2018–2019 Services to Students with Dyslexia

Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agre ement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 MAR -6 PM 2: 52 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Karin Miller, karin.miller@tea.texas.gov, (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #	
Fabens ISD	071903		n/a	
Vendor ID #	ESC Region #			
1746000829	19			
Mailing address		City	State	ZIP Code
PO Box 697		Fabens	TX	79838

Primary Contact

First name	M.I.	Last name	Title
Jorge	E	Saenz	Director of Special Education
Telephone #	Email address		FAX #
915-765-2690	jsaenz@fabensisd.net		915-764-3744

Secondary Contact

First name	M.I.	Last name	Title
Gilbert		Alarcon	Assistant Superintendent of Finance
Telephone #	Email address		FAX #
915-765-2600	galarcon@fabensisd.net		915-764-4953

Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jorge	E	Saenz	Director of Special Education
Telephone #	Email address		FAX #
915-765-2690	jsaenz@fabensisd.net		915-764-3744

Signature (blue ink preferred)

Date signed
03/02/2018

Only the legally responsible party may sign this application.

701-18-108-004

Schedule #1—General Information

County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☒	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	*See important note for competitive grants	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
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 the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with dyslexia.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that the program will incorporate meaningful inclusion.
12.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
13.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	071903	Jorge Saenz	915-765-2690	$745,364.00
	El Paso- Fabens ISD		jsaenz@fabensisd.net	
Member Districts				
2.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
3.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
4.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
5.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
6.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
7.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
8.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 071903			Amendment # (for amendments only): n/a

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
10.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
11.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
12.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
13.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
14.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
15.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
16.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
17.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
18.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
19.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
20.	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	
			Grand total:	**$745,364.00**

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Fabens Elementary School (FES) has a high percentage of Economically Disadvantaged students (95.1%), English Language Learners (43.4%), and At-Risk students (71.1%) who would benefit from an innovative, unique, specific and targeted literacy intervention plan that incorporates data-based inquiry to formally and informally assess literacy skills and to implement research-based practices and use of technology to unlock executive functioning skills such as planning, organizing, cognitive flexibility, working memory, inhibition and social understanding and increased engagement in learning. Our students are becoming more and more technologically proficient, so our program would incorporate the use of IPads, desktop computers, and all related accessories to allow the students to become more hands-on learners and to target interventions for students at their current literacy levels with the software programs we would utilize. We would expect to to see at least one year's growth or more on assessment measures such as TPRI and/or Tejas Lee and the Developmental Reading Assessment (DRA) and Evaluacion del Desarollo de Lectura (EDL) (if identified as ELLs). Additionally, with improved literacy levels and the overall benefit on student learning, we expect to see an improved attendance rate from our current rate of 96.0%, a decrease in the number of disciplinary referrals, and a decrease in the retention rate. Our campus would also create a Parent Literacy Center with technology and literacy material to increase parent participation and involvement in their children's learning at the school. Ultimately, the goals of our program are to improve instruction and plan specific and targeted interventions so that our students improve in their literacy skills to become life-long learners.

Our budgetary process focuses on long-term sustainability of the program we plan to implement after the grant is no longer funded. First, our focus is on specific, research-based programs and interventions that students would continually benefit from for years to come such as Sound Partners, Start Making a Reader Today (SMART), Lexia, DaisyQuest, Headsprout, and Reading Recovery. Second, we would continue to fund and offer support for more students on campus by purchasing desktop computers for two additional classroom labs with programs already in place such as Lexia Learning, IStation and Reading A-Z. Third, our budget will account for capital purchases such as furniture to create the aforementioned Parent Literacy Center, along with all instructional supplies, books and media to support and foster parent-student interactions with print. Fourth, we will budget for training for all teachers, instructional aides, the instructional facilitator and administration through the Region 19 Education Service Center for executive functioning skills and their relation to literacy, assessment of literacy skills to provide targeted and timely interventions, and training for parents on how to assist their children at home and through the Parent Literacy Center with literacy skills. Fifth, we will focus on providing staff develoment for all stakeholders from the consultants for the research-based practices and programs we seek to utilize. Sixth, we will include a budget for a national speaker such as Jo Mascorro to promote the value of literacy in children to all stakeholders. Seventh, we will budget for eight qualified and credentialed staff members to conduct dyslexia screeners on all students on campus, along with the purchase and training on the Shaywitz DyslexiaScreen tool. Lastly, we will offer stipends to teachers during the duration of the grant to provide targeted and individualized/small group interventions to students after school.

As mentioned previously, we have a higher than state average rate of Economically Disadvantaged students (95.1%), English Language Learners (43.4%), and At-Risk students (71.1%) who would greatly benefit from the innovative targeted intervention plan we wish to incorporate at our school. Historically, our students have encountered barriers to high-quality and research-based programs due to a lack of funding, and students identified under dyslexia, though currently receiving support through the Herman Method, Esperanza, and Lexia, would benefit from an intensive, targeted approach.

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Our Instructional Facilitator at the campus would be primarily responsible for designing the needs assessment process through a grouping chart where all the students at school would be plotted under their current TPRI and/or Tejas Lee levels and Developmental Reading Assessment (DRA) level and Evaluacion del Desarollo de Lectura (EDL) levels (if identified as an ELLs) to establish tiered levels of instruction. Student progress would be measured at the beginning, middle and end of school year and any program processes would be updated or changed by a Dyslexia Grant Advisory Group that would include the Principal, Campus 504 Coordinator, Instructional Facilitator, one Teacher representative from each grade level from PreK-3rd grade, Special Education Director, and parents of students served under dyslexia.

The grant program will be primarily managed by the Special Education Director in collaboration with the campus Principal and Instructional Facilitator. It will be consistently monitored via weekly walkthroughs and debriefing sessions to assess effective implementation and fidelity with all program practices and requirements.

Progress for the goals created for this program will be measured through the DRA and EDL assessments, TPRI and Tejas Lee results, lexile levels, computer-generated reports for software programs used, student writing samples, attendance rates, a Pre and Post interest surveys for students, disciplinary referrals, staff development evaluation forms and parent satisfaction surveys. Baseline data will be collected on students at the end of the current school year, and progress for students in PreK will be measured twice annually and thrice annually for students in grades K-3 for Tier 1 and 2 students, and more frequently (at least once every six weeks) for students identified under Tier 3. The Texas Academic Performance Report (TAPR) will also be analyzed and compared to the previous school year's report. The survey results will be analyzed and responses gathered will be used to make program recommendations and adjustments (ex. time and frequency spent tutoring after school).

A critical component of our grant proposal will be parent support and buy-in, so at least three town hall formatted meetings will be set up with parents in both English and Spanish so that they may review our literacy program plan and so that any of their questions and concerns can be addressed. Their input, both at these meetings and through anonymous surveys, will be considered to refine the plan. Furthermore, a Parental Advisory Group will be created so that they may assist our school in helping to implement our plan and provide further recommendations for refinement. Parents will also be recruited to become SMART volunteers to work with our students in the Parent Literacy Center, and we anticipate that parents will also improve in their literacy skills so that may continue to support their children for years to come. Additionally, local 199 funds will be used to provide meals at the Advisory Group meetings and for a recognition ceremony for all volunteers.

In summary, we feel that our literacy program will target not only the needs of the students currently identified under dyslexia, but also all other students needing interventions not identified under dyslexia. With the research-based programs proposed, our students will begin to close their deficiencies in literacy skills. Critically, parents will also benefit in that they will learn how to support and foster literacy skills in their children and thus increase their involvement and interest in their children's education. Though this grant will be funded for one year, early coordinated intervening services that can be offered through 224 and 225 SPED funds, along with 199 funds, will be utilized to continue to fund all program plans.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 071903				Amendment # (for amendments only): n/a	

Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85th Texas Legislature, 2017

Grant period: May 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 429/459		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$103,150.00	$0	$103,150.00
Schedule #8	Professional and Contracted Services (6200)	6200	$27,500.00	$0	$27,500.00
Schedule #9	Supplies and Materials (6300)	6300	$522,995.00	$0	$522,995.00
Schedule #10	Other Operating Costs (6400)	6400	$30,000.00	$0	$30,000.00
Schedule #11	Capital Outlay (6600)	6600	$39,700.00	$0	$39,700.00
Total direct costs:			$723,345.00	$0	$723,345.00
3.044% indirect costs (see note):			N/A	$0	$22,019.00
Grand total of budgeted costs (add all entries in each column):			**$723,345.00**	**$0**	**$745,364.00**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements		n/a	n/a	n/a

Administrative Cost Calculation

Enter the total grant amount requested:	$745,364.00
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$111,805.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 071903		Amendment # (for amendments only): n/a	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher	0	0	$0
2 Educational aide	0	0	$0
3 Tutor	0	0	$0
Program Management and Administration			
4 Project director/administrator	0	0	$0
5 Project coordinator	0	0	$0
6 Teacher facilitator	0	0	$0
7 Teacher supervisor	0	0	$0
8 Secretary/administrative assistant	0	0	$0
9 Data entry clerk	0	0	$0
10 Grant accountant/bookkeeper	0	0	$0
11 Evaluator/evaluation specialist	0	0	$0
Auxiliary			
12 Counselor	0	0	$0
13 Social worker	0	0	$0
14 Community liaison/parent coordinator	0	0	$0
Other Employee Positions			
15 Educational Diagnostician/Licensed Specialist in School Psychology	0	1	$16,000.00
16 Speech-Language Pathologist	0	1	$16,000.00
17 Occupational Therapist	0	1	$8,000.00
18	Subtotal employee costs:		$40,000.00
Substitute, Extra-Duty Pay, Benefits Costs			
19 6112 Substitute pay			$9,200.00
20 6119 Professional staff extra-duty pay			$39,960.00
21 6121 Support staff extra-duty pay			$2,500.00
22 6140 Employee benefits			$11,490.00
23 61XX Tuition remission (IHEs only)			$0
24	Subtotal substitute, extra-duty, benefits costs		$63,150.00
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		$103,150.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 071903		Amendment # (for amendments only): n/a
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land	$0
	n/a	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	Region 19 ESC- Staff development on Executive Functioning Skills & Reading for improved literacy and executive functioning skills for all students	$2,500.00
2	Region 19 ESC- Parent Training on Parent Literacy Center to assist school staff and Fabens community (parents) on creating the Center and supporting student literacy	$1,000.00
3	Professional development on Reading Recovery to train selected teachers on research-based literacy intervention	$20,000.00
4	Professional development with national speaker on the importance of literacy skills for parents and teachers	$4,000.00
5	n/a	$0
6	n/a	$0
7	n/a	$0
8	n/a	$0
9	n/a	$0
10	n/a	$0
11	n/a	$0
12	n/a	$0
13	n/a	$0
14	n/a	$0
b.	Subtotal of professional and contracted services:	$27,500.00
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) Grand total	**$27,500.00**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 071903	Amendment number (for amendments only): n/a
Supplies and Materials Requiring Specific Approval	

	Expense Item Description	**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$522,995.00
	Grand total:	**$522,995.00**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 071903	Amendment number (for amendments only): n/a	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0
	Subtotal other operating costs requiring specific approval:	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$30,000.00
	Grand total:	**$30,000.00**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)			
County-District Number or Vendor ID: 071903		Amendment number (for amendments only): n/a	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	n/a	N/A	N/A	$0
66XX—Computing Devices, capitalized				
2	n/a	n/a	$0	$0
3	n/a	n/a	$0	$0
4	n/a	n/a	$0	$0
5	n/a	n/a	$0	$0
6	n/a	n/a	$0	$0
7	n/a	n/a	$0	$0
8	n/a	n/a	$0	$0
9	n/a	n/a	$0	$0
10	n/a	n/a	$0	$0
11	n/a	n/a	$0	$0
66XX—Software, capitalized				
12	n/a	n/a	$0	$0
13	n/a	n/a	$0	$0
14	n/a	n/a	$0	$0
15	n/a	n/a	$0	$0
16	n/a	n/a	$0	$0
17	n/a	n/a	$0	$0
18	n/a	n/a	$0	$0
66XX—Equipment or furniture				
19	Study Carrels	32	$300	$12,000.00
20	Activity Table Flower Shaped	32	$330	$13,200.00
21	Computer Tables	25	$300	$7,500.00
22	Student Chairs	200	$35	$7,000.00
23	n/a	n/a	$0	$0
24	n/a	n/a	$0	$0
25	n/a	n/a	$0	$0
26	n/a	n/a	$0	$0
27	n/a	n/a	$0	$0
28	n/a	n/a	$0	$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	n/a			$0
			Grand total:	$39,700.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics of Participants to Be Served with Grant Funds

County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	80	2	20/1
K	127	6	23/1
1st	143	7	21/1
2nd	165	8	21/1
3rd	144	8	18/1

COMMENTS	Fabens Elementary School (FES) has a high percentage of Economically Disadvantaged students (95.1%), English Language Learners (43.4%), and At-Risk students (71.1%) as compared to the state. However, our demographic data reflects the diversity that more and more school districts in Texas are encountering, so our literacy program can be replicated with success in all school districts Though students identified under Tier 3 will be targeted for more intensive instruction and interventions, all students will be served through this grant and supplementary instruction will be provided through computer labs, IPads, and Smart Boards.

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours 7:45 a.m. – 3:15 p.m.	30-105 minutes per day	Depending on reading levels and characteristics (ex. phonemic awareness, fluency, etc.), students will be targeted for in-class and pull-out intervention. This also includes interventions to be offered after school.
Number of days in school year	156	The first and last two weeks of the school year will be used to conduct Pre and Post tests on all students under Tier 3.
Minutes of instruction per school year	4,680-16,380	Amount of instruction for students will depend on results of current literacy levels and identified area(s) of need.

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Need

Schedule #13—Needs Assessment	
County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every student on campus has been identified under a specific tier of intervention depending on current literacy skills as measured by DRA/EDL and TPRI/Tejas Lee. Under this grant, all students on campus will be assessed with the Shaywitz DyslexiaScreen tool by three staff members qualified and credentialed to conduct the screener to determine whether additional interventions are warranted.

Once all the students have been assessed, they will then be assigned to different tiers of intervention. The students identified to be under the lowest tier (Tier 3) will be grouped together to receive explicit instruction in phonemic awareness, alphabetic principles, print knowledge, fluency, comprehension and/or oral language (depending on area of need) in a pull-out setting (intervention lab) to work specifically with the campus dyslexia teacher. Additionally, their instruction will be supplemented with Lexia Reading. Their placement into this intervention lab will be done regardless of whether the students are identified as having dyslexia or not. These students will also receive support through their homeroom teachers for small group or individual instruction for 30-45 minutes per day, and the Reading Recovery teachers will provide support for these students. They will also be recommended for after-school tutoring to continue with their targeted interventions for an additional 30-60 minutes. The parental component for these students will be carried out in the Parent Literacy Center where a Start Making a Reader Today (SMART) program will be implemented with parents and assigned teacher present.

Additionally, these students will be placed under the campus Student Assistance Team (SAT) where a team of knowledgeable, effective and supportive professionals (Principal, SPED Teacher, Instructional Facilitator, School Counselor, Regular Education Teacher and Homerrom Teacher) and each student's parents will discuss each student's needs and determine additional supports and interventions. These interventions will include timelines for progress monitoring using the aforementioned literacy tools, and while the progress monitoring timelines will vary for each student depending on their individual needs, these timelines will not exceed 6 weeks. There is also a strong possibility that the majority of students identified under Tier 3 may be referred for Section 504 or Special Education, but that determination will be made based on each student's progress.

For those students in Tier 3 whose progress lags behind other Tier 3 students, they will then be recommended for supplemental reading instruction through the research-based program Sound Partners through a 12 day summer program (6 hours per day).

The first and second tier of students identified under the previous measures will be assigned for support through their homeroom classes only. Their progress will be measured thrice for K-3rd students and twice for PreK students during the school year using DRA/EDL, TPRI/EDL and benchmark testing conducted twice during the school year. If any of these students begin to show lagging literacy skills, they will be reassigned as Tier 3 students.

All students in PreK through 3rd grade, regardless of tiered level, will attend computer labs or receive supplemental reading instruction in class at least for 30 minutes per week with interventions such as Headsprout and DaisyQuest.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Research-based and targeted interventions for students most deficient in reading skills.	Through the plan detailed in this grant, we would expect to see at least one year's growth on reading levels for the students identified as most in need of intervention (Tier 3 students).
2.	Research-based practices in literacy for teachers to assist general education students not needing targeted and pull-out interventions.	All teachers on campus would attend training on executive functioning skills and reading, parental involvement in literacy, and literacy skills for parents and teachers. Additionally, eight selected teachers would receive training on Reading Recovery.
3.	Increase in parental involvement for students whose literacy skills are deficient for increased support and guidance	A Parent Literacy Center would be created to foster involvement for parents in school with students and to implement the SMART program. This would also involve the purchase of books at different interest and reading levels and technology to supply the center with literacy materials.
4.	Identification of students with deficiencies in literacy using a consistent, school-wide assessment tool for all students.	Through the Shaywitz DyslexiaScreen tool, all students would be screened by three trained and highly-qualified assessment personnel. These staff members would contract with the district.
5.	Identification of students as having dyslexia under Section 504 or a specific learning disability under Special Education	All research-based interventions identified in the plan would assist 504 teams or ARD Committees in determining whether there was an educational basis or need for identification under either program for more targeted interventions and accommodations/modifications.

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	Schedule #14—Management Plan	

County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructional Faciliator	Master's Degree in Reading At least five years experience working with students at the elementary level and at least three of those years spent working on interventions with students. Teaching certificate as Generalist (EC-4) with Bilingual endorsement
2.	Principal	Demonstrated success at elementary level and at least 10 years experience in the elementary setting. Specialized training in knowledge and assessment of research-based literacy interventions
3.	Director of Special Education	Experience in working with elementary students for at least five years. Knowledge of program requirements for 504 and Special Education Specialization in understanding standardized results on norm and criterion-referenced assessments
4.	Project Coordinator @ ESC 19- Dyslexia	Master's Degree in Reading and/or Curriculum Experience in assessment and understanding of the needs of students with dyslexia Knowledge of and interpretation of state dyslexia guidelines
5.	Project Coordinator @ ESC 19- Parental Involvement	Experience in coordinating parent activity initiatives at elementary campus level Knowledge of parent literacy support groups Social Work/Parent Liaison experience preferred

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Assessment of all students with dyslexia screener	1.	Complete screeners of all students on campus	08/20/2018	09/14/2018
		2.	Teacher disaggregaton of completed screener	09/17/2018	09/28/2018
		3.	Refinement of tiered groups for intervention	10/01/2018	10/12/2018
		4.	n/a	n/a	n/a
2.	Staff development for teachers and parents	1.	Reading Recovery Training	06/04/2018	08/03/2018
		2.	Executive Functioning & Reading training	08/06/2018	08/09/2018
		3.	National speaker on importance of literacy	08/06/2018	08/09/2018
		4.	Parent/Teacher Literacy Training	08/06/2018	08/09/2018
3.	Tiered grouping of students for targeted interventions	1.	Student summary/synopsis sheets	05/01/2018	06/01/2018
		2.	Tiered instruction begins	08/27/2018	05/10/2019
		3.	Initial assessment of targeted students	08/27/2018	09/14/2018
		4.	End of year assessment of targeted students	04/08/2019	05/10/2019
4.	Increased parental involvement in school	1.	Three town-hall meetings with parents	05/21/2018	08/03/2018
		2.	Parent/Teacher Literacy Training	08/06/2018	08/09/2018
		3.	Establishment of Parent Advisory Group	08/13/2018	08/24/2018
		4.	Parent Literacy Center/SMART	08/27/2018	05/102019
5.	Disaggregation of all data sets for planned program	1.	Pre Interest Survey, Parent Satisfaction Survey	08/13/2018	08/31/2018
		2.	DRA/EDL/TPRI/Tejas Lee/Lexiles/Writing Samples	10/15/2018	04/12/2019
		3.	Post Interest Survey, Parent Satisfaction Survey	05/06/2019	05/24/2019
		4.	STAAR/Lexiles/TELPAS/Synopsis Sheets Analyzed	06/03/2019	06/21/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, data binders with student assessment data to include lexile levels, guided reading schedules, grouping of students and lesson plans with specificity for each grouping of students are maintained. These binders are used on a daily basis to guide instruction and tailor lesson plans according to student needs. Students are assessed at the beginning, middle and end of year, and progress monitoring takes place intermittently to assess student growth.

Information obtained through the data binders is shared with all stakeholders through ongoing parent-teacher communication, grade level meetings, formal and informal meetings with administration, collaboration with the Instructional Facilitator and through the RtI (SAT) process for students that have been found to be the most deficient.

Our plan will continue this process, but with the varied interventions and results obtained from the programs, more detailed, targeted, high-quality and best practice interventions will be incorporated for students.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers are currently using best practices in their daily instruction. They are also assessing their students with formal and informal assessments regularly and group students by current achievement levels. However, under our plan, the students will be tiered according to more specific, reliable, valid, and targeted interventions. We will screen all students on campus, utilize technology innovatively, frequently and effectively, instructional materials will be utilized that are specific to our literacy plan, and we will provide targeted interventions after school with more frequency and time.

Though school staff members make a concerted effort to include and maintain communication with parents, our plan will include the creation of a Parent Advisory Group and parents will be tasked with becoming key stakeholders at the campus with assistance through this group and through the SMART program.

The Dyslexia Grant Advisory Group (Principal, Director of Special Education, and Instructional Facilitator) will be in constant communication with all stakeholders and will review the plan implemented on a ongoing basis.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Data disaggregation of student literacy levels at various intervals	1.	Increased reading levels on various assessments
		2.	Improvement in writing based on authentic work samples
		3.	Teacher feedback on student synopsis sheets
2.	Increased parental participation and involvement with children	1.	Sign-in sheets for attendance tracking to Parent Literacy Center
		2.	Quantified, disaggregated data from Parent Satisfaction Survey
		3.	Parental Advisory Group findings and recommendations
3.	Administrative walkthroughs in classrooms during tiered interventions	1.	Fidelity and implementation of intervention practices
		2.	High student engagement in learning on activities observed
		3.	Targeted intervention for selected students
4.	Staff development/training evaluation	1.	Greater than 90% favorable responses on evaluation forms
		2.	Implementation of program recommendations
		3.	Continuation of support by trainers to campus staff and parents
5.	Identification of students in 504 for dyslexia or SPED for a specific learning disability	1.	Data-rich file of student progress prior to referral
		2.	Increase in percentage/number of students in SPED and 504
		3.	Targeted and varied IEP's for students based on program interventions

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All students will be assessed on the Shaywitz DyslexiaScreen Tool at the beginning of the 2018-19 school year, and based on the previous school year's student synopsis sheets and screener data, students will be placed in tiers to determine the level of support needed. The highest need students (Tier 3) will be reassessed and monitored through the school's Student Assistance Team (SAT). Their frequency of progress monitoring will be determined, but intervals for assessment will be no later than every six weeks. It is anticipated that between 15-20% of the population will be identified under Tier 3. For Tier 1 and 2 students, they will receive interventions through their homerooms in small group or individualized settings, and their progress will be monitored less frequently, though they may be identified for Tier 3 support. At quarterly intervals, the Principal, Instructional Facilitator and Director of SPED (program leaders) will monitor student achievement and number of students on all three tiers, and if results indicate that more students are being placed in Tier 3, a plan of action with input from the Parent Advisory Group will be created.

For increased parental involvement, the program leaders will disaggregate parent survey results, Parent Advisory Group feedback, and attendance in the Parent Literacy Center. If participation is found to be lacking, additional meetings will be held with the community and teachers/counselors will be utilized to make parent contacts and home visits.

Program leaders will conduct walkthroughs and provide feedback on fidelity and effectiveness of implemented interventions on a timely basis, and conferences will be held to discuss program successes, concerns, and recommendations for improvement. Additionally, each teacher's student data will be disaggregated for overall growth within that teacher's class load.

Staff development evaluation forms will inform the program leaders on the effectivess and perceptions of the teachers and parents on training provided, and on-going communication will occur with SD presenters.

SPED/504 rates will be monitored on a monthy basis, and program leaders will work closely with the SAT team on referrals and technical assistance. Program leaders at the campus level will also be part of these teams.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our plan is to train eight teachers to be selected by campus administration on Reading Recovery. This intervention is found to have positive results in the areas of alphabetics, comprehension, reading achievement and fluency. These teachers will work with small groups of students for a minimum of 30 minutes per day during and after school. Also, parents, with the assistance of a teacher manning the Parent Literacy Center, will be utilized to volunteer in the Start Making a Reader Today (SMART) program. They will read to one or two students identified under Tier 3, and two books will be given to parents every month to read at home with their children. This program is found to yield positive results in the areas of alphabetics, comprehension and reading fluency. Lastly, for students found to be lacking in phonics skills, Sound Partners will be utilized. This program has been found to show strong gains in alphabetics, comprehension, and reading fluency.

The technological component of our plan is especially robust. We will open two additional computer labs with 25 Mac computers and related accessories (ex. headphones) in each lab, and will also have 50 IPads available for classroom use so that students can access, learn from, and enjoy the following research-based programs:
Headsprout Early Reading- positive gains in oral language and print knowledge
DaisyQuest- positive gains in alphabetics
Lexia Reading- positive gains in alphabetics and comprehension

The availability of 100 desktops and IPads will ensure that four teachers can utilize technology in instruction at the same time. Consequently, there will be less of a wait time for availability of these tools and a higher frequency of utilization. Smart Boards will also be ordered for every teacher on campus so they can supplement reading instruction in their classrooms.

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since some of the interventions to be utilized are software programs, reading levels can be derived from these programs objectively. Additionally, all individualized assessment and screening tools will be verified by an independent second party who does not necessarily work with the students in question. For example, when teachers give the DRA assessment to their students, the Instructional Facilitator on campus will review the results for validity or will reject the results and ask the teacher to readminister the assessment. On the Shaywitz Dyslexia Screener, the screenings will be conducted by trained and credentialed staff members who will be able to provide valid, reliable and empirical results.

The results derived from all assessment tools will be compared at no later than 6 week intervals with the baseline results established for all students, but more specifically for those students placed into Tier 3. Results yielded will then be discussed at SAT meetings to determine whether program implementation for these students will be increased, decreased or maintained at the current level.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A critical component of our grant proposal will be parent support and buy-in, so at least three town hall formatted meetings will be set up with parents in both English and Spanish so that they may review our literacy program plan and so that any of their questions and concerns can be addressed. Their input, both at these meetings and through anonymous surveys, will be considered to refine the plan. Furthermore, a Parental Advisory Group will be created so that they may assist our school in helping to implement our plan and provide further recommendations for refinement. Parents will also be recruited to become SMART volunteers to work with our students in the Parent Literacy Center, and we anticipate that parents will also improve in their literacy skills so that may continue to support their children for years to come. Additionally, local 199 funds will be used to provide meals at the Advisory Group meetings and for a recognition ceremony for all volunteers.

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fabens Elementary School (FES) has a high percentage of Economically Disadvantaged students (95.1%), English Language Learners (43.4%), and At-Risk students (71.1%) as compared to the state. Though these demographics are higher than the state average, we believe that schools across the state will encounter more and more of these types of students. Therefore, if our literacy plan is successful in a school with a high rate of diversity and the students make and even exceed the gains we anticipate for them, then there is no doubt our plan can be replicated with the expectation that similar results will be achieved.

We will encourage visitors to visit our school for us to share our program successes and plans of action, and will also be available to present at state conferences, distance learning sessions, and/or webinars.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our plan is innovative in that every student will be assessed not only with the use of universal screeners, but also with additional assessments that will be utilized for every student to reliably determine whether further intervention is warranted. The use of trained personnel credentialed in the area of assessment will add a further element of increased reliability and validity, so thus authentic results can be derived that will inform staff on determining targeted interventions. Also unique is that every student on campus will be plotted along an x-axis (visual representation) based on all assessments conducted, and school staff and program leaders can determine whether they are progressing at the same rate as their peers. All data gathered from assessment and authentic work samples will be shared at the school's Student Assistance Team for further discussion, disaggregation and recommendations.

The interventions we plan on using with the students with dyslexia are not innovative in that they are already accepted and research-based practices. What is innovative is our plan to incorporate the use of several different interventions, and thus staying away from the "one size fits all" approach. While some students will receive support through Reading Recovery, others will receive support through Sound Partners, Start Making a Reader Today (SMART), Lexia, Herman Method instruction and Esperanza. The interventions recommended for students with dyslexia will depend on their current literacy levels, but the interventions implemented will be structured, methodical, multisensory and highly engaging.

An increased use of technology to supplement reading instruction is also a critical component of our plan, especially for students with dyslexia. An increase in the availability of desktops, IPads and Smart Boards will allow all teachers to utilize technology more frequently with their students. The fact that these devices will have software such as Headsprout, DaisyQuest and Lexia installed will further reinforce the literacy skills they are already learning. A key factor in the use of computer-based programs is that empirical data can be obtained, and this data will also inform key stakeholders on further interventions for students. Our belief is that students are now more technologically proficient than ever before and are wired to learn more effectively and efficiently through the use of technology, so the increased use of technology will benefit and aid in student learning. We also believe that student engagement, interest and learning in technologically-based learning will be high, so student disciplinary incidents will decrease and attendance to school will increase.

Parents will also play a critical role in our plan. Though we understand the importance of parental involvement and its overall impact on student learning, we feel that the creation of a Parent Literacy Group to help guide our decision-making and provide input to the plan and the implementation of SMART with parents as volunteer tutors will have a profound impact on student achievement, especially for students with dyslexia.

A training on executive functioning skills and reading for all teachers is also listed on our plan. We feel that as more research on executive functioning has been conducted that has linked working memory, flexible thinking, and self-control skills with academic achievement, our students will be positively impacted that will improve their overall literacy skills.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071903	Amendment # (for amendments only): n/a

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ NA – Program will not coordinate with private or community based providers.

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