarks, and report cards).
- Have 50% of teachers propose an increase in their efficacy to instruct Reading/Writing material.

Third-Quarter Benchmark

The districts have identified the following 3rd quarter benchmarks:

- Provide at least 1 additional embedded professional development training for the literacy coach.
- Coordinate 2 additional sessions between the literacy coach and educators at each district to discuss effectiveness of strategies and high-quality instructional materials being implemented.
- Have 85% of teachers propose an increase in their efficacy to instruct Reading/Writing material.
- Ensure at least 30 educators receive support from the literacy coach.
- Have 60% of the targeted students partake in after-school or out-of-school intervention and support; and
- Have 60% of the students demonstrate an academic growth in Reading/Writing (determined through student surveys questioning comprehension, benchmarks, and 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 districts will collect the following data on a regular basis (monthly) to ensure progress is being made: 1) Number of educators effectively trained by the literacy coach. 2) Specific areas of support the literacy coach is assisting educators with (support in implementation, videos, etc.). 3) Increase in educator's efficacy, as measured by educators implementing effective practices. 4) The demographic of students served. 5) The creation of a comprehensive recruitment and retention plan. 6) Increase in performance of students who were instructed by educators that received literacy coach support. HOW EVALUATION DATA WILL BE USED FOR SUSTAINABILITY: If progress towards meeting the benchmarks and SMART goal is not sufficient, administration from each district will meet to identify what can be done to improve outcomes. The data mentioned above will be collected and reviewed to identify where the gaps in the program are. Based on the gap (s) identified, modifications will be made, which could include but aren't limited to: increase dedicated meeting time for the literacy coach, increase number of PD trainings, and increase embedded literacy coach training sessions. By making modifications when needed, along with collecting data throughout the program period, the program is more likely to put the practices/policies needed in place for sustainment once funding has concluded. Additionally, the districts will ensure satisfactory progress of compliance with grant requirements, achievement of stated service, and performance targets. This done proficiently will enable the districts to receive up to 2 years of funding, making the program more effective and giving administration/staff additional opportunity to determine the most effective policies/strategies for implementation. DETERMINING WHEN AND HOW TO MODIFY PROGRAM: If it is determined the program is not progressing sufficiently, the project managers will discuss modifications needed to the Superintendents and adjustments will be made accordingly. If the districts require guidance on addressing a certain issue, they will reach out to TEA and/or other schools implementing a similar grant program to ensure their insufficiency can be addressed properly. If modifications must be made, the districts will send out letters to parents/guardians, community, administrators, and board members to notify them of the intent to modify 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 that all literacy coaches have or are currently completing the required HB 3 Reading Academies.
- 4. The applicant provides assurance that the placement of literacy coaches ensures they are supported with verifiable capacity via internal resources or external partnerships.
- 5. The applicant provides assurance that each coach will support at least 60 teachers annually if not supporting QOZ or at least 30 teachers annually if supporting QOZ through a mix of in-person and on-line coaching.
- 6. (For literacy conferences) The applicant provides assurance that the content of hosted literacy conferences will focus on knowledge-building curriculum, and that the applicant has experience and expertise in implementation of a knowledge-building program.

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**
- Check this box if applying for the regional literacy conferences opportunity**

1. Describe how the school, the local educational agency, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. (Applies to both opportunities)

To ensure the districts provides its educators with high-quality professional development, the districts will work with Leach Literacy Training, LLC. This organization has been providing teachers around the country with the tools they need to be better prepared to create joyous classrooms full of readers and writers. Leach Literacy will provide the districts with unique and dynamic professional development to assist teachers in properly supporting students classified as ELL, children with disabilities, and those that come from low-income families. Additionally, this organization will help the districts in implementing a Balanced Literacy Framework that creates an accountability marker for students in reading/writing, as well as, assist them in becoming independent readers/writers. These trainings will be on-going and will be conducted either in-person or via ZOOM, depending on the current state of the COVID-19 pandemic. Individuals that will partake in these trainings include: instructional literacy coach, teachers, principals, other school leaders, specialized instruction support personnel, and other instructional leaders served by the school. After trainings have been conducted, the literacy coach will meet with each districts’ personnel to ensure proposed initiatives are being implemented and answer any questions that may have arisen during the implementation process.

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9. Statutory/Program Requirements (Cont.)

2. Describe how the applicant will identify children in need of literacy interventions or other support services. (Answer only if applying for the literacy coaching opportunity)

The districts' goal by implementing this grant program is to have all students be able to read on the same grade level. To achieve this goal, the districts will have to identify its children in need of literacy intervention or other support services.

To identify these students, the districts will utilize their current Texas Student Data System (TSDS). This system has improved the districts' quality of data collection, management, and reporting. Therefore, its proven track record ensures that its suitable for the program's needs. Beyond just utilizing this tracking system, the campuses' teachers will be surveyed to determine if they know of any specific students that seem to struggle in reading and writing. Benchmarks, test scores, reading software assessments, and daily work will also help determine those in need. Parents seeking additional assistance for their child (rent) will also be taken into account for additional intervention services.

By utilizing these approaches, the districts will be more effective in identifying children in need of targeted literacy intervention or other support services.

3. Explain how the applicant will integrate comprehensive literacy instruction into a well-rounded education. (Applies to both opportunities)

The districts feel that for a student to have a well-rounded education, comprehensive literacy instruction must be integrated into everyday instruction. Therefore, the districts will have all its teachers integrate various comprehensive literacy instruction approaches into part of their daily lesson plan. These may include:

- Reading-Aloud: The purpose of doing this will be to ensure students have a model to appropriate reading behaviors and understand how to properly enunciate words.
- Peer-Assisted Learning Strategies (PALS): Exercises will pair strong and weak readers who will take turns reading, rereading, and retelling.
- Guided Reading and Writing: Teachers will work with small groups of children that are on the same reading level or need instruction on the same skill to increase student's comfortability when asking questions.
- Independent Reading and Writing: Students will be able to select the prompt/text that interest them the most, then read or write about it. This will be used to increase the enjoyment students have towards reading/writing.

By implementing various strategies, such as those listed above, the districts will be able to offer comprehensive literacy instruction, increasing the likelihood for student academic growth.

4. Describe how the applicant will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the local educational agency. (Applies to both opportunities)

On average, 85% of the students who enter Pawnee ISD, Kenedy ISD, and Pettus ISD come from either a low-income family, have disabilities, or are EL. With these high percentages, it comes to no surprise that when entering the school system, these students are significantly behind academically, in comparison to their peers.

Therefore, targeting these students in their early childhood education is paramount to ensure academic success of the student. To do this, the districts will coordinate comprehensive literacy instruction with its early childhood education programs and activities, as well as, with after-school programs and activities in the area. Educators who teach early childhood education will receive professional development trainings, just like other districts' staff, as well as, receive supplemental oversight and guidance provided by the grant-funded instructional literacy coach.

To ensure there is effective collaboration throughout the grant funding period, the districts will have monthly meetings (between the literacy coach and early education personnel) where comprehensive literacy instruction is discussed. This will ensure that early childhood education personnel can ask any questions they have and assist with the integration of comprehensive literacy instruction at an early age.

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9. Statutory/Program Requirements (Cont.)

5. Provide proof or a plan on recruiting and hiring a literacy coach. Eligible applicants must have preemptively hired a literacy coach for the 2021-22 school year and meet all minimum requirements as set by the Texas State Board of Educator Certification and the requirements of the subgrant. (Answer only if applying for the literacy coaching opportunity)

To support TEA's goal of developing a pipeline of literacy coaches, the districts will be recruiting a literacy coach for the 2021-2022 school year. This individual will provide intervention/support to staff and students, specifically those students classified as ED, with disabilities, English learners, and/or are highly mobile/at-risk. The districts are planning on working with local universities, retired teacher organizations, and ESCs to recruit the most effective literacy coach. Further recruitment will be conducted through the districts' website, social media page, and internal/external job postings. NOTE: This individual will meet all minimum requirements as set by the Texas State Board of Educator Certification and the requirements of the subgrant. Additional qualities the districts seek for include:

- Comfortable speaking in front of large groups and classrooms of students;
- Excellent teachers with teaching experience at the particular level they're coaching;
- Knowledgeable about reading processes, assessment, and instruction;
- Masters of their craft and comfortable modeling lessons and teaching techniques in front of other educators; and
- Experienced in coaching educators and aiding in professional development.

6. Provide the plan for embedded professional development for the literacy coach(es) to support them in providing valuable training. (Answer only if applying for the literacy coaching opportunity)

To ensure the newly attained instructional literacy coach receives embedded professional development (PD), the district will work closely with Leach Literacy Training, LLC, the local region ESC, and other qualified and experienced external professional development providers. These organizations will provide the instructional literacy coach with strategies and activities that can be implemented to assist students classified as ELL, children with disabilities, and those that come from low-income families. Additionally, these organizations, will help the coach implement an effective Balanced Literacy Framework.

To ensure these trainings are then passed down from the coach to educators, the districts have dedicated time for the instructional literacy coach to meet individually with educators, as well as, visit K-5 classrooms during instruction offerings. By doing so, the coach will be able to observe the teacher, model instruction, view teachers interactions with students, and be able to make suggestions/provide feedback. This feedback will be a great and valuable way for teachers to make the necessary adjustments needed to support not just the targeted students, but all students at each district.

7. Identify the plan for demonstrating outcomes for increasing student literacy in a school or district. (Answer only if applying for the literacy coaching opportunity)

To demonstrate an increase in student literacy comprehension, the districts will implement the following activities:

- High-Quality Professional Development Trainings for Teachers/Principals- This PD will discuss high-quality instructional materials that should be implemented, as well as, provide suggestions on how to support students whose literacy skill are below grade level. To ensure the quality of the training provided are high, the districts will thoroughly vet the external organizations and training providers to determine if they have the quality and experience needed to provide such trainings.
- Retention Plan for Literacy Coach- The districts 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 compensation methods; thereby, helping the districts staff their hard-to-staff location. When teachers feel supported, gain confidence in their instruction, and are given proper training and support, teacher retention increases.
- Intervention and Support- The districts will provide intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skill are below grade level.
- Coordination of Staff- The districts will have monthly meetings with early childhood education personnel to ensure they are collaborating in the literacy development of children whose literacy skill are below grade level.

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9. Statutory/Program Requirements

8. Provide a plan for how you will target schools or districts in Qualified Opportunity Zones (QOZs), with an additional emphasis on serving low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. (Answer only if applying for the literacy coaching opportunity)

All targeted campuses are within one of Governor Greg Abbott’s Qualified Opportunity Zones (QOZs). To be a qualified for one the opportunity zones, that means each campus is within an area identified as having chronic unemployment, lower population density, and significant economic disruptors, such as natural disasters. In fact, based on statistics provided by the United States Census Bureau, the surrounding area has a low population density of only 32,565, which is much lower than the density of large cities like Houston (2,320,268) or Dallas (1,343,573). Additionally, based on statistics provided by Texas Labor Market Information, the area surrounding the districts unemployment rate is 9.8%, which is higher than the state’s average of 7.6%.
Based on this qualification, along with the statistics mentioned above, it comes to no surprise that many of the students attending each district are low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. Therefore, the districts will put an emphasis on recruiting and offering targeted activities for these students with the Texas Reading Initiative Grant Program.

9. Describe your organization's capacity for grant management, including data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. List the organization's key individuals that will play a role in grant activities and describe their expertise and experience. Please upload the resume for any individuals within your organization that will be supporting the work of the grant. (Answer only if applying for the literacy coaching opportunity)

KEY INDIVIDUALS: Kendra Wuest and Marc Puente will work directly with this grant program and assist with its implementation. These individuals currently serve as principals for Pawnee ISD and have experience with students classified as ED, with disabilities, English learners, and/or are highly mobile/at-risk. Further, Ms. Wuest, has been in an administration role for 13 years and has employed several coaching models. In addition to staff experience, Pawnee ISD, the grant’s fiscal agent, has experience with the implementation of numerous grants; thereby, demonstrating its CAPACITY for grant management. Some of the previous grants Pawnee ISD has successfully implemented include Additional Days School Year Grant, School Safety and Security, Blended Learning Grant, Elementary and Secondary School Emergency Relief (ESSER) Grant. This experience will assist with the success of the grant among the districts. **GRANT MANAGEMENT:** All grants received required data collection, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. Therefore, based on experience, both by the proposed Program Manager and Pawnee ISD, Pawnee ISD has the capacity to assist Kenedy ISD and Pettus ISD in implementing the Reading Initiative Grant.

10. Provide the plan for literacy conferences including how it incorporates the use of high quality instructional materials to support a knowledge building approach to learning. Include a rationale as to why your organization is best suited to lead regional conferences. (Answer only if applying for the regional literacy conferences opportunity)

N/A

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9. Statutory/Program Requirements

11. Include the proposed conference participation goals and outcomes-focused success metrics for conferences. (Answer only if applying for the regional literacy conferences opportunity)

N/A

12. Provide the plan for how you will recruit schools or districts to attend conference in Qualified Opportunity Zones (QOZs), with an additional emphasis on serving low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. (Answer only if applying for the regional literacy conferences opportunity)

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	<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.	Literacy Coach funds for providing intervention/support in Reading and Writing.	\$60,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Funds for coordinating early childhood involvement to increase literacy development.	\$3,000
7.	Funds for principals/administration to better overall support K-5 initiatives.	\$10,400
8.	Funds for high-quality professional development for teachers, literacy coach, etc.	\$20,000
9.		
10.		

Supplies and Materials

11.	PISD will offer supplies to assist the needs of all children (EL, Disabilities, etc.)	\$10,600
12.		
13.		
14.		

Other Operating Costs

15.		
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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