

**PROGRAM GUIDELINES:
2021–2022
TEXAS READING INITIATIVE-
LITERACY COACHING AND
PROFESSIONAL DEVELOPMENT
GRADES K-5**

APPLICATION DUE DATE

11:59 p.m. Central Time, JUNE 28, 2021

PROGRAM AUTHORITY

United States Code, Title 20, Chapter 70, Subchapter II, Part B, Subpart 2, §6642

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Introduction to the Program Guidelines

The Texas Education Agency (TEA), as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, open-enrollment charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA). Program Guidelines are to be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Adobe Acrobat Standard Application System (SAS) consists of all forms to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs.. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). **It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.**

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

U.S. Department of Education and/or State Appropriations

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$1,240,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$1,240,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

Grant Timeline

All of these dates except the grant ending date may vary slightly as conditions require.

Date	Event
May 28, 2021	RFA available; notice of the RFA published in the <i>Texas Register</i>
June 04, 2021	Last date to submit questions to be addressed in the applicant's Conference/Webinar See General and Fiscal Guidelines , Applicants' Conference/Webinar
June 09, 2021 at 2pm CST	Applicants' Conference/Webinar. Please pre-register at the following link: Applicant Webinar Registration . A unique link for attendance will be given to each participant upon registration.
June 14, 2021	Last date to submit FAQs to designated link See General and Fiscal Guidelines , Frequently Asked Questions
June 14, 2021	Due date for the Notice of Intent to Apply
June 14, 2021	Due date for the Reviewer Information Form
June 21, 2021	FAQs posted to TEA Grant Opportunities page
June 28, 2021	Due date for the application in the TEA Document Control Center, 11:59 p.m., Central Time See General and Fiscal Guidelines , Competitive Application Due Date and Time
June 28, 2021– September 20, 2021	Competitive review period See General and Fiscal Guidelines , Competitive Review Process
September 24, 2021	Beginning date of grant See General and Fiscal Guidelines , Grant Period
July 05, 2022	Final date to submit an amendment
September 30, 2022	Ending date of grant See General and Fiscal Guidelines , Grant Period

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by the United States Code, Title 20, Chapter 70, Subchapter II, Part B, Subpart 2, §6642.

Where to Submit the Application

See the Where to Submit the Competitive Application section of the [General and Fiscal Guidelines](#).

Submission Requirements

See the Submission Requirements for Competitive Grants section of the [General and Fiscal Guidelines](#).

Note: TEA requires applications to be emailed.

Purpose of Program

The ultimate goal of this project is to get all students to read on grade level. If we build system capacity to support teachers, families, and communities, and to increase access to high-quality instructional materials, then teachers will improve their practice, families and communities will be empowered, and students will increase time spent engaging with high-quality instructional materials. This, in turn, will increase the overall effectiveness of the instructional core—or the relationship between teachers, materials, and students—so that all children achieve better literacy outcomes. All sub-grantee applications will be required to include a description of the needs assessment to identify how the CLSD funds will be used to inform and improve evidence-based literacy instruction at the school by streamlining and aligning services, improving literacy instructional practices, and integrating literacy services into a well-rounded education experience. This description of the needs assessment should include how the school will identify children in need of literacy interventions or other support services.

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility To Apply for Competitive Grants.

Eligible applicants, which include local educational agencies, including independent school districts, open-enrollment charter schools, and regional education service centers (ESCs) may apply for this grant individually or as a consortium to serve the unique and diverse needs of their communities. TEA aims to fund approximately 10 literacy coaches over the course of three years. Additionally, TEA seeks to support four regional literacy conferences focused on using high-quality instructional materials to support a knowledge-building approach to learning. Grant funds are to be used to support activities that will directly impact learning in Kindergarten-Grade 5. Applicants must score a minimum of 75% of the total points on the application to be considered for award.

Eligibility List

An eligibility list **is not** posted on the [TEA Grant Opportunities page](#), with all documents pertaining to the RFA.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) **are** allowed for this grant program.

SSAs must abide by the following criteria: Coach to teacher ratio is 60:1 or 30:1 for rural districts and/or high-quality instructional materials implementation coaching.

More Than One Application

Eligible applicants **may** apply for the grant on behalf of more than one campus. Applicants **may not** submit more than one application.

Application Funding

See the following sections of the [General and Fiscal Guidelines](#):

- Grant Funding
- Continuation Funding
- Fund Management
- Use of Funds

TEA aims to fund approximately 10 literacy coaches over the course of three years. Additionally, TEA seeks to support four regional literacy conferences focused on using high-quality instructional materials to support a knowledge-building approach to learning. It is anticipated that awards will be made approximately as follows: Level 1 Coaching (1:60 Ratio): 5 awards - \$104,000 per year for three years; Level 1 Coaching (1:30 Ratio): 5 awards - \$104,000 per year for three years; and Regional Literacy Conferences: 4 awards - \$50,000 per year for three years.

Annually, funding after Year 1 ("continuation funding") is contingent on satisfactory progress of prior year compliance with requirements, achievement of stated service and performance targets, general budget approval by the commissioner of education, and appropriations by the United States Congress. Continuation funding may require grantees to submit a noncompetitive or competitive continuation grant application each year of the total subgrant period.

Selection of Applicants for Funding

Applicants will be selected in rank order.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

Direct Administrative Costs

TEA does not permit direct administrative costs for this grant program.

Indirect Administrative Costs

The authorizing statute does not permit indirect administrative costs for this grant program.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs **are not** permitted for this grant.

Applicant Assistance

The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), TEA Contacts.

The following TEA staff member should be contacted with questions about the RFA, the grant program, or for assistance with the applicants' webinar:

Jamie Heilingoetter Director, Early Childhood Education
Questions can be submitted to [this survey](#).
Phone: (512) 463-9734

Frequently Asked Questions

See the [General and Fiscal Guidelines](#), Frequently Asked Questions.

The FAQs for this grant program will be posted to the [TEA Grant Opportunities](#) site no later than the date listed on the Grant Timeline. Applicants must submit their questions via a survey to [this survey](#).

Applicants' Conference/Webinar

See the [General and Fiscal Guidelines](#) Applicants' Conference/Webinar.

Questions that applicants wish to have addressed during the applicants' webinar must be submitted no later than the date given in the grant timeline. The applicant webinar will be live and will occur on the date and time given on the grant timeline. Please pre-register at the following link: [Applicant Webinar Registration](#). A unique link for attendance will be given to each participant upon registration.

Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

GovDelivery Email Bulletins

See the [General and Fiscal Guidelines](#), GovDelivery Email Bulletins.

Program Elements

This section provides detailed information about the grant program.

Program Description

TEA seeks to provide grants for developing a pipeline of literacy coaches and supporting regional literacy conferences focused on using high-quality instructional materials to support a knowledge-building approach to learning. School districts, open-enrollment charter schools, and ESCs may apply for this grant individually or as a consortium to serve the unique and diverse needs of their communities. This grant serves eligible entities from Kindergarten-Grade 5. Literacy Coaches Grantees may use funds from the subgrant to compensate literacy coaches and are encouraged to use strategic compensation models that enhance recruitment and retention of literacy coaches in traditionally hard-to-staff locations. Successful grantees will identify placement of literacy coaches based on school or district needs that may include economically disadvantaged, students with disabilities, English learners, and highly mobile/at-risk students. Competitive preference will also include applications that seek to serve rural communities and districts in [Qualified Opportunity Zones \(QOZs\)](#). Literacy coaches may serve as reading academy (RA) cohort leaders, RA coach leaders supporting QOZs, coaches for comprehensive high-quality instructional materials Product Academies, and continued teacher implementation support. Regional Literacy Conferences Grantees may use funds from the subgrant to support the planning and execution of regional literacy conferences. Successful grantees will recruit educators who teach economically disadvantaged students, students with disabilities, English learners, and highly mobile/at-risk students to attend the conference. Competitive preference will also include applications that seek to serve rural communities and districts in QOZs.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's [Administering a Grant](#) page.

The supplement, not supplant provision **applies** to this grant program.

SMART Goal

See the [General and Fiscal Guidelines](#), SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

Measurable Progress

See the [General and Fiscal Guidelines](#), SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and 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.

1. The applicant provides assurance that all literacy coaches have or are currently completing the required HB 3 Reading Academies.
2. The applicant provides assurance that the placement of literacy coaches ensures they are supported with verifiable capacity via internal resources or external partnerships.
3. 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 online coaching.
4. (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.

Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per TEC §22.0834, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

An eligible entity desiring to receive a subgrant under this section shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require. Such application shall include, for each school that the eligible entity identifies as participating in a subgrant program under this section, the following information:

- (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.
- (2) Describe how the applicant will identify children in need of literacy interventions or other support services.
- (3) Explain how the applicant will integrate comprehensive literacy instruction into a well-rounded education.
- (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.

TEA Program Requirements

See the [General and Fiscal Guidelines](#), Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

Literacy Coaches

1. 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.
2. Provide the plan for embedded professional development for the literacy coach(es) to support them in providing valuable training.
3. Identify the plan for demonstrating outcomes for increasing student literacy in a school or district
4. 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.
5. 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.

Regional Literacy Conferences

1. 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.
2. Include the proposed conference participation goals and outcomes-focused success metrics for conferences.
3. 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.

Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences **may** be funded under this grant program. The following types of conferences are allowable:

- Conferences that focus on the rationale behind a knowledge-building approach to literacy instruction and using high-quality instructional materials.
- Conferences that focus on adoption and implementation of high-quality instructional materials that build knowledge.

- Conferences that focus on a combination of the above topics.

Hosting or Sponsoring of Conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the cost of Hosting or Sponsoring of Conferences Justification form, refer to the [Administering a Grant page](#).

General Allowable Activities and Use of Funds

An eligible entity that receives a subgrant under this section shall use the subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 5:

1. Serve the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level.
2. Provide intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level.
3. Support activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
4. Provide high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff.
5. Train principals, specialized instructional support personnel, and other local educational agency personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.
6. Coordinate the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) in the literacy development of children served under this subsection.

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

Field Trips

Field trips **may not** be funded under the grant program.

Advisory Council

An advisory council **may not** be funded under the grant program.

Cost of Membership in Any Civic or Community Organization

The cost of membership in any civic or community organization **may not** be funded under the grant program.

Out-of-State Travel

Out-of-state travel costs **may not** be funded under this grant program.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as the executive director, superintendent, or board members **may not** be funded under the grant program.

In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:

- Debt service (lease-purchase)
- Food purchases
- Capital Outlay

Project Evaluation and Modification

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Number of teachers effectively trained by literacy coaches with the areas of support they are providing to teachers documented by the subgrantee (support in implementation, videos, artifacts, survey, and assessment data)
2. Percent increase in participating teacher's efficacy, as measured by educators implementing effective practices
3. Percent increase in student outcomes of the teachers beings supported by literacy coaches
4. [If offering literacy conferences] Number of participants at lliteracy conference and results of participant surveys. Behavior change measured between conferences.

Limits on Contracted Evaluators

When a grantee chooses, or is required under a grant, to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. "Independent and objective" implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator

to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator should be limited to that specific topic.

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

Federal Grant Requirements

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), Equitable Access and Participation.

This requirement **does** apply to this federally funded grant program.

Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

This requirement **does not** apply to this federally funded grant program.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), Maintenance of Effort.

This requirement **does not** apply to this federally funded grant program.

Application Elements

This section describes the requirements and attachments that must be addressed in and included with the application.

Notice of Intent to Apply

For competitive grants, prospective applicants are requested to submit the Notice of Intent to Apply (NOI) by the date specified in the Grant Timeline. The NOI provides helpful information that allows TEA staff to plan for the management of the applications and review processes. Failure to notify TEA of the intent to apply will **not** disqualify the applicant from applying for grant funds.

The NOI is published along with the RFA on the [TEA Grant Opportunities](#) page.

Reviewer Information Form

For every application submitted for a competitive grant, the applicant is required to submit the names of three individuals to serve as reviewers in the competitive review process for the grant program. For LEAs submitting multiple campus grant applications, the LEA must submit a minimum of three reviewers per campus application or a total of ten reviewers, whichever is less.

Individuals who are hired to prepare grant applications may not serve as reviewers, and their names should not be submitted. Applicants must notify the people whose names they submit that they may be asked by TEA to serve as reviewers.

Once reviewers are selected, they will receive detailed information about the review process. The competitive review for the grant program will take place during the time period given in the Grant Timeline.

The Reviewer Information Form is published along with the RFA on the [TEA Grant Opportunities](#) page. All applicants are required to complete the form and to submit it online on or before the date given in the Grant Timeline.

Required Attachments

See the following section of the [General and Fiscal Guidelines](#):

- Required Program-Related Attachments

Required Program-Related Attachments

- Attachment 1-Resume for any individuals within your organization that will be supporting the work of the grant. Please limit each resume to no more than 2 pages.
- Attachment 2-Resume for any literacy coaches already hired to support this effort. Please limit each resume to no more than 2 pages.

Scoring and Review

This section provides information on the scoring and review of applications for competitive grants.

Standard Review Criteria

See the [General and Fiscal Guidelines](#), Standard Review Criteria.

Specific Review Criteria

See the [General and Fiscal Guidelines](#), Specific Review Criteria.

Literacy Coaches

<u>Decription</u>	<u>Points Allowed</u>
The applicant must provide proof of or a comprehensive plan for hiring a literacy coach for the 2021-22 school year	10pts
The applicant must include a plan for embedded professional development for the literacy coach(es) to support them in providing valuable training to teachers	10pts

Literacy Conferences

<u>Decription</u>	<u>Points Allowed</u>
The applicant must provide proof that proposed literacy conferences will build participants' understanding of knowledge-building instructional materials and implementation.	10pts

Priorities for Funding

See the [General and Fiscal Guidelines](#), Priorities for Funding.

<u>Priority</u>	<u>Points</u>
Identifies how they will specifically target Opportunity Zones	5pts

Identifies how they will specifically target rural communities	5pts
Identifies how they will specifically target low-income families (that fall 200% below the federal poverty line)	5pts
Identifies how they will specifically target English language learners	5pts
Identifies how they will specifically target children with disabilities	5pts

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