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 agreement, 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	*(date stamp: 2019 MAR -7 PM 3: 0 RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER)*
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 #	
Grand Prairie ISD	057910				
Vendor ID #	ESC Region #				
175-6001697	10				
Mailing address			City	State	ZIP Code
2602 Beltline Rd			Grand Prairie	TX	75052

Primary Contact

First name	M.I.	Last name	Title	
Patricia		Lewis	Deputy Superintendent	
Telephone #	Email address		FAX #	
972-237-5532	patricia.lewis@gpisd.org		(972) 237- 4026	

Secondary Contact

First name	M.I.	Last name	Title	
Ray		Wilks	Director of Finance	
Telephone #	Email address		FAX #	
(972)237-5502	ray.wilks@gpisd.org		(972)237-5432	

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
Susan		Hull	Superintendent
Telephone #	Email address		FAX #
(972)237-5300	susan.simpson@gpisd.org		(972)237-5440

Signature (blue ink preferred)   Date signed

(signature)   February 26, 2018

Only the legally responsible party may sign this application.

701-18-108-013

Schedule #1—General Information

County-district number or vendor ID: 057910	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	☒	☒
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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910	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
☒	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: 057910	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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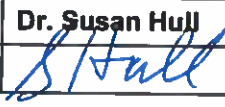| Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 057910	Amendment # (for amendments only):

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.	057910 Grand Prairie ISD	Dr. Susan Hull *S/Hull*	(972)237-5300 susan.simpson@gpisd.org	$551,140
Member Districts				
2.	116905 Greenville ISD	Dr. Demetrus Liggins	(903)457-2526 ligginsd@greenvilleisd.com	$448,840
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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

Schedule #3—Certification of Shared Services

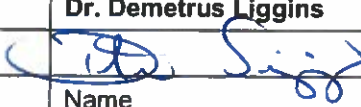| County-district number or vendor ID: 057910 | Amendment # (for amendments only): |

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.	057910	Dr. Susan Hull	(972)237-5300	$551,140
	Grand Prairie ISD		susan.simpson@gpisd.org	
Member Districts				
2.	116905	Dr. Demetrus Liggins	(903)457-2526	$448,840
	Greenville ISD		ligginsd@greenvilleisd.com	
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	

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

County-district number or vendor ID: 057910 | 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:	**$999,980**

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057910	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.

According to the International Dyslexia Association, dyslexia occurs in at least one in ten people. Traditional dyslexia programs identify students at the end of 2nd grade. This means students impacted by dyslexia enter academic language therapy at the same time they should be reading independently to accomplish classroom tasks and assignments. As a result, a significant number of dyslexic learners develop gaps in reading achievement that widen as they progress through school. Two North Texas districts, Grand Prairie ISD and Greenville ISD, propose to implement an innovative dyslexia program that includes explicit alphabetic phonics classroom instruction; an electronic Assessment Matrix to track reading skill acquisition across grade levels; early intervention dyslexia services; sustained professional development for participants; co-teach inclusion and small group interventions; and family participation using a technology lending program. The proposed *Early Scholars* program is designed to increase the number of students who are identified early and enrolled in dyslexia services by the beginning of first grade to meet the district goal of each student reading on grade level by third grade. Budget Development: The Strategic Planning Team reviewed grant program requirements and the Campus Improvement Plan for targeted campuses. Because the program focuses on providing early childhood reading interventions and dyslexia services to prepare students to read on grade level by third grade, the team consulted with the ESC Region 10 Dyslexia consultant, Mutlisensory Teaching Approach (MTA) specialists, and University of North Texas faculty. Under the direction of the GPISD Deputy Superintendent for Curriculum and the Directors of Dyslexia Services at each district, the team of educators, parents, and community partners drafted goals for the dyslexia grant plan. Then, the grant timeline was developed to outline planning, implementation, and evaluation activities for the program which will be coordinated at the district-level. Costs were assigned to each activity to develop a separate budget for the project. Campus Demographics: Academic performance gaps for dyslexic learners include deficits in oral language, phonological awareness and letter-sound knowledge skills. It is expected these essential knowledge reading skills will be mastered by learners in PreKindergarten (PK) and Kindergarten (K). The fact that other student groups also struggle to develop basic reading skills in early grades makes it difficult to identify dyslexia before the end of second grade. For example, research indicates low income students experience up to 6,000 fewer hours learning than their middle class peers, creating an overwhelming achievement gap that is difficult to close in early childhood grade levels. Additionally, it takes an English language learners (ELL) approximately three years to master a second language. Three schools were targeted for implementation in each district. Each campus enrolls more a high number of economically disadvantaged learners and ELLs in grades prekindergarten through third grade. This will enable the evaluation to determine if project components are effective in improving early identification and implementation of dyslexia services in campuses serving high need student populations. Needs Assessment Process: Each of the collaborating districts plan, implement, and evaluate school improvement initiatives through site-based decision making. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will be part of each phase of the initiative. The GPISD Deputy Superintendent led the Strategic Planning Team of stakeholders to develop a comprehensive needs assessment. The team used student, school, and community data to study risk factors for not passing third grade STAAR. The team determined the root cause of the problem to be: (1) Elementary teachers do not have the training or tools to recommend learners for dyslexia services in K through 2nd grade; (2) Dyslexia models in each district identify the majority of students after second grade. The team found assessments are administered but there is no process for monitoring targeted skills across grade levels; (3) Review of academic data for dyslexic learners indicate students who have not mastered grade level work by the end of third grade, are more likely to graduate on a Minimum HS Diploma Plan or dropout. However, each district only serves an average of dyslexic learners in first grade. Learners who start the two year program after first grade cannot complete the program in time to be a proficient reader in third grade; and (4) There are no intervention models that provide specific and focused instruction progressing from phonics skills to reading fluency, spelling, and writing outcomes to close achievement gaps as students progress in therapy. The Campus Improvement Committees (CIC) will meet quarterly during the grant project period. During each meeting, the team will review reports provided by the Strategic Planning Team to determine if activities are being executed as planned and to determine the impact of grant activities on academic progress. During the final meeting of the year, the CIC will evaluate program effectiveness based on a report created by an external evaluator. The CIC will work with the District Improvement Committee to identify needs and set annual goals for improvement for the upcoming school year. Effective components of the Dyslexia model will be integrated into District Improvement Plans. Management

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057910 | 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.

Plan: The GPISD Deputy Superintendent will lead the Strategic Planning Team composed of students, parents, educators, Education Service Center Region 10 (ESC 10) consultants, MTA therapists, UNT faculty, and community members to plan, implement, and evaluate the project. The Project Facilitator will lead the team in monitoring project implementation and student data to ensure program goals and objectives are met on time and as required by the grant application and program requirements during meetings held each nine weeks. The external evaluator will provide meeting summaries to the Campus Improvement Committees after each quarterly meeting. CIC meeting agendas and minutes will be posted on the district website. In this way, grant progress will be continuously monitored, improved, and reported to the board and community. Evaluation of Project: The Early Scholars timeline will be created by the Project Facilitator to delineate the vision of the project in terms of goals, objectives, Critical Success Factors, milestones, and expected outcomes. Assessment tools and indicators of accomplishment will be listed for each goal to enable the team to monitor project implementation and student achievement in defined program areas. Teachers and staff will collect student and project level data each nine weeks. In addition, an electronic survey will be conducted to collect participant feedback. The external evaluator will conduct a summative evaluation at the end of the school year designed to determine the impact of the model on student reading achievement. The evaluation will study student progress over time (pre-test to post-test). The evaluation will also compare achievement of students in the Early Scholars initiative to a comparison group of students not in the project. Results will be reported by student, class, grade level and school. The External evaluator will report findings to the CIC and District Improvement Committees. The district teams will recommend revisions to the District Improvement Plan. Statutory Requirements: The application meets statutory requirements. Collaborating districts will comply with the fingerprinting requirement per Section 22.0834 of the TEC. (1) The proposed program will incorporate evidence based identification tools and processes to identify students for services including Shaywitz Screener(K-1), DRA2/EDL2, STAR 360, Word Journeys, Woodcock Reading Mastery Test, GORT5, Test of Written Spelling, and CTOPPS. A research-based dyslexia program, MTA, will be taught in first through third grade. Neuhaus Reading Readiness (PK-K), and Project Read Phonics (gr 1-3) will be used to provide explicit and systematic alphabetic phonics curriculum for the classroom. Technology will be blended into teaching in classroom, intervention, and therapy classes to provide systematic practice of reading skills. Students will check out personal computers and families will attend training to use the reading programs to extend learning at home; (2) Reading teachers will collect empirical data on improvement and achievement. CIRCLE and TPRI assessments will be administered three times each year to provide baseline, benchmark, and summative achievement scores. The data will be entered into an electronic database by reading skill. Reading teachers will also administer unit tests to monitor student progress. The Dyslexia Directors will work with teachers to evaluate progress each nine weeks. Educators will use information to plan reading instruction. Interventionists will use the data to plan co-teach and intervention sessions. The dyslexia therapists will use the information to identify skills to target during therapy. Reports of individual and class progress will be provided to the Strategic Planning Committee. They will use the information to revise grant activities and timelines to meet performance targets. The Campus Improvement Committee will review reports to revise program implementation to meet program goals including professional development offerings, intervention models/schedules, technology programs, parent events, etc. (3) The innovative model includes a Family Engagement plan that incorporates four research based components (family to family support, network of community resources, family participation in decision making, tools to extend learning) to achieve and maintain high levels of family involvement and positive family attitudes that promote student success. Families will be expected to attend at least three meetings and conduct reading activities using technologies at home. (4) The dyslexia model will be implemented in six campuses that represent the diversity of the state. Enrollment of economically disadvantaged learners in each targeted campus is higher than the state average. This means the program can be replicated in schools across Texas. TEA Requirements: The application addresses TEA requirements. The Early Scholars program will design assessment tools and identification processes, classroom alphabetic phonics instruction, and research based dyslexia programs to meet the academic needs of first and second graders impacted by dyslexia. The program will also utilize co-teaching, small group interventions, and technology based home activities to close achievement gaps while the students are progressing through therapy. (2) The program will coordinate family events in public libraries to broaden the number of reading and research tools available to students. Conclusion: Collaborating districts are committed to the goals of the grant program, and will use appropriate funding from local, state, and federal sources to continue effective components of the program after the grant period.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057910			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	$511,380	$	$511,380
Schedule #8	Professional and Contracted Services (6200)	6200	$71,800	$	$71,800
Schedule #9	Supplies and Materials (6300)	6300	$216,800	$	$216,800
Schedule #10	Other Operating Costs (6400)	6400	$200,000	$	$200,000
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Total direct costs:		**$999,980**	$	**$999,980**
	Percentage% indirect costs (see note):		N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		**$969,980**	$	**$999,980**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$448,840	$	$448,840

Administrative Cost Calculation

Enter the total grant amount requested:	$942,180
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:	$141,327

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: 057910   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	1		$60,000
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	Interventionist	6		$360,000
16	Title			$
17	Title			$
18		Subtotal employee costs:		$420,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$2,880
20	6119	Professional staff extra-duty pay		$
21	6121	Support staff extra-duty pay		$
22	6140	Employee benefits		$88,500
23	61XX	Tuition remission (IHEs only)		$
24		Subtotal substitute, extra-duty, benefits costs		$91,380
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$511,380**

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 #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057910	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		$
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: Shaywitz Screener Training, Assessment Matrix Development, Technology Use/Integration Training, Co-teach intervention Training, additional training for therapists, interventionists, classroom.	$71,800
	(Sum of lines a, b, and c) Grand total	$71,800

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057910		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: Computing devices (220 x $300 = $66,000); Computer Programs = $120,000; Instructional materials for classroom, therapists, interventionists	$216,800
	Grand total:	**$216,800**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057910	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.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval: Workshop fee and travel for research based reading programs: Dyslexia/Reading Teacher credentialing – Master reading teacher ($54,000 – 2 teachers) Reading Teacher credentialing - Licensed Therapist ($56,000 – 2 teachers) Reading Teacher professional development Neuhaus Reading Readiness program (12 teachers x $2200 = $26,400) Reading Teacher professional development Project Read Phonics (12 teachers x $2500 = $30,000) Additional dyslexia therapist, reading teacher, and parent workshops.	$200,000
	Grand total:	**$200,000**

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.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057910			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			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
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:	$

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: 057910			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
PK	264		72		3:1
K	187		42		4:1
1st	158		36		4:1
2nd	151		36		4:1
3rd	175		40		4:1

COMMENTS	The data indicates enrollment of learners in dyslexia services in grades one and two represents approximately 2% of the grade level population. However, students enrolled in dyslexia services in grade three represent 12% of the student population. There is a need to identify learners who do not make progress in classroom instruction using research based dyslexia screeners at the end of PreKindergarten (PK) and first grade to increase the number of students served in dyslexia services in grade one and two. This will increase the number of students reading on grade level by grade three.

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	8:30-11:30; 1:00-2:00; 6:00-6:30	• **3 hours of classroom ELA block which includes inclusion & small group intervention (8:30-11:30);** • **1 hour MTA dyslexia therapy (1:00-2:00);** • **30 minutes of family reading each night (6:00-6:30 or based on family schedule)**
Number of days in school year	189	
Minutes of instruction per school year	51,030	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057910	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.

The needs assessment for the Services to Students with Dyslexia Grant was developed using the Site Based Decision Making process. Step 1 Establish Data Trends: Grand Prairie ISD and Greenville ISD are progressive learning communities committed to graduating students prepared for college and career. Success begins in elementary school. Students who do not read on grade level by third grade are less likely to graduate high school, enter college and earn a degree. A review of data for the dyslexia program in each district indicates approximately 2% of the general student population is enrolled in dyslexia services in grades one and two. By grade three, approximately 12% of district students are enrolled in the dyslexia program. By grade five, there is an overlap between students with dyslexia and those identified for Special Education and many students with dyslexia are also identified as at-risk for school failure. Step 2: Establish Priorities: The Strategic Planning Committee selected three elementary campuses serving dyslexic learners in each district. Schools served in GPISD include Florence Hill, Garner Fine Arts and Rayburn STEAM Academy. Schools served in Greenville ISD include Bowie, Carver, and Lamar elementaries and LP Waters Early Childhood Center which enrolls all GISD PK and K learners. The team utilized campus data to identify root causes and establish priorities: (1) According to school records, approximately 14% of youth serve in each district have a primary learning disability known as dyslexia. There is a need to design and implement a school-wide early intervention model that empowers this significant number of students to read proficiently by grade three; (2) Because of delayed identification, the majority of learners impacted by dyslexia begin the two year therapy program in third grade. There is a need to develop an innovative assessment model that identifies students by the end of Kindergarten or 1st grade; (3) An audit of classroom curriculum in grades PK through third grade in each district determined a lack of explicit and systematic classroom phonics curriculum and instruction. There is a need to implement an intensive phonic program in grades PK through third grade to remediate reading deficits in the general student population and to support proper identification of dyslexic learners; (4) Research suggests moving from alphabetic coding of words to advanced reading skills such as fluency, spelling, and writing is essential in closing achievement gaps for students in therapy to become proficient readers (MacDonald & Figueredo, 2010). Intervention models must include specific and focused instruction that progresses from phonics skills to functional reading outcomes. There is a need to provide teacher training and support, as well as student intervention sessions to close achievement gaps; and (5) Parent participation in developing early literacy skills often involves reading books and discussing aspects of the story. Sénéchal & LeFevre (2002) determined these activities develop oral language but are not directly related to reading development. There is a need to supplement parent support with technology tools to provide explicit and systematic support of targeted reading skills. Step 3 Set Annual Goals: Goals to meet each established priority include: (1) Systematically plan, implement, and evaluate an early intervention reading program targeting dyslexic learners in a way that is ongoing and includes both short and long term planning; (2) Develop an innovative early assessment matrix to identify students for participation in Kindergarten and first grade, monitor progress, and evaluate student achievement; (3) Establish a virtual learning consortium to train reading teachers in using a variety of research based programs; (4) Implement an intensive alphabetic phonics program for providing explicit, systematic classroom reading instruction to meet individual needs and close achievement gaps; (5) Educate parents in using technology tools to guide student learning and promote literacy development at school and home. Step 4 Dissect Goals to Determine Interventions: The Strategic Planning Team led by the Deputy Superintendents and the Dyslexia Directors will include students, parents, educators, administrators, district and community librarians. A Dyslexia Program Plan has been developed to specify objectives, critical success factors, milestones, and expected outcomes. The team will meet in the summer of 2018 to plan the most effective action steps to address identified needs and make progress toward goals. The plan will guide implementation and provide a tool for evaluation. Step 5 Evaluate & Make Adjustments: The Strategic Planning Team will meet each nine weeks. The team will collect and analyze project level and student level data. The team will meet at the end of each quarter with the Campus Improvement Committee to monitor progress toward meeting school improvement goals in the following ways: use the baseline data to determine growth in student achievement, monitor changes in data, and recommend revisions to program activities and timelines to achieve performance targets. Annually, program data will be used as information to develop Campus Improvement Plans. In this way, the *Early Scholars* model will become the early intervention component of district Dyslexia Plans.

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Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 057910	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.	A review of data in collaborative districts indicates dyslexic learners who have not mastered grade level work by the end of third grade are most likely to graduate on a Minimum Graduation Plan. There is a need to design and implement a school-wide early intervention model that empowers students with dyslexia to read proficiently by grade three. Grant management and student achievement must be monitored to create an effective dyslexia model.	Systematically plan and evaluate an early intervention reading program targeting dyslexic learners in a way that is ongoing and includes both short and long term planning. (1) Establish a Strategic Planning Team; (2) Plan with administrators and teachers face-to-face and through web conferencing. (3) Monitor project and student level data to provide longitudinal data on program effectiveness; (4) Review and recommend changes to the grant plan and district Dyslexia plans based on evaluation.
2.	According to IDEA Part B Child Count, approximately 19% of America's youth have a primary learning disability known as dyslexia. These learners experience difficulties in phonemic awareness, single-word reading, fluency, spelling, & writing. Coventional models identify students at the end of second grade at a time that they should read, spell, & write fluently. There is a need to develop an innovative assessment model that identifies students beginning in K and 1st.	Develop an innovative assessment matrix to identify students for participation, monitor progress, and evaluate student achievement: (1) Identify assessments for six reading skills and three reading outcomes that are characteristic of dyslexia; (2) Monitor skills and reading outcomes across grade levels; (3) Utilize CIRCLE & TPRI as baseline, benchmark, and summative assessments to measure achievement; (4) Conduct workshops to train educators in using data to identify and serve students.
3.	A curriculum audit of grade PK through 3rd grade indicates there are no systematic alphabetic phonics programs taught in reading classes. Without a strong foundation in basic reading skills, students develop deficits in phonology, word reading, letter identification and other reading skills. This makes proper identification of dyslexic learners difficult. There is a need to identify and integrate an alphabetic phonics program into classroom instruction.	Develop an innovative virtual learning consortium to train reading teachers in using a variety of research based programs. (1) Train teachers in Project Read Primary Phonics and Vocabulary; (2) Provide basic reading skills instruction in PK-2nd grade; (3) Provide ongoing training to improve educator content knowledge and use of best practices; (4) Use PLCs to analyze data, plan instruction including using technology to close gaps; (5) Train teachers to blend teaching and technology.
4.	Moving from coding words to advanced reading skills such as fluency, spelling, and writing is essential in completing academic tasks in the classroom (MacDonald & Figueredo, 2010). An intervention model must include specific and focused instruction that progresses from phonics skills to reading fluency, spelling, and writing outcomes. There is a need to provide teacher training and support and student intervention sessions to close achievement gaps.	Develop an innovative model for providing explicit, systematic classroom reading instruction to meet individual needs and close achievement gaps. (1) Train PK-3 in Project Read Story Form (comprehension) and Project Read Written Expression (writing); (2) Lend personal devices to dyslexic students for extended practice; (3) Hire interventionists to conduct lessons with students and co-teach with teachers to close gaps; (4) Train interventionists to integrate teaching & technology using blended learning.
5.	Performance gaps in reading are demonstrated early on as deficits in oral language, phonemic awareness, and phonics skills (Teale & Gambrell, 2007). Parent participation in developing early literacy skills often involves reading books and discussing aspects of the story. Sénéchal & LeFevre (2002) determined these activities develop oral language but are not directly related to reading development. There is a need to provide parents with tools to provide explicit and systematic support of targeted reading skills.	Encourage and educate parents to promote their child's literacy development . (1) Conduct Family Reading Night events to check out personal devices and set a specific daily time for reading, spelling, writing practice; (2) Train parents of PK-K learners to use technology applications to provide oral language, phonemic awareness, letter ID, and phonics practice at home; (3) Train parents of 1st to 3rd grade students to use technology based programs to develop reading, spelling, and writing skills; (4) Conduct training to teach families to use tech tools to complete assignments.

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	Schedule #14—Management Plan			

County-district number or vendor ID: 057910 | **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.	Director of Dyslexia Services	Certified Texas educator with excellent team building and communication skills. Licensed academic language therapist with experience in planning and implementing literacy initiatives, dyslexia services, and academic interventions to significantly improve student performance.
2.	Project Facilitator	Certified Texas educator with excellent team building and communication skills. Experience in planning, implementing, and evaluating improvement initiatives targeting early literacy intervention to significantly improve student performance. Successful grant management experience required.
3.	Dyslexia Therapists	Certified Texas educator with credentials to teach students identified for dyslexia services. Excellent communication skills with parents, classroom teachers, and administrators. Knowledge and experience in the integration of isolated skills learned in therapy into the classroom.
4.	Interventionists	Certified Texas educator with successful experience teaching reading in early intervention program for targeted grade levels (PK-3). Successful experience working with reading teachers (PK-3), modeling of best practices lessons, providing staff development, & working with students.
5.	Reading Teachers	Certified Texas educator with successful experience teaching reading in early intervention program for targeted grade levels (PK-3). Successful experience working with at-risk students in explicit, systematic reading program. Excellent communication skills with parents and staff.

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.	Plan and monitor early intervention program	1.	Establish Collaborative Strategic Planning Team	05/01/2018	5/31/2018
		2.	Create schedule for Planning meetings across LEAs	05/01/2018	5/31/2018
		3.	Collect/analyze formative & summative data	08/26/2018	05/31/2019
		4.	Review and recommend changes based on data.	10/19/2018	08/31/2019
2.	Establish and implement assessment model	1.	Students identified using matrix in K-3rd grade	03/08/2019	05/31/2019
		2.	Specialists administer progress measures	10/19/2018	05/31/2019
		3.	Teachers administer reading achievement exams	08/26/2018	05/31/2019
		4.	Data used to determine services and interventions	10/19/2018	08/31/2019
3.	Establish and implement classroom phonics	1.	Virtual learning consortium with 2 districts formed	05/01/2018	5/31/2019
		2.	Specialists trained in MTA curriculum & instruction	08/06/2018	08/26/2018
		3.	Teachers trained in Project Read Phonics/Vocab	08/06/2018	08/26/2018
		4.	Ongoing PD conducted-integration of technology	08/26/2018	05/31/2019
4.	Implement dyslexia early intervention model	1.	Train teachers in explicit and systematic instruction	08/06/2018	08/26/2018
		2.	Check-out devices with targeted reading skill apps	08/26/2018	10/05/2018
		3.	Interventionists provide extended learning	09/17/2018	05/31/2019
		4.	Ongoing PD conducted-integration of technology	08/06/2018	05/31/2019
5.	Establish and implement parent participation model	1.	Parent training-improve reading, spelling, writing	08/26/2018	04/18/2018
		2.	Parent training (PK-K) tech to improve reading skills	08/26/2018	10/05/2018
		3.	Parent training(1-3) tech use to read, write, spell	08/26/2018	10/05/2018
		4.	Educator workshop-tech integration in assignments	08/06/2018	05/31/2019

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: 057910	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.

Process and Procedures: Under the direction of the Deputy Superintendents for Curriculum and Instruction and the Directors of Dyslexia Services in each collaborating district, a team of educators, parents, and community members drafted the *Early Scholars* grant plan. The design outlines needs, goals, objectives, critical success factors, action steps, evaluation methods, and performance outcomes to significantly impact reading performance and close achievement gaps for students impacted by dyslexia. The team also created a grant timeline that lists target dates for initiating action steps, accomplishing milestones, conducting evaluations and meeting performance targets. The Program Facilitator will work with each Strategic Planning Team to monitor the implementation of grant activities and the attainment of goals and objectives. The team will use the grant plan and timeline to collect and analyze student and project level data for each nine weeks of the thirty-six week school year. Adjustments to Plan: Problems and challenges are inevitable when implementing a pilot program. The Campus Improvement Committee at each collaborating school will study campus data by student, grade level, class, and school. In addition, feedback from project stakeholders will be collected and reviewed. Based on data and feedback, the team will recommend changes in grant implementation such as adding activities, professional development, or parent events to meet performance targets. Communication: Implementation is a process, and communication is a key factor to success. The Campus Improvement Committees will serve as a conduit of communication to the school, district and community. A written agenda for each quarterly CIC meeting will be developed and official minutes will be recorded. The Project Facilitator will provide a report to participating curriculum administrators, principals, and dyslexia therapists after each meeting. The Project Facilitator will host celebrations of individual, team, and school success related to meeting grant performance targets. The campuses will invite parents and the community to participate in project activities and celebrations through announcements on the *Early Scholars* and campus websites. The Deputy Superintendent will report progress to the Superintendent and the District Improvement Committee semi-annually. The Superintendent will report to the Board of Trustees annually. Board reports will be posted on district websites. Communication will be provided in both Spanish and English.

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.

Grand Prairie ISD and Greenville ISD have the capacity to sustain the innovative *Early Scholars* model after the project ends. Each district has existing initiatives that will be coordinated to maximize the effectiveness of grant funds. Dyslexia Services: Grand Prairie ISD and Greenville ISD employ dyslexia therapists licensed who are trained to assess and identify dyslexic learners and to conduct *Multisensory Teaching Approach* therapy. Each therapist is committed to extended dyslexia services to include a research based model for early identification and intervention. Technology Lending Program: Collaborating districts have established Technology Lending programs. The lending program has enabled districts to develop a Technology Lending Agreement which outlines policies concerning appropriate technology use, care of devices, and repair responsibilities. Because of the existing program, each district also has developed training to educate families in using technology to extend learning at home. This training will be expanded to include technology programs acquired through the *Early Scholars* initiative and loaded on personal technology devices. The lending agreement and training will be introduced at parent events. Families will attend training and sign the agreement to become eligible to "check-out" a personal computer. The Reading Facilitators will update the training each nine weeks to focus technology use on skills covered in class and therapy. Professional Learning Communities: Each district has established Professional Learning Community meetings in the campus schedule as a time for data analysis, lesson planning, and modeling of best practices. If the *Early Scholars* grant application is awarded, interventionists will join PLC meetings. These reading specialists will work with classroom educators to review student scores on the Assessment Matrix during data analysis meetings, add technology program activities that support classroom and dyslexia therapy instruction to lesson plans, and integrate the same technology activities into intervention lesson plans. The Reading Facilitator will use the plans to add to the parent training units posted on the campus websites. Commitment: Increasing the academic success of dyslexic learners will inspire student, parent, and educator commitment to project success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057910	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.	Dyslexia Strategic Planning Team documentation	1.	Annual calendar of meetings for the Strategic Planning Team
		2.	Quarterly attendance reports from each meeting
		3.	Meeting agenda, minutes, and grant progress report published quarterly
2.	Performance Documentation: Baseline, Functional & Achievement Scores, Matrix	1.	Baseline: CIRCLE beginning-of-year & TPRI (K-2) end-of-year scores
		2.	Functional skills development: MTA and Project Read unit assessments
		3.	Edugence reports to track skill progress across age groups on Matrix
3.	Professional Development Evaluations, PD Calendar, Teacher Attendance	1.	PD Calendar - Therapist, Classroom Teacher, Interventionist Workshops
		2.	PD Evaluation for each training
		3.	Educator attendance and credentials
4.	Documentation of Project Implementation	1.	List of students enrolled in the dyslexia program in each grade level
		2.	Classroom lesson plan includes alphabetic phonics instruction daily
		3.	Therapist lesson plans include targeted skills daily
5.	Parent and Community Participation Documentation: Surveys, Tech Access Reports	1.	Meeting schedules for family engagement events
		2.	Attendance reports and parent survey reports from each meeting
		3.	Families utilize technology programs at home 2 hours per week

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.

The Dyslexia Directors will lead the Strategic Planning Team to oversee data analysis and problem correction tasks. The external evaluator will design the project evaluation to include both program-level and student-level data. The evaluation will include student performance goals, program objectives, assessment tools, evaluation methods, indicators of success, and achievement. Program-level data: The Strategic Planning Team will meet during the first months of the grant program to fully develop the grant timeline that includes project goals and objectives correlated to a calendar of activities, events, milestones, and performance targets. The document will include data meetings, licensing training dates, curriculum workshops, professional development training, therapist and interventionist schedules, parent events, assessment dates, and Campus Improvement Committee (CIC) meetings. The External evaluator will develop and provide sign-in sheets for all program events and evaluation surveys for all training. Student-level data: The Assessment Matrix will be developed using Edugence during the summer of 2018. The reading teachers will add student scores to the matrix during inservice. *Dyslexia Services*: At the beginning of the year and end of each Multisensory Teaching Approach (MTA) unit, mastery checks will be administered to monitor student progress. The Dyslexia teachers will work with interventionists to add scores to the profile, analyze data, and make recommendations for providing additional small group interventions. *Classroom*: BOY asessments will be administered at the beginning of the year (PK-3). Data will be recorded by six reading skills and three functional literacy outcomes (fluency, spelling, writing) on the matrix. Progress monitoring assessments will be administered each nine weeks in the classroom to determine if students are making progress toward mastery of reading skills. Data will be recorded on the Assessment Matrix. The Project Facilitator will work with interventionists and reading teachers to analyze benchmark data to plan meaningful technology infused lessons. Formative Review: Reports outlining progress in project implementation and student achievement will be created by the External evaluator and submitted to the Campus Improvement Committee (CIC) quarterly. The team will use the information to revise grant schedules and activities to ensure milestones are accomplished on time and performance targets are met. Summative Review: End-of-year assessments will be administered to evaluate student achievement. Data reports will be developed by the External evaluator to determine student, class, and grade level progress. The CIC will use the information to make changes to the model that positively impact student performance. The District Improvement Committee will use the information to provide district resources. Continuous data collection and problem correction will allow student achievement concerns to be identified and addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057910	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.

The *Early Scholars* model incorporates research-based design into each component of the project plan: assessment, curriculum and instruction, professional development, parent participation, and evaluation. (1) Assessment: The Assessment Matrix and identification process meet the standards of the House Bill 1866 and the TEA Dyslexia Handbook. (2) Curriculum and Instruction: The initiative provides research based curriculum that includes alphabetic phonics, word study, vocabulary, spelling, writing and fluency. Instructional strategies incorporate individualized, intensive, and multi-sensory methods. Progress is monitored using mastery checks. These elements comply with the "Components of Instruction" in the Dyslexia Handbook. Research conducted by the University of Michigan indicates blending technology practice into lessons improves mastery of skills for dyslexic learners. Software applications that lead students through simulated tutorials as well as multiple practice activities in a game-like format were found to be most effective in achieving significant impact on reading achievement. The team will review programs such as *Sortegories* (an Orton-based program designed to build vocabulary, reading skills, and comprehension), *Read Naturally* (a fluency building program that tracks words visually), and *Naturally Speaking* (a speech-to-text application which electronically puts their thoughts on paper for development of spelling and writing skills). Students in the grant initiative will check-out a personal computer to access dyslexia applications during class and at home. (3) Professional Development: Research indicates teachers are more likely to participate in training if they can select their mode of learning. The professional development model includes ongoing training in a offered in a variety of settings including face-to-face workshops, online courses, and co-teaching opportunities. (4) Parent Participation: Parent events have been developed based on strategies established by TEA in collaboration with the Health and Human Services Commission, Neuhaus Education Center, and ESC 10 to achieve high levels of family involvement in their child's reading performance and maintain positive family attitudes toward education. (5) Evaluation: The external evaluation will utilize a quasi-experimental design in which students in the program and those not in the program (comparison group) are longitudinally tracked on measures of reading skills over the 2018-19 school year to determine student, class, and grade level achievement.

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.

An external evaluator will conduct the program evaluation for the 2018-2019 school year. The purpose of program evaluation shall result in findings, recommendations, and/or conclusions that: (1) Assess strengths and weaknesses of each program component; (2) Measure the success of the program in meeting the express goal of improving student reading achievement; and (3) Result in improvements in or revisions to the existing Dyslexia Plan. Collection of Empirical Data on Student Achievement: The *Early Scholars* initiative will use the Assessment Matrix to collect data on six targeted reading skills and three reading outcomes. Baselines will be established using the beginning-of-year CIRCLE assessment for PK and the end-of-year TPRI assessment for grades K-2. CIRCLE and TPRI middle-of-year scores will be added at the end of the semester. CIRCLE and TPRI end-of-year scores will be added at the end of the second semester. The baseline and the final assessment scores will be used as pre and post tests. Collection of Empirical Data on Program Implementation: Campus calendars, participant attendance, and grant surveys will be used to determine if project activities were implemented on time as intended: (a) Assessments conducted to identify students in K-3; (b) Explicit and systematic reading programming implemented in classroom, intervention, dyslexia classes (1-3); (c) Technology tools integrated in lessons and home assignments; and (e) Structured family engagement activities conducted. Formative Evaluation: The Campus Improvement Committees (CIC) will meet each quarter to review grant data and participant feedback to recommend changes to the grant plan to meet performance targets. Summative Evaluation: The external evaluator will conduct a summative evaluation at the end of the school year designed to determine the impact of the model on student reading achievement. The evaluation will study student progress over time (pre-test to post-test). The evaluation will also compare achievement of students in the *Early Scholars* initiative to a comparison group of students not in the project. Results will be reported by student, class, grade level and school. The External evaluator will report findings to the CIC and District Improvement Committees. The district teams will recommend revisions to the District Improvement Plan. This step will establish the dyslexia model as part of the continuing work of the district and resources are allocated to support the program after the end of the grant program.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057910	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.

Grand Prairie ISD and Greenville ISD will develop and implement a high-quality Dyslexia Family Engagement model to achieve and maintain high levels of family involvement and positive family attitudes that promote student success. Dyslexia Family Night events will be held four times each year. Families will rotate through stations designed to build knowledge about the characteristics and educational impacts of dyslexia and student services. (1) Family to Family Support: During the initial event, parents will sign up to serve as volunteers to mentor students one hour each week. Volunteers will participate in Neuhaus Parent Training to learn to engage their mentee in literacy activities as they read or listen to the learner read a favorite book; (2) Network of Community Resources: As children develop as readers, they eagerly read books they can comprehend, learn from and enjoy. Families will learn about district partnerships with the public library to provide student support in using reading and research resources such as databases with spell check, audio textbooks, and print-to-audio text readers; (3) Family Participation in Decision Making: Information will be provided about 504 accommodations and resources available through the school to promote academic success. Parents will be invited to participate in educational opportunities designed to develop leadership skills including the volunteer program, career days, and community based adult education classes. Parents will also be encouraged to serve as leaders in campus based clubs. At least one parent representative will be recruited to serve on the Campus Improvement Committee (CIC); and (4) Tools to Enhance/Extend Learning: Families will be introduced to the *Early Scholars* technology lending program. Through the program each child will check-out a personal computer loaded with specialized reading software selected to extend literacy lessons outside of the classroom. Parents will participate in training to learn to use the electronic devices and reading programs. Training will be posted on the campus website and updated as new programs are used in school. Evaluation of Component: Parents will be required to sign-in as they enter the events and asked to complete a survey before leaving. The project evaluator will use parent attendance and survey data to evaluate each component of the family engagement model. A summary will be provided to the external evaluator to be included in the project evaluation. The summative evaluation will include results of parent attendance and evaluations. The CIC will use the information to recommend changes to the Dyslexia Family Engagement Plan for the upcoming year.

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.

Economically disadvantaged learners represent 59% of the student population in Texas public schools in 2017. Grand Prairie ISD and Greenville ISD serve a higher percentage of economically disadvantaged (ECD) learners than the state average. Reading data reveals there are significant achievement gaps in each district between the scores economically disadvantaged students and the scores of the general student population on the reading section of STAAR in 3rd grade. This gap is most evident in ECD learners impacted by dyslexia. The proposed *Early Scholars* model provides alphabetic phonics curriculum and instruction to address the needs of the ECD learner impacted by dyslexic: (1) Phonemic Awareness is the ability to hear and manipulate the different sounds in our language. Children must have wide exposure to language to learn to identify and manipulate new sounds that are the basis of oral language and reading. Dyslexic learners learn these skills as the basis of alphabetic coding. The Neuhaus Reading Readiness program will be used in PK and K to develop phonemic awareness skills. Classroom instruction in phonology and phonics will be continued in grades 1-3 using Project Read Phonics program. Interventionists and reading teachers will work with students in classroom, co-teach, and small group settings to develop phonology skills. Therapists will work with students during Dyslexia classes to develop phonemic awareness utilizing MTA *Soundations* phonetic coding activities; (2) Vocabulary Development is a process by which people acquire words. ECD learners must have wide exposure to book reading and educational experiences to build vocabulary. Building reading vocabulary is a challenge for students with dyslexia, who have difficulty learning new words in print. Repetition and multiple exposures to vocabulary will be provided through the Project Read Vocabulary Development program in classroom and intervention sessions. Therapists will use the MTA Vocabulary Development series to build receptive and expressive vocabularies; (3) Comprehension is the ability to understand or connect to words that are spoken or read. ECD learners often have difficulty developing fluency skills which has a negative impact on comprehension. Dyslexic learners may have difficulties with strategic processing and metacognition. Project Read Story Form Comprehension will be used to help learners develop the strategies to comprehend narrative and expository text. Project Read Written Expression will be used to improve writing skills. The research based components of *Early Scholars* are designed to improve the performance of dyslexic learners.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910	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.

Early Scholars is an innovative model that removes barriers to effective implementation of accepted practices based on proven components of school improvement: assessment, curriculum and instruction, professional development, and parent participation. Assessment: Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. The proposed initiative will utilize a new and innovative Assessment Matrix for identification and progress monitoring purposes. *Classroom reading teachers and interventionists* will utilize Project Read Primary Phonics unit tests to provide data on mastery of basic reading skills. They will utilize the Test of Narrative Language (PK), STAR 360 (K-1), DRA2(2-3), and the Test of Written Spelling (K-3) to assess progress on functional reading outcomes. The assessment matrix which categorizes scores from basic skill to functional reading outcomes across grade levels will be used to monitor student progress. Because skills on the matrix are aligned to six basic reading skills (phonology, phonics, letter identification, word recognition, vocabulary, comprehension) and three reading outcomes (fluency, spelling and writing) taught in Project Read programs, reading teachers will be able to use the program's unit tests to identify skill deficits and target instruction to meet the needs of the student and class. Because skills on the matrix are scaffolded from basic to functional skills, interventionists will be empowered to provide effective interventions that builds from mastering basic reading tasks to becoming proficient in reading, spelling, and writing. Dyslexia therapists will utilize assessments recognized by the TEA Dyslexia Handbook to identify students for enrollment in the Dyslexia Program including the Shaywitz Screener, TPRI, Woodcock Reading Mastery Test, Comprehensive Test of Phonological Processing, Gray Oral Reading Test, Test of Written Spelling and Kaufman Brief Intelligence Test. The Assessment Matrix designed using the electronic Edugence system will allow educators to highlight areas of concern during the identification process. Because skill areas on the matrix are aligned to Multisensory Teaching Approach (MTA) instructional components, therapists will be able to use MTA Mastery Checks to monitor progress and to adapt instruction. Curriculum & Instruction: Students with dyslexia usually experience difficulties with language and alphabetic coding skills. According to Rawson (2010), "Dyslexic students need a different approach to learning language from that employed in most classrooms. They need to be taught, slowly and thoroughly, the basic elements of their language—the sounds and the letters which represent them—and how to put these together and take them apart". The proposed model is an innovative approach for providing multisensory reading instruction beginning in PreKindergarten to ensure each child is reading on grade level by third grade. Neuhaus Reading Readiness (PK-K) and Project Read Primary Phonics (1st – 3rd grade) curriculum and instructional materials will be utilized by reading teachers and interventionists to provide a systematic and explicit program that targets basic reading skills through a variety of learning activities. MTA curriculum and instructional materials will be taught by dyslexia therapists. The program addresses student weaknesses in underlying language skills involving speech sound (phonological) and print (orthographic) processing to build brain pathways that connect speech with print. Software programs such as *Sortegories* and ABC PocketPhonics will be used to promote skill acquisition. Programs such as *Read Naturally*, *Naturally Speaking* and *Fast Forward* will be reviewed and selected by the planning committee and utilized to build accuracy and speed in using skills to read, write and spell. Professional Development: The innovative training model will remove barriers to effective implementation of research based programs. Educators will have opportunities to attend face-to-face training or online training. A project website will be developed to provide a professional development calendar, online training, and teaching resources for members of the virtual learning consortium. The site will include a communication portal for peer sharing including demonstration lessons, lesson plan samples, and links to research. Parent Participation: According to the International Dyslexia Society, it is imperative that dyslexic learners are provided successful practice of skills that have been taught for conscious organization and retention of their learning. A Technology Lending program will provide personal computers loaded with reading programs for check-out by families. The technology tools will provide extended learning time for students in the same programs used during classroom and intervention lessons to provide explicit practice of reading skills and to assist learners in completing assignments. Summary: Utilizing our vast web conferencing resources, Grand Prairie ISD and Greeenville ISD educators will collaborate with public school educators, dyslexia experts, private dyslexia training facilities, and university centers across the United States to restructure proven practices into a quality reading program that empowers all of our children to read on grade level by third grade. By the end of the project period, the *Early Scholars* model will serve as a resource for other districts across the state and nation.

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

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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.

Research indicates that children who are developing as readers must have access to books that interest them at a level they can read independently and comprehend. To develop struggling readers, the *Early Scholars* project will coordinate with the community library to provide access to a large and varied book collection that encourages the development of the following:

- Wide reading: As children become fluent readers, they read increasingly challenging literature, both fiction and nonfiction, of greater complexity and difficulty. They read daily with partners, in groups, and independently at school and at home.
- Organized environment: The public library has books classified and displayed in an organized manner. The atmosphere and positive staff invites children and parents to enjoy reading.
- Media Rich Environment: Libraries have assistive technology programs that offer a way for dyslexics to save time and overcome spelling and writing issues they may encounter. Tools available include audio books, access to Learning Ally (a non-profit volunteer organization operating nationwide in the United States. It produces and maintains a library of over 80,000 accessible audiobooks for people who cannot effectively read standard print because of dyslexia), research tools with spellcheck capabilities, etc.

The *Early Scholars* project will collaborate with the public libraries in Grand Prairie and Greenville to hold family events. During the library meetings, families will be introduced to library resources and will be issued a library card. The collaboration will open new opportunities for all children, including economically disadvantaged learners, to read and enjoy books at their own reading level in a subject area that meets their interests. Success breeds success. As students practice, they will begin to enjoy reading and check out books on a variety of topics. Soon their disability will become only a stepping stone on each child's pathway to success.

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