

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Services to Students with Dyslexia		
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR -6 PM 2:52 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, March 8, 2018	
Submittal information:	<p>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 agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
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 #		
La Joya ISD	108-912			
Vendor ID #	ESC Region #			
	1			
Mailing address	City	State	ZIP Code	
200 W. Expressway 83	La Joya	TX	78560-0000	
Primary Contact				
First name	M.I.	Last name	Title	
Rosa	M	Romo	504 & Dyslexia Director	
Telephone #	Email address		FAX #	
956-323-2653	r.romo@lajoyaisd.net		956-323-2679	
Secondary Contact				
First name	M.I.	Last name	Title	
Maria	B	Leal	Grant Development Coordinator	
Telephone #	Email address		FAX #	
956-323-2678	m.leal@lajoyaisd.net		956-323-2679	
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 Dr. Alda	M.I. T.	Last name Benavides	Title Superintendent of Schools
Telephone # 956-323-2005	Email address a.benavides@lajoyaisd.net		FAX # 956-323-2010
Signature (blue ink preferred)		Date signed	


3/5/18

Only the legally responsible party may sign this application.

Schedule #1—General InformationCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	*See important note for competitive grants	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***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 AssurancesCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	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 AssurancesCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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 ServicesCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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.	108-912	Dr. Alda T. Benavides	956-323-2005	Funding amount
	Hidalgo – La Joya ISD		a.benavides@lajoyaisd.net	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: 108-912			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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.

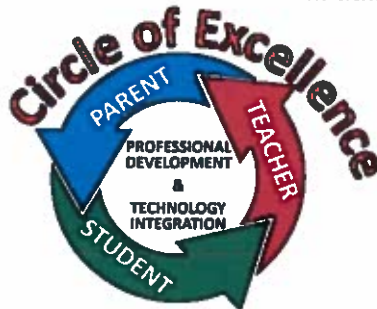
La Joya ISD is one of the fastest growing districts in Hidalgo County currently serving over 29,682 students. Communities serviced by La Joya Independent School District include people living in the area of the City of La Joya, Penitas, Palmview, Sullivan, Alton, and Mission, Texas. La Joya ISD provides education to students in a region that covers over 226 square miles in Hidalgo County.

Over 90% of the student population serviced by La Joya ISD falls under the economically disadvantaged status and qualifies for free and/or reduced lunch meals. One of the contributing factors to the low earning income power of community members can be attributed to the educational background. For students with dyslexia, the educational barrier this condition can cause can be devastating if appropriate services are not provided. "Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities." Problems in reading comprehension impede growth of vocabulary and background knowledge which contributes to a higher barrier in education for students with dyslexia. La Joya ISD currently serves 361 dyslexic students district wide, of which 59 are in grades 1st through 3rd at 20 different campuses. **A total of 361 students with dyslexia are currently being serviced in 42 campuses throughout the district. For the purpose of this program 59 students in grades 1st through 3rd will be given services in 20 campuses as follows: 1st Grade 3 students, 2nd Grade 16 students, 3rd Grade 40 students.**

Benavides Elem. – 4	Camarena Elem. – 2	Cavazos Elem. – 4	Chapa Elem. – 3	Clinton Elem. – 3 EB
Reyna Elem. – 2	Flores Elem. – 1	Fordyce Elem. – 5	Garza Elem. – 3	Gonzalez Elem. – 6
JFK Elem. – 5	Leo Elem. – 3	Kika De La Garza – 1	Mendiola Elem. – 2	Paredes Elem. – 2
Tabasco Elem. – 4	Zapata Elem. – 3	Escandon Elem. – 1	Perez Elem. – 1	Bentsen Elem. – 4

La Joya ISD's mission is based on total commitment to providing educational excellence to all students through rigor, relevance, relationships and personal responsibility. La Joya ISD has expectations of excellence for every student which include ensuring they graduate demonstrating the essential college and career readiness skills needed for success in today's global economy. Through the Services to Students with Dyslexia Grant, La Joya ISD will implement a targeted program that will strategically address the needs of these students.

Students with Dyslexia currently receive services through The New Herman Method and Esperanza Program. "The New Herman Method™ curriculum provides instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension, while also teaching spelling and writing." The Esperanza Program, also used in La Joya ISD, was first developed in 1996 in order to provide a systematic, sequential and explicit approach to teaching Spanish literacy. Esperanza Program is evidence based as it has been used in three national studies. Some of the work is described by Dr. Kim Lindsay and Dr. Frank Manis from the University of Southern California. The success of the Esperanza program has also been published in Perspectives journal, published by the the International Dyslexia Association. **In order to enhance services currently provided to students with dyslexia, La Joya ISD will implement a Circle of Excellence model with SPIRE, digital version. Students with dyslexia will utilize SPIRE (Digital version) program as a reading intervention to increase their academic performance. SPIRE is a research-proven reading intervention program for the lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency in a dynamic 10-Step Lesson plan. All students with dyslexia and their teachers will utilize iPads to implement this program.**

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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.

Students will check out iPads to have access to program at home and parents of dyslexia students participating in this project will receive a training on the technology as well. All dyslexia teachers will receive a one day professional development training on SPIRE implementation. All services are implemented and monitored by classroom teachers, campus administration and Dyslexia/504 Director. An Integral component of this project is that parents of students with dyslexia serviced through this project will receive a 1 day intensive Technology Professional Development training that targets the use of iPads and specialized applications that target dyslexia strategies. Through the 2018-2019 Services to Students with Dyslexia, 23 teachers currently imparting instruction to students with dyslexia will receive intensive training in dyslexia instruction strategies as well as intensive technology integration in the dyslexia classroom strategies by attending a 6 day Apple Teacher Academy. 23 classroom teachers that provide classroom instruction to these students with dyslexia will receive training that include best strategies as well as dyslexia in the classroom best strategies in addition to modeling lesson to ensure students receive services that truly make an impact in their learning. A stipend will be provided to teachers/administrators that attend this 6 days of training during Saturdays. Additionally, a substitute will be procured to cover classes while professional development training is provided to parents by dyslexia teachers and other related activities. The Dyslexia/504 Director will be in charge of monitoring all PD activities, services and activities are implemented as well as ensuring dyslexia students are appropriately serviced throughout the school year. In addition to providing the campus support to dyslexia teachers in the form of Dyslexia Professional Development, the Dyslexia/504 Director will also facilitate the connection between parents/community and school. This will be accomplished by conducting parents' professional development during which training will be provided to parents of students with dyslexia on best practices to teach students while at home. Combining efforts between parents and school to make the student successful will provide students with dyslexia with the additional support needed in order to overcome their struggles. An essential component of this program will be for the 504/Dyslexia Director, and selected administrators, teachers and parents to attend the 2018 National Dyslexia Conference that will be hosted in Mashantucket, Connecticut. During this conference, attendants will receive information about dyslexia and other learning based challenges. This conference is specifically designed for educators, researchers, therapists, policy-makers, parents and advocates to come together and discuss the most relevant and innovative content in the field of literacy, expand their existing network and gain fresh tools to transform the lives of children with dyslexia. Attendants will attend a 4 day conference during which they will do general sessions with keynote speakers, have access to over 100 sessions, visit exhibit hall, and have the opportunity to visit local schools. Additionally, teachers serving students with dyslexia will have the opportunity to attend the 2019 International Dyslexia Association conference hosted in Austin, Texas. During this conference they will attend sessions that address: dyslexia and how key pieces fit together, learn through hands-on approach how to teach syllabication strategies and spelling generalizations, reinforcing understanding the structure of the language and its predicatability for spelling.

Sustainability: The proposed grant lasts one year. By providing intensive professional development to all dyslexia teachers at La Joya ISD's 20 campuses that currently service these students diagnosed with dyslexia, we will create a self sustainable program of Trainer of Trainers (TOT) model where upon ending of the grant period, services will continue to be provided due to all dyslexia teachers being highly trained in these instructional strategies. La Joya ISD serves a student population composed of 99.6% Hispanics, 94.6 economically disadvantaged, 50.5 English Language Learners, and 79.9% At-Risk students. College completion is a national struggle, students struggle academically due to language barriers and economic situations. Providing enhanced teacher support to currently implemented dyslexia strategies will enormously enhance the chances of students with dyslexia to be academically successful.

Budget requested through this grant was carefully considered to maximize funds, services for students and future sustainability of the project. By investing in an intensive professional development model that targets not only the teachers but the parental component as well, the success and continuity of services to dyslexia students is assured. As evident in budget request, amounts are limited to equipment for students, equipment for teacher training, travel for professional development of teachers and parents and supplies and materials that will be used during trainings with parents and/or supplies that will be used by students. After grant ends, the equipment will continue to be available to provide services to incoming students with dyslexia and teachers will be highly trained to provide services to students and training to the parents of the new students with dyslexia without the need of additional funds **The Circle of Excellence model (Parent/Teacher/Student) can be replicated in other districts!**

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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	\$75,915	\$	\$75,915
Schedule #8	Professional and Contracted Services (6200)	6200	\$2,800	\$	\$2,800
Schedule #9	Supplies and Materials (6300)	6300	\$55,000	\$	\$55,000
Schedule #10	Other Operating Costs (6400)	6400	\$50,000	\$	\$50,000
Schedule #11	Capital Outlay (6600)	6600	\$85,075	\$	\$85,075
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$268,790	\$	\$268,790
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$268,790
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:					\$40,318

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: 108-912		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director/administrator			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Other Employee Positions			
15			\$
16			\$
17 Title			\$
18	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
19 6112	Substitute pay		\$20,000
20 6119	Professional staff extra-duty pay		\$50,000
21 6121	Support staff extra-duty pay		\$
22 6140	Employee benefits (TRS 7%, Medicare 1.45%, per employee)		\$5,915
23 61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs		\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$75,915

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

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108-912		Amendment # (for amendments only):
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	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	SPIRE 1 day Professional Development for teachers	\$2,800
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$2,800

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 108-912		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$55,000
Grand total:		\$55,000

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

Budget requested for supplies and materials will be utilized to purchase items that will be utilized during parent and teacher training as well as to purchase supplies for students to use in the digital devices (iPads) such as applications that target dyslexia.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108-912		Amendment number (for amendments only):
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.	\$20,000
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$30,000
Grand total:		\$50,000

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.

Out of state travel and state travel budget requested will be utilized to send teachers, selected parents and administrators to National Conference. Additionally, parents will receive a one day training in technology use and applications that assist with strategies for dyslexia students.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 108-912		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	iPad Wi-Fi 128 GB Space Gray - Student iPad	60	\$400	\$24,000
3	iPad Case for student iPad	60	\$55	\$3,300
4	iPad Wi-Fi 256 GB Space Gray – Teacher iPad	25	\$500	\$12,500
5	MacBook Pro 256 MB & Apple Care – Teacher	25	\$1,600	\$40,000
6	iPad Case for teacher iPad	25	\$55	1,375
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	SPIRE Student licenses	60	\$65	\$3,900
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
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				\$
Grand total:				\$85,075

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 FundsCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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			
K			
1 st	3		
2 nd	16		
3 rd	40		
COMMENTS	Students to be services are housed in 20		

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 (ex) 8:30am – 4:30pm	8	Elementary starting time is 7:35 a.m. and ending time is 3:05 p.m.
Number of days in school year	173	
Minutes of instruction per school year	77,430	A copy of La Joya ISD Instructional Calendar is attached for your records

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Need

Schedule #13—Needs AssessmentCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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.

La Joya ISD maintains a strong communication connection with all its stakeholders (parents, teachers, staff, community) in order to assess the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders, the 504/Dyslexia Director in collaboration with the Special Education Department conducted individual campus visits to all 23 campuses serving students with dyslexia. During the visits, the 504/Dyslexia Director communicated with dyslexia teachers, campus principals and students. This personal approach to reviewing the needs of dyslexia students provided a systematic approach that allowed the analysis of current practices, processes and system in place for effectiveness. During the needs assessment, the 504/Dyslexia Director and Special Education Department were able to identify and prioritize needs of the campuses serving students with dyslexia.

A school profile/folder was created for each campus serving students with dyslexia (23 campus total). The profile contained key information analyzing needs such as:

- Current services provided to students with dyslexia
- Academic performance of students with dyslexia
- Professional Development offered to teachers serving students with dyslexia
- Professional Development offered to parents of students with dyslexia
- Accessibility of assistive technology (hardware and software) for students with dyslexia
- Demographic information of students with dyslexia (ethnicity, gender, economic status, English proficiency...etc)
- Student-Teacher Ratio for teachers providing services to students with dyslexia

This comprehensive needs assessment led to the proposal of the project presented in this plan....

Through the 2018-2019 Services to Students with Dyslexia Grant, provide the following services to students with dyslexia:

- ⇒ Procure Consultants to impart Dyslexia Strategies for teachers & parents
- ⇒ Acquire SPIRE program for students and provide PD to dyslexia teachers on SPIRE
- ⇒ Provide intensive professional development to classroom teachers providing direct instruction to dyslexia students
- ⇒ Modeling of lessons by Dyslexia/504 Director & consultants to provide instructional and curriculum support to dyslexia teachers
- ⇒ Create a parents/community connection between schools and parents of students with dyslexia by providing parents of students with dyslexia with professional development opportunities to enhance the educational experience of their child/children while at home
- ⇒ Provide Professional Development opportunities to the 504/Dyslexia Director, teachers of students with dyslexia, administration and selected parents of students with dyslexia to attend a Dyslexia National Conference in order to come together and discuss the most relevant and innovative content in the field of literacy, expand their network and gain fresh tools to transform the lives of children with dyslexia.
- ⇒ Provide parents of students with dyslexia with a 1 day Technology Professional Development day that focuses on iPads and specialized applications that target dyslexia strategies.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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.	Elementary teachers currently providing services to students with dyslexia need intensive Professional Development in the area of Dyslexia Therapy and how to address the needs for students with dyslexia.	Through the implementation of this project, teachers imparting instruction to dyslexia students will receive intensive professional development that focuses in the use of technology as a tool to target dyslexia strategies in the classroom. Teachers will attend an intensive 6 day Apple Teacher Academy as well as attend the National Dyslexia Conference in Austin, Texas.
2.	A Trainer of Trainer model needs to be established in order to implement a system that is self-sustainable and provides current dyslexia teachers and future new dyslexia teachers with PD in the area of providing services to students with dyslexia	By providing all teachers with intensive professional development we will create a self-sustainable approach that can continue beyond the life of the grant. Dyslexia teachers at all the elementary campuses will be highly trained and will be able to train new hired teachers thus ensuring that high quality instructional strategies and technology integration continue to be imparted to students with dyslexia.
3.	Assistive technology (iPads and App) are needed to provide additional support and strategies to students with dyslexia on a one-to-one approach.	Providing students with access to assistive technology via the use of iPads and specialized applications that target dyslexia strategies will provide them with much needed support to overcome the barriers dyslexia present to their learning cycle.
4.	Provide parents of students with dyslexia with educational opportunities that will prepare them to provide support to their children with dyslexia.	Preparing parents of students with dyslexia with targeted professional development in the area of technology use (iPad, SPIRE and specialized applications that target dyslexia learning modes) will empower parents to be part of their children's education learning cycle.
5.	Performance of students with dyslexia in academics as well as state assessments needs to improve by at least 5%	As a result of implementation of this project, student performance in state assessment for students with dyslexia will improve by at least 5%. The fidelity of implementation of the project will be a key component of its success.

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Schedule #14—Management PlanCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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.	504 Dyslexia Director	Master's Degree or Higher from an Accredited College or University, Standard Principal Certificate or Mid-Management Certificate, TTESS and ILD/AEL Certified. Over 5 years of experience as Director of 504/Dyslexia. Experience with elementary and secondary campuses and services to students with dyslexia. Ability to communicate effectively (verbal and written), interpret board policy, procedures and data. Ability to manage budgets and data reporting.
2.	Dyslexia Teacher	Bachelor's degree in education with certification in Reading. Technology integration experience and ability to work with parents/community. SBEC Certification to teach students with dyslexia.
3.	Principal	Master's Degree or Higher from an Accredited College or University, Standard Principal Certificate or Mid-Management Certificate, TTESS and ILD/AEL Certified. Three years experience as a classroom teacher. Five successful years of experience in public school administration
4.		

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.	PD for dyslexia Elementary teachers	1. Conduct survey to determine PD needs of Dyslexia Teachers	08/01/2018	07/31/2019
		2. Select PD consultant based on district policy	08/01/2018	07/31/2019
		3. Create schedule calendar of PD to teachers	08/01/2018	07/31/2019
		4. Evaluate effectiveness of PD through survey	08/01/2018	07/31/2019
2.	Establish Training Schedule for dyslexia teachers	1. Create schedule calendar of PD to teachers	08/01/2018	07/31/2019
		2. Evaluate effectiveness of PD through survey	08/01/2018	07/31/2019
		3. Evaluate effectiveness of PD through class observations by administration	08/01/2018	07/31/2019
3.	Order Dyslexia Assistive Technology & Provide PD on use to Teachers	1. Request quotes for technology items	08/01/2018	07/31/2019
		2. Purchase technology devices & dyslexia apps	08/01/2018	07/31/2019
		3. Provide teachers with PD on dyslexia apps strategies	08/01/2018	07/31/2019
		4. Issue out Dyslexia Assistive Technology to students	08/01/2018	07/31/2019
4.	PD for Parents of students w/ dyslexia	1. Meet with parents of students with dyslexia & conduct survey to determine PD needs	08/01/2018	07/31/2019
		2. Conduct PD on use of Dyslexia Assistive Technology apps use with parents	08/01/2018	07/31/2019
5.	Improve STAAR assessment performance of students w/ dyslexia	1. Implement dyslexia strategies in classroom (Admin observations)	08/01/2018	07/31/2019
		2. Analysis of performance on state assessments of students with dyslexia pre and post strategies implementation (benchmarks, STAAR...etc)	08/01/2018	07/31/2019

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: **108-912**

Amendment # (for amendments only):

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.

Processes and procedures will be implemented to ensure the monitoring and attainment of goals and objectives. Calendar schedule of milestones to be achieved will be communicated to all stakeholders to ensure everyone is on the same page of goal attainment. Surveys will be completed at the beginning of the project to determine PD needs of dyslexia teachers and parents of students with dyslexia. Additionally, surveys and student data will also be analyzed every 6 weeks to determine the educational growth of students and determine if **changes** in program are needed. Teachers and selected parents will attend National Dyslexia Conference to ensure best practices and research based strategies are implemented in project. Dyslexia 504 Director will closely monitor PD and implementation of strategies in dyslexia classrooms to ensure students with dyslexia are receiving highest quality of educational services. **Changes** to the program will be communicated to all administrative staff, dyslexia teachers, students and parents of students with dyslexia in various forms/formats such as: Parent Connection (phone system), parent meetings, letters/flyers, phone calls, website...etc.

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.

La Joya ISD is highly committed to the success of the 2018-2019 Services to Students with Dyslexia Project. La Joya ISD Dyslexia 504 Director will coordinate with the Office of Federal programs to maximize services to students with dyslexia and ensure existing resources and facilities are utilized in a way that better serve the needs of dyslexia teachers and students with dyslexia. La Joya ISD Federal Programs Director is fully committed to the project and will closely work with the Dyslexia 504 Director to analyze student data to monitor student progress after strategies have been implemented. In the evidence of project success, **La Joya ISD Federal Programs is fully committed to continue the sustainment of the project by providing the necessary funding to continue with the licenses of SPIRE program.** Project participants commitment to the project is paramount to its success. The level of involvement and commitment of participants ensures successful implementation of the program goals, objectives and activities. Professional Development training ensures that dyslexia teachers at the campuses stay on top of educational research based teaching strategies that are needed for student success. The Dyslexia 504 Director, Federal Programs Director, and campus administration will constantly monitor the program to ensure all students with dyslexia are appropriately serviced and that teachers at all 20 participating campuses where students with dyslexia are located stay committed to the project through active participation in PD, surveys, meetings and project evaluation. Additionally, the La Joya ISD Technology Department is highly committed to the success of this project and will provide the necessary professional development for teachers to complete the Apple Teacher Academy training.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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.	Student Evaluation by Teacher	1.	Teachers work with small groups of 3–4 students implementing dyslexia strategies learned during PD and utilizing iPads technology strategies
		2.	Teachers and students work with print materials and manipulatives
		3.	Teachers assess students individually and manually record data that is kept with the student's daily work binder
2.	Classroom implementation evaluation	1.	Teachers work with larger groups of students implementing SPIRE & dyslexia strategies learned during Professional Development trainings.
		2.	Teacher and student materials are contained in the iSPIRE Teaching and Learning Platform, a web-based application
		3.	Teachers assess students individually using the iSPIRE Teaching and Learning Platform and collects data and creates summary reports
3.	STAAR / State Assessments	1.	Student performance in state assessments is evaluated by teachers
		2.	Dyslexia teacher prepares intervention lessons for struggling students
		3.	Struggling students demonstrate success during re-testing and are able to decode, comprehend, and read with fluency

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.

Describe the processes for collecting data: During the implementation of the program, Dyslexia / 504 Director, teachers and campus administrators will collect and analyze student performance to determine student success. Student data from classroom performance, STAAR / State Assessments, Reading Renaissance diagnostic tests, SPIRE, The New HERMAN Method and Esperanza Program will be gathered and analyzed to determine students' success in mastering student learning objectives.

Number of students served: 59 students from 20 campuses will be diligently monitored to ensure their academic performance is progressing. They will be provided with targeted instruction by Dyslexia Teachers and receive assistive technology, iPads, to utilize as a tool to overcome educational barriers due to dyslexia.

Student Academic Data: Students served range in grades from PK-3rd grade. Academic performance data that include classroom performance, performance in state assessments, attendance and even discipline data will be analyzed to determine what are the contributing factors to the students' struggles in academics. Providing an individualized student approach to instruction will ensure students are provided with instruction that targets their academic needs.

How are problems with project delivery to be identified and corrected throughout the project: During project implementation, the Dyslexia/504 Director will monitor project implementation and students performance (based on pre-and-post data analysis). Interventions and corrective actions will be implemented in project delivery as needed to ensure all students are serviced and demonstrate improvement in academic performance as well as individual student growth in learning.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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.

Evidence-based and research-based design: In order to enhance services currently provided to students with dyslexia, through this project, La Joya ISD will implement SPIRE, digital version. Students with dyslexia will utilize SPIRE (Digital version) program as a reading intervention to increase their academic performance. SPIRE is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency in a dynamic 10-Step Lesson Plan. All students with dyslexia and their teachers will utilize iPads to implement this program. Additionally, at La Joya ISD, students with dyslexia currently receive services through The New Herman Method and Esperanza Program. "The New Herman Method™ teaches reading in small groups of up to three students. The curriculum provides instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension, while also teaching spelling and writing. It contains 20 modules of instruction through a fifth grade level." The Esperanza program, also used in La Joya ISD, was first developed in 1996 in order to provide a systematic, sequential and explicit approach to teaching Spanish literacy. Esperanza program is evidence based as it has been used in three national studies. Some of the work is described by Dr. Kim Lindsay and Dr. Frank Manis from the University of Southern California. The success of the Esperanza program has also been published in Perspectives journal, published by the International Dyslexia Association.

How will the program include effective use of technology: Through this program, 59 students with dyslexia will be provided with an iPad to check out and have for classroom use and home use. Parents will be provided with training in the use of applications and strategies that assist in teaching students with dyslexia and students will be able to use the SPIRE program at school and at home.

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.

Program Collection of Empirical Data Process:

Program Data to be collected:	Participants to be served including demographic information (Gender, Ethnicity, Language, Economic Disadvantaged, Grade Level of each student to be served, campus location of students being served, Programs utilized to provide services to students with dyslexia, number of teachers at each campus providing services to dyslexia students, technology resources currently available to dyslexia students, parent survey to gather level of professional development needs.
Student-level Academic Data to be collected / analyzed:	Data to be collected will include dyslexia students current academic performance (classroom performance and state assessment performance). Dyslexia students attendance, discipline, language surveys, Benchmarks performance and STAAR performance.

Describe how data will be utilized to support effective program implementation: Dyslexia/504 Director and campus administration will analyze student performance data for all students with dyslexia to ensure targeted instruction / professional development and strategies are implemented at each campus that address the needs of the students being serviced. Since La Joya ISD has dyslexia students in 20 different elementary campuses that will be serviced through this project, this planning step will be crucial to ensure the efficacy and success of the services delivered.

Describe the process by which baselines for these metrics will be established: The Dyslexia/504 Director and campus administration will create quarterly progress reports to analyze performance of students with dyslexia after teachers have received the required professional development and strategies start being implemented in the classroom. Detailed logs of dyslexia students checking out the technology equipment to work at home with their parents will be kept. Additionally, through the SPIRE program, detailed student performance reports will be created to evaluate student progress in literacy attainment and improvement. Dyslexia/504 Director and campus administration will also analyze student performance on STAAR state assessments and district benchmarks and identify corrective actions on a timely fashion to ensure students are provided with on-time intervention and modification of classroom instruction strategies as needed to address the needs of the dyslexia student.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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 key component of the proposed project under the 2018-2019 Services to Students with Dyslexia is the Parental Involvement Factor. Through this project, parents of students with dyslexia will receive professional development to learn instructional strategies they can implement at home to teach their children with dyslexia.

A selected number of parents of students with dyslexia will have the opportunity to attend the IDA (International Dyslexia Association) Conference. An integral part of this effort will be for the 504/Dyslexia Director, and **selected administrators, teachers and parents to attend the 2018 National Dyslexia Conference** that will be hosted in Mashantucket, Connecticut. During this conference, attendants will receive information about dyslexia and other learning based challenges. This conference is specifically designed for educators, researchers, therapists, policy-makers, parents and advocates to come together and discuss the most relevant and innovative content in the field of literacy, expand their existing network and gain fresh tools to transform the lives of children with dyslexia. Participating parents will attend a 4 day conference during which they will do general sessions with keynote speakers, have access to over 100 sessions, visit exhibit hall, and have the opportunity to visit local schools. Parents of students with dyslexia will receive technology professional development that will prepare them to assist their child with dyslexia to overcome any struggles as they strive to succeed in school. Parents will receive training on how to utilize ipad and the applications that their student with dyslexia will be using at school/home such as SPIRE. All student with dyslexia serviced through this program will be able to check out an ipad with which they will have access to SPIRE and other dyslexia support apps that will provide them with additional instructional support while at home. Once parent received training in the use of this technology, the parent will be able to collaborate with the dyslexia teacher and provide his/her student with dyslexia with additional support.

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.

How does program reflect the diversity of the state: According to the Enrollment in the Texas Public Schools 2016-17 report issued out by Texas Education Agency, "Each year between 2006-07 and 2016-2017, the majority of students [enrolling in the state of Texas] met the state criteria for economic disadvantaged". Additionally, "the number of Hispanic students continued to rise". These demographics accurately represent the diversity of students serviced throughout the State of Texas and closely describes the demographics of students served at La Joya ISD. The proposed program clearly reflects the diversity of the state. Demographic data gathered by TEA shows the similarity of student populations amongst neighboring districts across counties (Hidalgo County, Cameron County, Starr County, Webb County, Willacy County and Zapata County). Thus **students serviced through this program will reflect the diversity of the state.**

How can the program be replicated for students statewide: The project activities proposed through this program are systematically selected to provide an easy mode of replication once proven successful in its implementation:

- Selection of students to be serviced (Target group to receive services identified by age/grade/campus locations)
- Data Analysis of student performance pre and post project deliver
- Identificaion of teachers providing services to students with dyslexia
- Range of services to be provided to teachers and parents of students with dyslexia (professional developments, conference attendance...etc)
- Identification of technology items needed and ordering of necessary equipment for teachers, parents and student use in implementation of instructional strategies
- Implementation of strategies in the classroom and at home
- Review of students academic performance after implementation of instructional strategies
- Review program success as evident by student performance and modify if needed.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

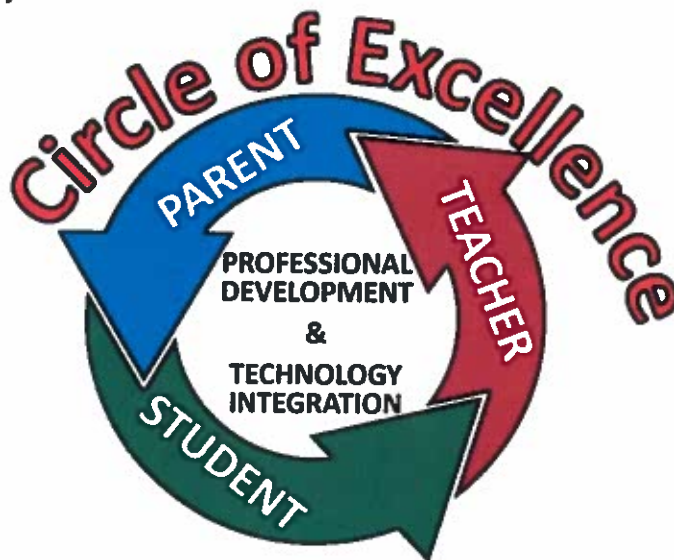
TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of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

Innovative approaches to effectively address the unique academic and functional needs of students with dyslexia:

Through this program innovative approaches will be implemented through

- Targeted Professional Development for Dyslexia Teachers – Dyslexia Teachers will attend 6 day Apple Academy intensive professional development that will prepare teachers in technology integration. Technology integration for the purpose of this project consist in utilizing technology as and its resources -- computers, mobile devices like smartphones and tablets, digital cameras, social media platforms and networks, software applications, the Internet, etc. -- in daily classroom practices. "Technology, when integrated into the curriculum, revolutionizes the learning process. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals. Technology changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student."
- Targeted Professional Development for Parents – Through this project, parents of students with dyslexia will receive professional development to learn instructional strategies they can implement at home to teach their children with dyslexia. Parents will receive training on how to utilize ipad and the applications that their student with dyslexia will be using at school/home such as SPIRE. Once parent received training in the use of this technology, the parent will be able to collaborate with the dyslexia teacher and provide his/her student with dyslexia additional instructional support.
- Students with dyslexia will receive an iPad to use in school and at home that will provide them with additional access to technology applications.

While technology in itself may not be considered to be an innovation, the innovative approach of this project will consist in creating a **Circle of Excellence Model** in the way **intensive professional development and technology integration** is utilized between the teacher, the student and the parent to provide the instructional support to the dyslexia student.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

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.

N/A

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