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

TEA Texas Education Agency

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: U.S. Code Title 20 Chapter 70 Subchapter II Part B Subpart 2 6642

Grant period: From **09/24/2021** to **09/30/2022** | **Pre-award costs: ARE/ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

1. Applicant Information

Name of organization: Education Service Center Region 19

Campus name: N/A | CDN 071 | Vendor ID 741588856 | ESC 19 | DUNS 079338497

Address: 6611 Boeing Dr | City: El Paso | ZIP: 79925 | Phone: 915.780.1919

Primary Contact: Silvia A. Zacarias | Email: sazacarias@ESC19.NET | Phone: 915.780.5068

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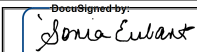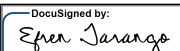
2. Certification and Incorporation

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: Sonia Eubank | Title: Associate Exec. Director | Email: seubank@esc19.net

Phone: 915.780.6571 | Signature: *Sonia Eubank* (DocuSigned by: 88B08B28FEEA4A4...) | Date: 6/24/21

Grant Writer Name: Efren Tarango | Signature: *Efren Tarango* (DocuSigned by: 05820F447FEE4D8...) | Date: 6/24/21

◉ Grant writer **is** an employee of the applicant organization. ○ Grant writer is **not** an employee of the applicant organization.

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CDN 071	Vendor ID 741588856	Amendment #

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
COVID academic gaps. The article, "The Coronavirus Will Explode Achievement Gaps in Education," published in the Economic Policy Institute in April of 2020 projected the widest gaps in 50 years across children from different social-economic backgrounds.	Targeted intervention sessions at the regional conference and on demand support.
Family engagement and leadership offered in both Spanish and English. Region 19 has 29% of its student population identified as English Language Learners.	Parental literacy support sessions that will provide literacy strategies and resources for home school connections for K-5. Sessions will be offered via conference modality and follow-up support to enhance and promote high quality at home literacy practices.
29% of the student population in the region are ELs compared to 19.5% state wide. 30.1% of the student population the region are enrolled in Bilingual or ESL programs compared to 19.7% state wide.	Teachers receiving Spanish professional development opportunities and technical support due to high student enrollment in bilingual programs across the region.

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.

There are nine identified Qualified Opportunity Zones in the El Paso County area, and while they are a small footprint of our community they are a significant footprint in the most underserved areas. Overall, as a community we have 75% of our students identified as Economically Disadvantaged, 31% identified as Emergent Bilingual students and 98% our students under Title I participation. We will establish a pattern of communication with districts who have schools in these QOZs with the intent to have representation from 80% of the schools who have been identified as schools that need additional support in literacy development. Our participation goal is to have 150 teacher participants with representation from 80% of our regional districts and 50 parents attend the parental strand. The parental outreach will be more prevalent during the month prior to the conference to capitalize on the immediacy of information delivery.

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

Regional data analysis will take place to identify skill and content development that can lead to more rigorous and aligned classroom practices. This analysis will then lead to the development of strands and a call to presenters through invitation based on skill sets that have been identified. Barbara Comber states in her article "Literacy, poverty and schooling: what matters in young people's education?" that we marginalize students in poverty by having the "inherent tendency to reproduce patterns of privilege and disadvantage." (2014, 118). This philosophy not only resonates but speaks to our border community. Engagement of students needs to be in direct correlation with their perception of "now" and integrate that with skills that our outlined in our essential knowledge and skills for all students.

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CDN `071`   Vendor ID `741588856`   Amendment # ☐

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

A month prior to the conference we will have received commitment from 100% of presenters. Three weeks prior to the conference we will have identified that 80% of our teacher participant goal and 90% of our parent participant goal have been met. The parental communication and relationship establishment will be need to be more prescriptive.Our goal is to focus in on parent communication and provide an incentive for them to attend and promote literacy practices at the household.

If the metrics listed above have not been met, we will work with parental liaisons at campuses to identify immediate opportunities and practices where we can talk directly with parents and provide them information about the conference and how it will benefit their family. The same approach will be followed for teachers, where we will work with campus instructional coaches and plan to present information about the strands during PLCs.

Third-Quarter Benchmark

We will focus on outreach during the 3rd quarter and provide a follow up survey to 100% of the participants. Our goal is to have a 60% completion rate and follow up with program participants who have identified a need for further or continued literacy supports at their campus or with their parent liaisons.

This outreach will be critical in a conference model, in order to extend the scope of work that the conference is intended to provide. The documentation will not only meet the needs of having conference participants reflect upon their practices but will also provide feedback on how to the support campus instructional gaps.

The data collection during this benchmark period will lead to "mini-conference" where the established relationships will be built upon and literacy based supports will align to the needs of the participants.

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.

Through comprehensive literacy development we will demonstrate that teachers, and students who have been serviced through the grant's initiatives, have benefited by providing instruction aligned to literacy development and assessment evaluation. The program will show high-quality instruction as documented through qualitative data gathered from follow up survey with participants.

Evaluation Metrics:
A) 100% of teachers who attended the conference will receive a follow up survey within six weeks of the program implementation.

B) Identify participating campuses by looking at the most current STAAR data, school improvement participation and internal consultants formative assessment of regional campuses.

C) Develop conference strands based on regional data analysis. The conference committee will identify trends where students and teachers need additional reinforcement and we will seek out practitioners who have demonstrated success and expertise in those areas.

D) Integrate a coaching track during the conference with the intent to develop a local network or collaboration across districts.

E) The professional development sessions will build on classroom practices that will focus on formative assessment, coaching, balanced literacy and social emotional integration; all with the end goal of having students read at or above grade level.

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CDN 071   Vendor ID 741588856   Amendment #

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)

•The ESC will provide high quality professional development and follow-up to school leaders, teachers, administrators and parents in student literacy to increase student academic perfomance.
•Professional development will be offered in both Spanish and English to tailor to the needs of bilingual teachers, instructional staff, paraprofessionals, students and parents.
•Sessions will capitalize on specific strands to support participants. The strands that will be offered in the conference will be centered around proactive and intervention practices for reading. These practices will include but will not be limited to comprehension skills, vocabulary, inferencing and materials applied to reading at grade level for all students.
•Strands for quality best practices that will be offered during professional development such that support Instructional coaches, teachers, families and community advocates.
 •A focus on English Learner reading needs and socio-cultural competence awareness will also be an integral component of the conference. (affective, linguistic, and cognitive needs of the English learners and its correlation to all learners)

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CDN 071   Vendor ID 741588856   Amendment #

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)

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

The ESC will provide a model of support throughout the conference sessions and follow-up with small group continuation of best practices in the classroom. A comprehensive approach to literacy via the strands offered during the conference will provide both high quality literacy [how-to] as well as follow-up support strategies to ensure all students succeed. A comprehensive framework will be the guiding template to provide structure for practicing skills.
The components are to include the following in both English and Spanish:
Interactive reading and writing — Shared reading and writing — Guided reading and writing
Independent reading and writing — Word study — Read alouds
See it Name it Do it — Adaptive cycle — Data Analyis
Literacy comprehensive instruction will expand on phonics, phonemic awareness, vocabulary, fluency and comprehension. During follow-up support, specific targeted ways to promote independent reading will be addressed. This support will be provide via "office support hours" through both asynchronous and synchronous instructional opportunities on a bi-weekly basis.

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 ESC Region 19 will coordinate literacy instruction with early childhood education program events in the following modalities:
*An annual Literacy Conference for K-5th grade with strands such as bilingual education, EL supports, and special populations.
*Provide professional learning opportunities to K-5th grade teachers in the area of literacy.
*Provide Parent Literacy Programs and activities for parents with children attending K-5th grade.
Partnerships with the following:
UTEP / Early Childhood Education Department and the El Paso Collaborative for Academic Excellence --YWCA --
Books are Gems [private non-profit] -- City of El Paso Libraries and LEA Libraries--Consulate of Mexico
The ESC Region 19 will coordinate literacy instruction after school programs and activities in the following modalities:
(1)Coordinate and offer two after school (or Saturday) regional events in the 2021-2022 school year that will be held at the ESC Region 19 for K-5 students. These students will be given literacy activities. These events will be available for the bilingual student as well as the general education student (monolinguals). (2) Sponsor 3 Qualified Opportunity Zones schools with paid subscription of reading applications to support reading instruction.

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CDN 071   Vendor ID 741588856   Amendment #

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)

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)

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)

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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)

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)

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)

Our geographical location is an isolated one from the rest of Texas, our regional partners [LEAs, public charter, private non-profit] rely on us to provide them with the necessary supports to move their individual visions and missions forward. We have developed extensive networks and open lines of communication through the development of various regional committees ranging from Curriculum and Instruction committees to College and Career Readiness Committees. These committees serve as a platform where information is shared across all entities and it allows us to develop a plan to better serve our regional partners. The following are instrcutional practices that will be leveraged for the varied groups who we will target to attend the conference.
*Administrator/Instructional Coach strand- Leadership support for teachers and coaching strategies
*Teacher strand- Reading intervention practices, blended and concrete strategies, step by step intervention practices, closing the gap, read and write across the curriculum, and the 5 components of reading
 *Family strand- Reading comprehension at home, fluency, reading for life
 *Paraprofessional strand- Enhanced communication to support parental engagement, teacher communication and help the student develop literacy skills that they can incorporate on their own.

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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)

We will distribute marketing material through Constant Contact™(CC) to 100% of K-5 teachers who have used our events management system. Our average open rate of marketing materials distributed to teachers who have an established relationship with ESC R19 is right above 50%. We intend to use this information and deploy a marketing campaign where our goal is to have 100-150 participants [who are teaching k-5] attend the conference. We will make ongoing adjustments in order to have representation from each of the 12 districts here in our region and charter schools.
 *Goal 1: Teacher Individualized Instruction by allowing teachers to choose strands that fit their immediate needs.
 *Goal 2: Research Based Resources
We will seek out presenters who have resources that are research based and that can be shared with conference participants at no cost to them. The access to the resources along with training will increase teacher knowledge.
 *Goal 3: Success Metric - Develop Cross District Teacher Network
Our team has been working with teachers throgh the reading academies. These relationships will be expanded upon to build a network of teachers who are serving students in areas that are adjacent or within the qualified opportunity zones. We will work with the teachers to develop a sustainable system where they can cross collaborate through idea sharing and engaging in feedback platforms.

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)

El Paso and Hudspeth Counties have numerous QOZs and they lie within the boundaries of the different school districts and charter schools that we support. Within those QOZs, access to internet has become a priority for our community leaders and they continue to look for opportunities and options to provide high speed internet access to those areas. Our marketing team at ESC R19 continues to expand their social media outreach and online communication as this has become one of our primary means of communication. We have not entirely abandoned the more traditional methods of disseminating information, such as flyer distribution through email distribution lists to area district directors and campus personnel, but have combined the practice with the use of programs such as Constant Contact™. These marketing methods along with the all-important face to face, will all be used to reach the populations that are in most need of academic supports. Additionally, we have access to various employees within the department that have worked for the migrant program. They have vast experience recruiting and translating documents and promotional materials from English to Spanish. This is definitely an edge that ESCR19 possesses along the border in serving, promoting, and recruiting from bilingual communities.

10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

○ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
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CDN 071   Vendor ID 741588856   Amendment #

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

#	Activity	Amount
1.	Staff Developmental Subs	$5,500
2.		
3.		
4.		
5.		

Professional and Contracted Services

#	Activity	Amount
6.	Rental and Operating Lease	$4,500
7.	Consulting — Misc Services	$30,000
8.		
9.		
10.		

Supplies and Materials

#	Activity	Amount
11.	Reading Materials	$4,000
12.	6399 Supllies	$4,000
13.		
14.		

Other Operating Costs

#	Activity	Amount
15.	Advertising	$2,000
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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