



2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades 6-12

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

NOGA ID <input type="text"/>	Application stamp-in date and time
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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
- 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/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
Grand Prairie ISD serves a low income sector of DFW metroplex. 76% of students qualify as economically disadvantaged and 31% are second language learners. In 2020, 65% of 6th-12th gr students in high need campuses met standards on ELAR sections of STAAR.	(1) A Reading Academy Coach Leader will be placed in six high need QOZ campuses to support 65 English Language Arts/Reading educators and leaders. (2) GPISD, ESC, and TEA professional development will be conducted to support the RA Coach in training/supporting educators to use data to plan and implement effective literacy instruction to meet the needs of students and the community.
T-TESS records indicate 58% of teachers scored below the accomplished level in the Planning and Instruction domains. 40% of ELAR teachers have taught less than 5 years and 0% have attended TX Literacy Initiative PD.	65 educators will attend: (1) NIET training to become teacher leaders who use data to identify needs/plan differentiated learning paths; (2) HB3 Reading Academy & TX Adolescent Language Academy training to develop content knowledge and best practices for reading; (3) SIOP training to accelerate language development.
Academic data indicates students qualifying for federal lunch, Special Education, and Bilingual/ESL programs score lowest on ELAR sections of STAAR in 6th-8th grade. 76% of these learners fail to pass ENG I or ENG II exams to graduate prepared for college and career.	Campus calendar and schedules will be revised to accommodate: (1) Extended time in classroom, intervention, after school, and summer instruction to close learning gaps; (2) PLC meetings to disaggregate data trends and develop specific interventions; (3) PD opportunities for diversity training; (4) Family engagement events to establish reading routines, build resiliency, and address basic needs.

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.

SMART Goal: 80% of struggling readers including students qualifying for federal lunch, Special Education, and Bilingual/ESL services enrolled in six Grand Prairie ISD campuses located in low income and/or Qualified Opportunity Zones: John Adams Middle School (Gr 6-8), James Fannin Middle School (Gr 6-8), Young Women's Leadership Academy at Bill Arnold (Gr 6-12), Young Men's Leadership Academy at John F. Kennedy Middle School (Gr 6-8), William Travis World Language Academy (Gr 6-8), and Grand Prairie High School (Gr 9-12) will receive high-quality evidence based literacy training facilitated by a Reading Academy Coach Leader to approach state standards on the ELA/reading and writing sections of the State of Texas Assessment of Academic Readiness (STAAR) by August 2024.

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

PreAward (no grant funds requested/required): Students reading at least two years below grade level who failed to approach state standards on ELA/reading and/or writing sections of 2021 STAAR identified by 8/20/21; Reading Academy (RA) Coach assigned to six campuses; Intervention and extended learning scheduled; Coach attends NIET leadership and data-use training; Beginning-of-year (BOY) universal screener administered by 9/17/21. 9/24/21 to 12/17/21: Coach/ELAR faculty attend TX Reading Academies to develop reading content knowledge and skills; Coach leads Professional Learning Communities (PLC) to use data to plan explicit/systematic lessons; Coach attends TEA led blended learning cadre meetings to identify high-quality ELAR materials; T-TESS observations, participant surveys, GPISD Quarterly Exams, STAAR Benchmark, and universal screener administered by 12/17/21.

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

1/1/22 - 5/31/22: Campus Improvement Committees (CIC) analyze middle-of-year teacher training and observation information, student scores, and participant feedback; Grant personnel, resources, and timelines revised by CIC to meet grant goal; Coach leads Professional Learning Committees (PLC) to analyze middle-of-year data; Curriculum and instruction, materials, and extended learning schedules revised to meet student learning needs; Professional development, classroom observations, coaching, and co-teaching scheduled to meet teacher efficacy needs; Coach/ELAR educators and leaders attend Texas Adolescent Literacy Academy (TALA) training; Coach/ELAR teachers/leaders attend Sheltered Instruction Observation Protocol (SIOP) workshops; Coach leads ELAR faculty to integrate language acquisition activities into literacy instruction; T-TESS evaluations, participant surveys, GPISD Quarterly Exams, STAAR and EOC exams, and end-of-year universal screener administered by 5/20/2022.

Third-Quarter Benchmark

5/23/22- 9/30/22: Campus Improvement Committees (CIC) analyze end-of-year teacher training and observation information, student scores, and participant feedback; Grant personnel, resources, and timelines revised by CIC to meet grant goal; Coach leads Professional Learning Committees (PLC) to analyze end-of-year data; Summer school curriculum, instruction, and materials revised to meet student learning needs; In-service training scheduled to meet needs of educators and leaders; CIC analyzes professional development schedules and evaluations, T-TESS educator evaluations, student growth and achievement scores in reading and writing, and participant survey results by 8/1/22; Literacy Coaching and PD initiative evaluations reported to the Superintendent and Board of Trustees by 9/30/22; Reports sent to TEA as required by the grant program.

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.

A Reading Academy (RA) Strategic Team composed of parents, teachers, administrators including the GPISD Associate Superintendent, Area Superintendents, Teaching & Learning Administrators, ELAR and HB3 Reading Academy leaders, Principals, and Finance Director, community members, and business partners has been formed to build system capacity to improve literacy outcomes for high need learners in grades K through 12th grade. TEA technical assistance will work with the RA Strategic Team to review and enhance the GPISD Literacy Plan to focus on: (a) professional development including TX K-5 Reading Academy Adolescent Literacy Academy training; (b) high-quality ELAR curriculum and materials; (c) data-based planning to differentiate/individualize instruction in classroom, high-dosage tutoring, and extended year sessions; and (d) family engagement components promoting literacy learning, mental health, and social resiliency. Project Evaluation: Six GPISD secondary schools located in low income sectors and/or Qualified Opportunity Zones (QOZ) will participate in the grant program. Campus Improvement Committees (CIC) at each campus will work with district leaders and TEA technical assistance to use an Essential Skills Framework (ESF) aligned planning tool to outline Project Goals, Objectives, Benchmark Milestones, Goal Progress Measure, Essential Actions, Personnel, Resources, Data Tools, and Data Collection and Analysis dates for each quarter of the project period. Necessary Adjustments: The Reading Academy (RA) Coach will work with campus educators to collect and report data and feedback to the CIC each nine weeks. The campus stakeholders will use data and feedback to monitor the completion of Benchmark Milestones to determine the quality of implementation and the impact of the project on teacher efficacy and student reading and writing outcomes. When benchmarks and criteria are not met, GPISD school improvement and literacy plan leaders will guide the team in revising essential actions, personnel, resources, and/or timelines to achieve quarterly benchmarks and meet the SMART goal by the end of the grant period. Communication: Project reports will be completed and submitted as required by TEA to generate reliable data on the effectiveness and efficiency of the literacy initiative. Grant progress and evaluations will be reported by the RA Strategic Team to the Superintendent and Board of Trustees quarterly.

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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 expertise in evidence-based practices in literacy instruction and have or will attend additional TEA-provided literacy training.
- 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)

In 2021, the RA Strategic Team reviewed the GPISD Literacy Plan to focus professional development for teachers, principals, RA Cohort Leaders and Coaches, and instructional leaders on specified needs: (1) Effective Leadership: TEA Literacy Initiative, ESC Essential Skills Framework, and NIET data-use training will build effective literacy leaders who take responsibility for student outcomes. (2) Curriculum/Materials: ESC workshops will support educators in utilizing TEA approved assessments, curriculum, and high quality materials to improve literacy learning through blended learning; (3) Educator Content Knowledge: HB3 Reading Academy and TX Adolescent Literacy Academy training will build content knowledge and best practices in foundational reading, language, and comprehension skills; (4) Educator Efficacy: The RA Coach will provide training/modeling during PLCs to collect and analyze reading data and plan differentiated and/or individualized instruction for high-need learners. Online TEA Project Share and IPSI Reading Academy Repository sessions will provide personalized training for educators; (5) Diverse Learners: Sheltered Instruction Observation Protocol (SIOP) and Texas A&M SEED project consultants will train educators in integration of language and comprehension skills; (6) Family Engagement: GPISD training will develop at-home reading routines. GPISD counselors will link families to health, housing and social resiliency resources.

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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)

GPISD leaders utilized TEA Essential Skills Framework technical assistance to analyze campus information and focus the initiative on school, student, and community needs: (1) School Performance: An analysis of reading data from 2017 to 2020 found 35% of secondary school students in 6 high-need campuses failed to master grade level standards on STAAR; (2) Student Identification: 2021 STAAR scores will be reviewed in August to identify students who did not pass ELA/reading or writing sections of STAAR for enrollment in accelerated instruction. (3) Type/Frequency of Interventions: The individual's instructional reading level and literacy skill deficiencies will be assessed using universal screener data to determine the type and frequency of interventions. (4) Student Progress: Electronic reading program analytics will be monitored weekly, GPISD Quarterly Exam scores will be analyzed each nine weeks, and universal screener data will be reviewed each semester to monitor student growth. When indicated, diagnostic assessments will be used to assess qualifications for dyslexia, 504, Special Education services; (5) Community Needs: Student enrollment forms, participant survey data, and teacher/parent conference feedback will be used to identify needs and link families to GPISD services including Family Night events, adult education, and newcomer programs. Families will also be introduced to local, state, and federal social service agencies.

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

GPISD offers schools and programs of choice leading to industry certifications and postsecondary degrees in high demand occupations of the region and state. The district utilizes the TEKS Resource System as a framework to align essential knowledge and skills (TEKS) in all content areas for each quarter of the 36 week school year. Over the past three years, the Associate Superintendent has worked with TEA technical assistance, the Executive Director of Literacy, Secondary ELAR Facilitator, HB3 Reading Academy Facilitator, and district educators to integrate Texas State Literacy Plan language and literacy skills into the district reading and writing curriculum for grades PK-12. The Principal and Reading Academy (RA) Coach will collaborate with ELAR educators in vertical teams at targeted campuses to review student data and identify literacy skills to be taught each nine week period. The RA Coach will meet with ELAR teachers in PLCs to design curriculum, select materials, and implement evidence based practices to spiral literacy knowledge and skills to meet grade level mastery standards. The Principal will adjust campus schedules and calendars to meet campus instruction and student intervention needs. The RA Coach will meet with academic teams to share activities and ideas that can be integrated into daily instruction to build reading and writing abilities across content areas and meet campus literacy goals. The comprehensive approach will build well-rounded learners with the skills to succeed in school, postsecondary education, and a career.

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)

The GPISD Literacy Line is a framework for comprehensive literacy instruction from birth through 12th grade. (1) Early Childhood Education: The educational continuum begins with the GPISD Early Head Start program. The district collaboration with SER Jobs for Progress serves children ages zero to three years. Curriculum for GPISD Early Childhood Programs is designed based on the Texas Infant, Toddler, and 3 Year Old Guidelines. (2) Prekindergarten: The framework continues with the GPISD prekindergarten program which serves three and four year old learners. Curriculum for GPISD Prekindergarten classes is based on Texas Prekindergarten Guidelines. All curriculum includes language, pre-literacy, motor, cognitive, and socio-emotional learning as outlined in the Texas Literacy Plan. GPISD early learning services are available to all children in the open enrollment district through federal eligibility guidelines or tuition payments. Through participation in the Texas Literacy Initiative, the district has also established partnerships with public and private daycare centers to coordinate training and resources supporting literacy development and school readiness throughout the community. (2) After School: The Beyond the Bell program offers extended day learning for PK through 6th grade GPISD students. 7th through 12th grade learners at each targeted campus are eligible to attend tutorials after school hours. Each after school program provides educational, social, and recreational opportunities. Literacy instruction in each program is designed in coordination with campus ELA/reading and writing teachers to enrich classroom teaching and promote student learning.

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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)

GPISD has preemptively hired a HB3 Reading Academy Facilitator for the 2021-22 school year. The district has designed a selection process to identify and hire certified leaders who reflect the diversity of the district and have the credentials and experience to improve student literacy outcomes: (1) Texas teacher certification and experience in providing supplemental accelerated instruction and explicit intervention and support in reading and writing to meet the needs of all learners including children with disabilities, English language learners, and children reading or writing below grade level; (2) Master Reading Teacher certificate or authorized Reading Academy trainer with knowledge of Texas Literacy Initiative data-use, instructional best practices, and high quality literacy materials; (3) Educational leadership credential with experience in using classroom observation, feedback and coaching techniques to implement effective school improvement. The instructional specialist will use the qualifications and experience to train and support K-12th grade teachers and instructional aides integrating Texas Reading Academy and Texas Adolescent Literacy Academy (TALA) evidence based practices into literacy instruction.

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)

The RA Coach will participate in embedded PD to conduct effective educator training, observations, and coaching support. Each training has been selected to build the instructional capacity of teachers, leaders, and family members to analyze and monitor learner needs and accelerate literacy learning: (1) Student Outcomes: The coach will attend TEA Essential Framework Skills and Resilient School Support Program cadre meetings to develop strategies for leading school improvement. The coach will attend National Institute for Excellence in Teaching training to develop data-use strategies and support teacher leaders in taking responsibility for student growth and achievement. (2) Educator Efficacy: The RA Coach will attend ESC 10 Reading Academy and TX Adolescent Literacy Academy training with ELAR and writing teachers, campus leadership, academic deans, and support personnel to build content knowledge of basic reading skills, language acquisition stages, and comprehension strategies. The RA Coach will also attend Sheltered Instruction Observation Protocol (SIOP) training. The literacy leader will guide educators in the integration of SIOP strategies into literacy lessons allowing second language learners to acquire academic language and build comprehension skills as they become proficient in English.

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)

Campus Improvement Committees developed a Literacy Coaching and PD work plan that is aligned with the Essential Schools Framework, the TX Literacy Plan, and the GPISD blended instruction model. The plan focuses on providing high-quality professional development; instructional materials; and accelerated instruction to improve teaching and learning. The committee will utilize the work plan to monitor grant implementation and student achievement of individual learners, targeted student populations, and the school. (1) Project Implementation: GPISD will develop a calendar of grant events (Strategic Team and CIC meetings, trainings, PLCs, co-teaching sessions, classroom observations), assessment administration (universal screener, GPISD Quarterly Exams, STAAR), literacy instruction (classroom, intervention, after school, and summer), and parent participation (family events, adult education, community services). Attendance and evaluations for each activity will be reviewed to document project implementation. (2) Student Growth: Universal screeners will be administered three times each year to monitor and assess student acquisition of literacy skills. Reading program analytics will be reported weekly to track student progress within targeted skill areas. (3) Student Outcomes: GPISD Quarterly Exam and STAAR scores will determine student mastery of grade level standards and school accountability rankings. Implementation data will be compared to student outcome data to determine the impact of project implementation on student literacy learning.

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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)

GPISD serves a diverse student population. The majority of GPISD learners are Hispanic (66%), African American (18%) and White (11%). 76% of learners are economically disadvantaged and 31% speak English as a second language. During 2020-21, GPISD leaders identified secondary schools in Qualified Opportunity Zones and other high poverty sectors of the city. The team worked with TEA Resilient School Support Program technical assistance to identify six campuses in need of literacy interventions based on STAAR reading, writing, and English I and II EOC scores. An analysis of longitudinal STAAR data at each targeted campus indicates students qualifying for free/reduced lunch, Special Education, and Bilingual/ESL services scored lower than the general population. In addition, the majority of high-need students suffered learning loss during school closings. The team also reviewed teacher efficacy data to identify essential actions for school improvement. T-TESS records indicate at least 40% of teachers in each school have taught less than five years and none have attended Texas Literacy Initiative training. Based on the assessment, the team selected 6 high-need/QOZ school to participate in the Literacy Coaching and PD initiative.

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)

The Associate Superintendent has the position, qualifications, and dedication to manage the Literacy Coaching and PD initiative. The cabinet level administrator is a certified Texas administrator who reports directly to the GPISD Superintendent. As grant administrator for GPISD, the district leader has successfully managed over \$30 million in discretionary grant funds including three Texas Literacy Initiative projects. As the leader of school improvement, the administrator has led campuses to use Essential Schools Framework (ESF) data protocols to transform low performing schools into high expectation, high achievement campuses meeting district goals and state accountability standards. In 2021, the administrator guided Campus Improvement Committees to conduct ESF self-assessments to identify student, school, and community needs and to develop protocols for collecting and analyzing literacy data from the curriculum management system, electronic assessments, learning application analytics, attendance records, and survey reports. The GPISD leader, Secondary ELA & Reading Facilitator, and RA Coach will work with the Strategic Team to monitor grant implementation and student outcomes quarterly to meet benchmarks and to analyze project effectiveness and student achievement annually to meet project goals.

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)

NA

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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)

NA

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)

NA

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.	Reading Academy Coach Leader to train and support educators and leaders	\$63,000
2.	Fringe Benefits	\$8,700
3.		
4.		
5.		

Professional and Contracted Services

6.	Authorized provider blended model - Texas Adolescent Literacy Academies (65 x \$400)	\$26,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Literacy materials to promote acquisition of reading, language, and writing skills	\$3,300
12.		
13.		
14.		

Other Operating Costs

15.	Workshops/conferences to build teacher efficacy (includes travel and registration)	\$3,000
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
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