



# 2023-2025 Texas Reading Initiative - Literacy Coach Professional Development

## Competitive Grant Application: Due 11:59 p.m. CT, November 15, 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](mailto:competitivegrants@tea.texas.gov)

Authorizing legislation:

Grant period:  Pre-award costs:

Required attachments:

### Amendment Number

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

### 1. Applicant Information

Name of organization

Campus name  CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

### 2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- 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 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
Approximately 70% of TX students are reading below grade level. There is a need for increased professional development for TRI K-12 literacy coaches in order to increase literacy coach efficacy to ultimately build teacher capacity.	Two annual conferences, monthly Comm. of Practice for monolingual & EB each by grade bands (K-5, 6-12) , four day on-site literacy retreat, to include RBIS TOT, TXLS & integrating SoR & RBIS in daily literacy block. All travel expenses for TRI literacy coaches will be paid for with grant funds.
Need for increased on-site coaching opportunities for TRI K-12 literacy coaches in order to increase literacy coach efficacy to ultimately build teacher & student capacity.	Four on-site obs/fdbk coaching & learning opportunities per TRI lit coach, four virtual coaching sessions as follow-up to the on-site coaching visits to track progress of action steps & provide actionable support, provide on-site learning for campus administrators to best support TRI coaches & HQIM impl.
Approximately 21% of the TX student population are EB. There is a need for increased learning opportunities to specifically address the needs of emergent bilingual students & students of poverty.	Provide targeted PD for TRI coaches who support EB & bilingual teachers, monthly virtual EB Communities of Practice by grade bands (K-5, 6-12) + combined quarterly CoP with monolingual TRI coaches, provide opportunities to collaborate with well-known experts in the field of bi literacy education during CoPs.

**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.

S: Implement a comprehensive prof. learning program for TRI coaches, focused on SoR, RBIS, HQIM impl, internalization, MIA, EB & implement a scheduled plan for on-site coaching utilizing obs/fdbk protocols. M: By utilizing obs/fdbk protocols, TRI literacy coaches will receive personalized on-site coaching & their action steps/ progress will be documented through GroweLab. A: ESC12 will develop/deliver high-quality relevant learning exp. during 2 annual conferences, on-site coaching & on-site RBIS training. R: TX serves just under 20% of the nation's English learners, with 90% of those students speaking Spanish as their first lang. & the majority of students in TX are not proficient readers. ESC12 will provide on-going PD & on-site coaching support rooted in research-based practices. T: ESC12 will deliver all above-mentioned learning opportunities through the duration of the TRI grant.

**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**

(2/2024-8/2024) Establish contact with all 40+ TRI Coaches (to include a 30 minute virtual meeting per TRI coach), conduct beginning of year self assessment of TRI coaches, conduct campus admin end of year survey about current coaching program effectiveness, schedule mo, schedule first annual conference at ESC Region 12 in Waco, schedule four day learning retreat in Waco for RBIS/TXLS learning, schedule both on-site visits, train coaches on GroweLab.

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

(9/2024-3/2025) Host first annual conference at ESC Region 12 in Waco, begin on-site coaching & on-site professional learning sessions, launch Canvas course to all TRI literacy coaches, analyze GroweLab data to determine growth of TRI coaches & identify trends, review feedback from CoPs & make adjustments to CoP topics based on observations and coach feedback.

**Third-Quarter Benchmark**

(4/2025-9/2025) Continue on-site coaching & on-site professional learning sessions, host second annual conference at ESC Region 12 in Waco, analyze GroweLab data to determine growth of TRI coaches & identify trends, review feedback from CoPs & make adjustments to CoP topics based on observations & coach feedback, conduct end of year self assessment of TRI coaches (June), conduct campus admin end of year survey about coaching program effectiveness (June), meet with coaches virtually to discuss self-assessment & admin survey results and GroweLab data to establish next steps for coaching in the 25-26 school year, conduct beginning of year self assessment of TRI coaches (August), conduct campus admin end of year survey about coaching program effectiveness (August), host second annual 4 day learning retreat in Waco or all TRI literacy coaches.

**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 TRI team at ESC12 will conduct quarterly step-backs at the conclusion of each benchmark where the director, program lead & ESC12 coaches will review the following: data collected in GroweLab to demonstrate each coach's progress towards goals, data collected in GroweLab by coaches to show teacher progress towards goals, student data (when available), other programs districts/campuses are participating in that could be leveraged in alignment with TRI, plans for the annual conference, plans for upcoming CoPs and coaching conversations, calibration of ESC12 coaches, alignment of HQIM internalization protocol, lesson rehearsal & SWAP, review self-evaluation survey data at beginning of the year and end of the year, review admin survey data at beginning & end of the year.

As a result of these step-back conversations, the TRI team will confirm the direction of the program or make adjustments to the program as needed & communicate those adjustments to coaches, administrators & other stakeholders. These conversations will also serve as a way for the TRI team to discuss common practices or misconceptions happening across the state that could be addressed during CoPs and the annual conferences. At the conclusion of the annual conferences, the TRI team will meet to discuss the data collected from the conference to make adjustments for the following year. At the beginning & end of each year, the TRI team will review the coach self-assessments to further drive coaching conversations, CoP topics & the annual conference, TRI literacy coach surveys.

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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.

Both annual conferences will include two keynote speakers. One speaker will focus on the overall coaching of teachers in research-based literacy instruction & the second keynote speaker will focus on supporting teachers in the emergent bilingual & dual language classrooms. Breakout sessions will include, but are not limited to the following: RBIS, EB support, HQIM agnostic (MIA, internalization, best implementation practices for admin), unpacking standards, TXLS, Sped & dyslexia in EB students, SoR in daily literacy instruction, HQIM implementation for administrators, Get Better Faster, highly effective coaching conversations. The course materials will be housed in Canvas for ease of access.

ESC12 is the ideal hub for the TRI literacy coach PD because of the strong culture of communication & support we have created. Although the TRI team would be a small group of specialists, all ESC2 specialists would be equally invested in seeing these coaches grow in their craft & would step in to offer support & expertise. Specialists at ESC12 are all cross trained in TEA initiatives & have a clear vision of how each of the above mentioned literacy initiatives work together. We regularly communicate with one another on the districts we serve with each initiative in order to maintain a consistent and clear message to our LEAs. Working with coaches across the state would be no exception to this expectation as we have built strong communication systems & relationships in and out of our region. Waco is a centrally located city that is easy to navigate to & around. Our hotels & restaurants are priced to the small size of Waco making the use of financial resources for coaches, districts, ESCs, & the grant fiscally conservative, allowing resources to be stretched further for greater teacher impact.

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.

ESC12 TRI team and the TRI coaches will engage in an initial 30 minute check-in in February. During this time we will schedule multiple dates. The first set of dates are the 4 on-site visits (2 per year). Expectations for the on-site visits will be communicated at this time to include the following: observation of at least 1 PLC/planning meeting with teachers, a minimum of 3 classroom observations with in-person coaching conversations between teachers & coach, one meeting with campus admin & coach to discuss vision and progress, frequent, on-going collaboration and discussion between the TRI coach and the ESC 12 coach throughout the day.

The next set of dates to be scheduled are virtual check-ins that will occur approximately two weeks after the on-site visit. In addition to virtual check-ins, TRI coaches will reflect on the progress of their action step & provide artifacts (videos, pictures, agendas, etc) in GroweLab for the ESC12 TRI coach to review & provide feedback as a way to maintain comm & momentum around the action step between visits. Dates of CoPs will also be shared during the 30 minute initial meetings. Virtual CoPs will take place monthly. Coaches will be split into two groups - EB & monolingual. Every quarter the two groups will meet together in one CoP. During CoPs, coaches will have the opportunity to hear from notable guests in the field of instructional coaching and Bilingual/EB instruction. Coaches will also participate in supporting a colleague with a problem of practice in the field. One participant will share a problem they are currently facing in the field. The remainder of the community will have time to ask clarifying questions, then offer up possible solutions to the problem of practice. Finally, the owner of the problem of practice will share what their next steps would be. While the ESC12 TRI team will plan out CoP topics ahead of time, topics will be adjusted based on group need. Lastly, dates for the annual TRI coaches retreat in Waco will be shared. TRI coaches will come to Waco for four days in the summer where we will build community & learning RBIS & becoming an RBIS ToT. Coaches will be given time & support during this week to prepare professional development to bring back to their district(s) around RBIS. Coaches will also learn about the Texas Lesson Study process in order to model their PLCs after the in-depth internalization process provided by TXLS. Additional learning will take place during this week centered around Get Better Faster & Product Academies.

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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.

All of our coaches will be trained in the following: Amplify product training, Product Academies, RBIS ToT, SoR certified, cross trained in TXLS & Get Better Faster. Our coaches will virtually meet each TRI coach, then ask each of them to complete a current self-assessment via google form. The ESC12 TRI team will review the self-assessments together during the first step-back meeting in order to prepare for on-site coaching conversations. TRI coaches will engage in the following: 4 on-site coaching days that include obs. of PLC/planning with teachers, a minimum of three classroom obs. followed by in-person coaching conversations, one meeting with campus admin, frequent, on-going collab & discussion between the TRI coach & the ESC12 coach. 4 virtual follow-up visits approximately two weeks after the on-site visit focused on the established action step, regular comm between TRI coaches & ESC12 coaches on GroweLab to includes artifacts that depict the progress made towards the action step. During on-site coaching visits, coaches will use the See It, Name It, Do It protocol & will assign action steps based on observations. Our ESC12 TRI coaches are RBIS TOTs, dynamic, highly knowledgeable, and cross-trained in most TEA initiatives. They are well-versed & coach on the most current visible learning research & are passionate about assisting TRI coaches across the state to build IC & teacher capacity & ultimately our Texas students. Our bilingual TRI coaches are experienced educators who are equally passionate about serving our bilingual and emergent bilingual populations.

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.

Our in-house marketing team will be able to create marketing materials like flyers, slide decks & email banners to bring awareness to the literacy conferences. Our proposed budget has allowed for two well-known keynote speakers per year that will be advertised to draw attention. Additionally, a small number of literacy coaches will have the opportunity to apply to present their learning at SXSW in 2025 with support from the ESC 12 TRI team. We will use this opportunity to advertise the 2nd annual conference at SXSW EDU in order to reach a maximum number of attendees. Our regular collaboration between other ESCs and our internal teams provide us with an opportunity to market the conference to all LEAs & target teachers serving low-income, high-need students, including children living in poverty, emergent bilinguals, children with disabilities & struggling readers. TRI coaches & teachers & administrators serving students in QOZs will have conference fees waived.

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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.

ESC12 in Waco is centrally located & relatively close to airports without the expense and traffic of larger cities, allowing participants and coaches to make the most of their time and financial resources. ESC12 specialists have been cross-trained in many TEA initiatives, such as TXLS, HQIM, RBIS, TIL, MIA, which allow us to provide comprehensive and integrated support to our districts.

**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"/>
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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.	2 TRI monolingual English coaches	\$160,000
2.	2 TRI bilingual Spanish coaches	\$160,000
3.	Grant coordinator	\$90,000
4.		
5.		

**Professional and Contracted Services**

6.	Conference keynote speakers (both years)	\$40,000
7.	Overhead conference costs (both years)	\$30,000
8.	On-site coaching fees	\$90,000
9.		
10.		

**Supplies and Materials**

11.	Prof. learning books for TRI coaches	\$10,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Travel for ESC12(hotels, airfare)	\$99,400
16.	Travel for TRI coaches (hotel, airfare)	\$122,500
17.	Operational Costs	\$10,000

**TOTAL GRANT AWARD REQUESTED:**

**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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