2023-2025 Texas Reading Initiative - Literacy Coach Professional Development

Competitive Grant Application: Due 11:59 p.m. CT, November 13, 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: U.S. Code Title 20 Chapter 70 Subchapter II Part B Subpart 2 6642

Grant period: From **02/05/2024** to **09/30/2025**   **Pre-award costs: 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):

1. Applicant Information

Name of organization: Education Service Center Region 19

Campus name: N/A   CDN: 071950   Vendor ID: 741588856   ESC: 19   UEI: YWFFUSMU1RC1

Address: 6611 Boeing Dr   City: El Paso   ZIP: 79925   Phone: (915)780-1919

Primary Contact: Angelica Haro   Email: aharo@esc19.net   Phone: (915)780-6505

Secondary Contact: José A Velázquez, Ph.D   Email: javelazquez@esc19.net   Phone: (915)780-5092

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: Sonia Eubank   Title: Assoc. Ex. Director   Email: seubank@esc19.net

Phone: (915)780-6571   Signature: *Sonia Eubank*   Date: 11/13/23

Grant Writer Name: Efren Tarango   Signature: Date: 11/06/23

◉ 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 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
Special education, emergent bilinguals (EB), and economically disadvantaged students, had passing rates of 43%, 59%, and 68%, respectively, in ELA/Reading collectively for 3rd-12th 2022 state testing	The TRI Literacy Coaches network will improve reading outcomes for all students using aligned practices aimed at supporting both teachers and students. This will be accomplished through face-to-face coaching, building a repository of resources and a state wide conference for coaches.
56% of students in the State of Texas are graduating with a met standard using the Texas Success Initiative Assessment for ELA/Reading.	TSI readiness for a student in high school is correlated to post-secondary success. TRI Literacy Coaches will have tools available to progress monitor students, starting at the middle school. This initiative will promote literacy success through focused preparation practices in the classrooms.
Over 350,000 students in Texas did not meet the indicator under Academic Growth. With only 58 TRI LIteracy coaches, tier 1 instruction becomes more pivotal to reach these students.	A systematic coaching method using aligned professional development, data driven instruction, peer collaboration and advocacy for resources will be established to strengthen tier 1 instruction and create and implement a self-evaluation process for overall classroom instruction.

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.

By the end of the 2023-2024 school year, all TRI Literacy coaches will participate in a statewide collaborative meeting to assess regional needs for Research-Based Instructional Strategies (RBIS) implementation. They will leave with individual coaching goal-setting rubrics for the 2023-2024 school year. By the end of the 2024-2025 school year, all TRI coaches will attend a statewide literacy conference focused on leveraging High Quality Instructional Materials (HQIM) implementation, teacher-focused coaching for improved reading outcomes using Texas Reading Initiative (TRI) resources, and integrating TIL Observation and Feedback into coaching practices. Check-ins with all coaches will be completed by the end of the 2024-2025 school year. The focus of the check-ins will be to utilike DDI protocols to track progress and make suggested adjustments as needed

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

Specific: By the end of the 2023-2024 school year, all TRI Literacy coaches will actively participate in a statewide collaborative meeting to assess regional needs for RBIS implementation, focusing on the intent of the literacy coach professional development initiative. Measurable: Each literacy coach will contribute to the development of objectives, strategies, and networking opportunities for RBIS use in literacy, and employ data-driven instruction to determine support levels in their regions. Achievable: The coaches will collectively aim to create a cost-free HQIM repository with additional resources, enhancing Tier 1 instruction in Texas classrooms, within the first quarter of the school year. Relevant: This benchmark aligns with the broader goal of improving literacy education in Texas through RBIS and supports the professional development initiative.Time-bound:All components completed by the end of year.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

By Fall 2024, all TRI coaches will participate in the statewide literacy conference, focusing on HQIM implementation, lead coach identification, teacher-focused coaching, and TLI best practice integration. Measurable: Each coach will demonstrate their knowledge by submitting action plans that detail how they will incorporate HQIM, teacher-focused coaching, and observation and feedback into their coaching practices for the upcoming school year. Achievable: Attending the conference and submitting action plans are attainable goals for all TRI coaches within the provided timeframe. Relevant: This benchmark aligns with the goal of enhancing literacy coaching practices and is in line with the conference's objectives. During the conference, we will continue to model data-driven instruction and showcase the coaches' work. Time-bound: The conference will conclude by Fall 2024, providing a clear timeline for attendance and action plan submission. All TRI coaches will complete self-evaluation and growth reports.

Third-Quarter Benchmark

By the end of the 2024-2025 school year, all TRI coaches will undergo comprehensive check-ins to assess their progress in achieving established coaching goals and a coaching feedback cycle where we will use the National Center for Systematic Improvement guidelines. Measurable: These check-ins will encompass documented evidence of coaching practices aligned with RBIS, HQIM, and teacher-focused coaching, accompanied by feedback and results. Achievable: The completion of comprehensive check-ins with all coaches is feasible within the specified timeframe, leveraging a network of lead coaches to be implemented during the second quarter of this initiative. Relevant: This benchmark is essential for monitoring the effectiveness of coaching practices and ensuring their alignment with RBIS, HQIM, and teacher-focused coaching strategies. Time-bound: The benchmark will be realized by the end of the 2024-2025 school year, providing a clear timeline for conducting and completing the check-ins.

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.

To ensure the effectiveness and efficiency of grant deliverables, three key areas will be measured for triangulation. These areas encompass the effectiveness of professional development, the implementation of strategies and best practices introduced during professional development, and the academic and pedagogical growth of teachers. When these three are working in conjunction, the academic growth of students will be significant.

Benchmark goals will be established to ensure that specific content is delivered within the proposed timeframe. Adhering to these communicated timeframes is essential to establish a solid foundational relationship with the literacy coaches. A group of lead coaches will be chosen to participate in quarterly meetings aimed at reviewing the professional development provided to other coaches and educators in their region. This review process will involve assessing adherence to professional development objectives, collecting qualitative data, and transitioning to quantitative data through survey distribution. The objective is to identify areas for improvement and implement recommendations in alignment with TRI objectives.

Lead coaches will play a critical role in evaluating the implementation of professional development through aligned review and monitoring tools. It is imperative that these monitoring tools are thoroughly understood by all involved parties. These tools will be designed around the TLI principles with a focus on debriefing, reflection, collective identification of areas for improvement, and establishing goals and timeframes for follow-up, all while collecting and analyzing data.

Lastly, benchmark data will be used to evaluate a sample group identified by the coaches, aligning this information with the state's process for identifying academic growth. Quarterly web-based meetings will be organized with all participants, during which they will be encouraged to share insights and provide self-reflective analyses of their work, with a focus on sustainability, efficacy, and growth aligend with Texas Instructioanl Leadership frameworks.

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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.

☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2025 TRI Literacy Coaching Professional Development grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 TRI Literacy Coaching Professional Development grant 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 that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 7. The applicant provides assurance that the content of hosted literacy coach professional development conference will provide training on effective, student focused coaching practices, align with materials and trainings provided by the Texas Instructional Leadership team at TEA and provide RBIS training.

☒ 8. The applicant must be certified to redeliver RBIS training or provide RBIS training from a certified provider.

☒ 9. The applicant provides the assurance that the award will be monitored by a person/team with extensive literacy coaching expertise.

☒ 10. The applicant must allow TEA to host several sessions at the conference focused on the Texas Reading Initiative grants.

☒ 11. The applicant must include sessions devoted to supporting emergent bilingual students and struggling readers.

☒ 12. The applicant ensures that it will be able to provide all 58 TRI grant coaches with at least two in-person check-ins throughout the year.

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8. Statutory/Program Assurances, cont'd

☒ 13. The applicant must provide quarterly Communities of Practice virtually to all TRI Grant Coaches.

☒ 14. The applicant must report on all required performance measures as well as provide data requested by TEA for grant-related purposes.

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9. Statutory/Program Requirements

1. Provide the plan for the literacy coaching conference including how it incorporates literacy coaching best practices, HQIM Implementation, RBIS training, and emergent bilingual support. Include a rationale as to why your organization is best suited to lead this conference.

The Education Service Center Region 19 (ESCR19) has extensive experience coordinating conferences for different events that have yielded transformational/transformative learning opportunities for educators. The evidence is teachers returning to the events year in and year out. The West Texas Reading Symposium is testament to this by providing a variety of rigorous and impactful sessions for student growth. The planning, preparation, and execution of this event was key to making this event successful as evidenced by the participation of the United States Department of Education and the emergence of a podcast whose purpose is to educate, re-ignite and rejuvenate teachers. Our experience and commitment to the field makes us uniquely positioned to lead this conference using the following tenets of coaching best practices: implementation of High Quality Instructional Materials(HQIM), use of Research Based Instructional Strategies (RBIS) training, and our field of expertise which is working with emergent bilingual students.   (1)Promote Best Practices: Attendees will learn about evidence-based coaching strategies, data-driven decision-making, and how to build strong coaching relationships. (2)HQIM Implementation: The conference will explore best practices for selecting, implementing, and assessing HQIM, ensuring that educators have the tools and knowledge to make informed choices. (3) RBIS Training: Tools to meet the diverse needs of students. Attendees will gain practical skills in implementing RBIS to enhance foundational literacy skills, text complexity, knowledge and coherence and text based response. (4)Emergent Bilingual Support: Specialized sessions on supporting emergent bilingual students will be an integral part of this project just like we have offered before. ESCR19 is a state lead for the creation and professional development training of the 190 Bilingual Target Language Proficiency Test (BTLPT). In summary, educators will leave with language acquisition strategies, differentiation and inclusion practices aligned with the RBIS and the Science of Teaching Reading.

2. Provide a plan to reach all 58 literacy coaches for two in-person check-ins that can be a combination of observations, continued training from the main conference, and or consultations. These check-ins will include actionable next steps for all of the coaches.

The primary driver in facilitating the in-person check-ins with the literacy coaches is the relationship building and goal clarification procedures. Before any logistics are taken into account, the literacy coaches and our team will need to establish a partnership of learning, sharing and an atmosphere of constant growth. True praxis is established when teachers can explore, prod, stretch, and recreate what they are studying, (Lee, Equity, Language and Literacy) The praxis will be established through bi-monthly coaching hours that will lead to the annual two day conference. This conference will set the stage for state wide initiatives for the literacy coaches.

Our geography does present a challenge, but a challenge that we have faced before and one that will provide us with the opportunity to get creative with the coaching methods. It is our intent to work with a group of identified coaches throughout the state of Texas and identify them as the lead coaches for the program. The coaches will be equipped with skills that use RBIS aligned strategies to engage students in the classroom, use linguistic diversity in the classroom to promote language as a tool to increase grade level literacy, leverage the use of technology for data driven instruction and enhance lessons through lesson study and the Texas Instructional Leadership LAFA components as defined by Paul Bambrick-Santoyo through Leveraged Leadership.

Coaches will become versed on how to embed the science of reading using the elements of comprehension, fluency, expanded vocabulary, exploratory phonics and phonemic awareness to grow readers and educators who can recognize areas of reinforcement in these areas. These coaches will then be contracted to work with the other literacy coaches across the state. This system will allow us to reach more coaches more often, create a system of accessibility to coaches and identify and promote programs where success is happening.

All TRI coaches will have multiple opportunites to work alongside lead coaches and reflect on the practices that are being supported at their respective campuses with their teachers and showcase them during the bi-monthly meetings. The check-ins will be a pivotal part of the coaching model through the bi-monthly meetings as they will set a stage where coaches can reflect on their practice using both qualitative and quantitative observations.

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9. Statutory/Program Requirements

3. Provide a plan for coaching professional development that will take place during the in-person check-ins. In your plan include what types of skills you will be working to build and potential resources you would use to help model specific skills. Last, your plan should include a clear process for assigning action steps because of your coaching work.

The coaching model we are adopting will be based on TLI's observation and feeback and will incorporate insights gained through our participation in the Write for Texas and bilingual grant initiatives. A key concept from both projects was the availability of a comprehensive set of resources for participants and the establishment of a feedback platform. This grant offers a unique opportunity to address a challenging aspect of our previous initiatives, which is providing timely feedback. This feedback mechanism will be integrated into the coaching model we intend to implement with the lead literacy coaches. As we identify our lead literacy coaches, they will undergo professional development sessions to familiarize themselves with observation and feedback action steps. Subsequently, these lead coaches will have the opportunity to research the "problem of practice," which will be developed during. quarterly Zoom meetings with the other coaches. The lead coaches will then analyze the "problem of practice" and create lessons, recommending strategies that emphasize literacy through the lens of the science of reading, RBIS strategies, and considering the needs of special populations the teachers work with. Within these modules, we will establish opportunities for teachers to collaborate and conduct research through a stipend-based system, compensating them for their planning efforts outside of regular school hours. It is crucial to have these processes in place prior to the in-person check-in, as we aim for the literacy coaches and lead coaches to already have a working relationship in advance of these visits. During these in-person visits, we will adopt a collective approach to engage in reflective practices, fostering a sense of community where questions drive individuals to challenge themselves as educators, as well as their fellow teachers and students. The action steps aforementioned: identification of lead coaches, established goals, monitor progress and adjust usign a problem of practice will be the coaching foundation.

4. Provide the plan for how you will recruit schools or districts to attend a conference in Qualified Opportunity Zones (QOZs) or teachers serving low-income, high-need students, including children living in poverty, emergent bilinguals, children with disabilities, and struggling readers.

Here at ESC Region 19 we have the proven the capacity to hold conferences for core content area teachers, parents, teachers of special populations, students and community stakeholders. Our marketing department has used a variety of marketing campaigns to promote each event, these strategies include but are not limited to social media algorithm marketing, billboard campaigns, podcast promotion, and the use of Constant Contact. Solely looking at professional development for Bilingual Certification supports, our marketing department was able to market the work that we are involved in across the state of Texas, and we have currently served 1,400 participants through an asynchronous program and our synchronous program has 1,300 participants who have enrolled in 50 cohorts that each have an enrollment limit. All the teachers who have been recruited and marketed to are teachers who are serving or will serve emergent bilingual students. Parental engagment is critical here, as parents need to be educated in equity, literacy acquisition and bi-literacy development opportunities that can be further developed at home. Recruitment strategies for the parents will also be a targeted function of the work in order to develop a parent focused strand at the conference.

The Opportunity Zone Program was created with the intent to spur economic development and job creation in these designated zones. At ESC Region 19 we have eleven identified opportunity zones that span across eight of our school districts. The approach that we take with these schools, is the same approach that we will take when working with the QOZs that are in the State of Texas. The geographic location of El Paso, TX provides us with the unique opportunity where our opportunity zones are located in urban areas that are next to the international border, in rural areas and in your more traditional urban areas. Each zone has its unique characteristics, challenges and inherent values. We will use a three prong approach to drive our recruitment. (1)Segmentation and prioritization will be vital to actively recruit schools by identifying needs of schools and prioritizing supports to identified audiences. (2) Develop a compelling proposition to show communities that the work will be one of collaboration and support. (3) Customized outreach for our students knowing that factors outside of their control (poverty, where they live, disabilities) will need to be taken into account to provide the best suited researched based instructional and literacy

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9. Statutory/Program Requirements

5. Provide why your region is best suited to develop comprehensive literacy coach professional development and how it can improve literacy coaching across Texas.

ESC Region 19 has had extensive experiences in literacy programs that have used the coaching model as the driver of professional development. During the last iteration of West Reading Symposium, our region was able to provide a venue where it: (1)facilitated Communication between the USDOE and TEA to support our Emergent Bilinguals (2)empowered teachers based on the feedback they provided after the conference (3)provided a venue where a podcast for educators was unveiled where best practices are discussed and the work in the classroom is celebrated (4) offered concurrent literacy strands that met the needs of the attendees and the students who they work with.

Our service center has become an innovation hub through our past work in literacy initiatives and emerging as trailblazers for emergent bilingual student. We look forward to being part of this project to sustain the work that we have embarked on and work that we plan to grow across the state. The comprehensive coaching model will create a teacher/coach network that can be duplicated in districts and campuses to promote and sustain the introduction and evaluation of instructional practices best suited to enhance literacy. Knowledge sharing and model demonstration will be key components of the coaching model, where coaches are not just involved in disseminating the information, but become practitioners of the comprehensive coaching model.

Face to face coaching across a state network will be the greatest challenge, but with the system that we intent to employ we will mitigate the geographic challenge. The pandemic provided us with technological tools that we will use in conjunction with the face to face approach. We intend to leverage the use of programs such as Zoom and tracking control cameras to go into as many classrooms as possible and reflect alongside the practitioners using the lesson study protocols to elevate literacy instruction.

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	
Group		Barrier	

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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

1s	Professional Staff (grant lead, media services, PD consultants, trainers)	$175,000
2.	Support personnel (conference and event support, grant administrative support)	75,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Office space for grant funded personnel	$20,000
7.	Session and event room reservations and rentals	70,000
8.	Professional and contracted services	45,000
9.		
10.		

Supplies and Materials

11.	Instructional and testing materials	$20,000
12.	Equipment & software licenses (laptops, workstations, tablets, AV equipment, storage, network)	100,000
13.	Consumables for conferences, summits, and training sessions	89,235
14.	Non-employee stipends	30,000

Other Operating Costs

15.	Employee related travel	$150,000
16.	Non-employee related travel	40,000
17.	Indirect Cost	47,734

TOTAL GRANT AWARD REQUESTED: 811969

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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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