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	*RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2018 MAR -7 PM 3:43*
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 #
Calallen ISD	178903		
Vendor ID #	ESC Region #		
74-6000464	2		

Mailing address		City	State	ZIP Code
4205 Wildcat Dr.		Corpus Christi	TX	78410-5108

Primary Contact

First name	M.I.	Last name	Title
Arturo		Almendarez	Superintendent
Telephone #	Email address		FAX #
361- 242-5600	almendarez@calallen.org		361-242-5614

Secondary Contact

First name	M.I.	Last name	Title
Anita		Danaher	Deputy Superintendent
Telephone #	Email address		FAX #
361- 242-5600	adanaher@calallen.org		361-242-5614

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: Arturo   M.I.   Last name: Almendarez   Title: Superintendent

Telephone #: (361)242-5600   Email address: adanaher@calallen.org   FAX #: (361)242-5614

Signature (blue ink preferred)   Date signed

[signature]

Only the legally responsible party may sign this application.

Date signed: February 25, 2018

701-18-108-016

Schedule #1—General Information

County-district number or vendor ID: 178903	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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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178903	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: 178903	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: 205-905	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.	178903 Calallen ISD	Arturo Almendarez *(signature)*	(361)242-5600 almendarez@calallen.org	$491,780
Member Districts				
2.	205-905 Odem-Edroy ISD	Lisa A. Gonzales *(signature)*	(361)368-3401 x 223 gonzalesl@oeisd.org	$391,780
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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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: | 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:	$883,560

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 178903	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.

It is well established by research that students who are not independent readers by third grade are more likely to drop out of or fail high school. The majority of students who are identified for dyslexia services in Texas begin the program in third grade or later. The students attend multisensory alphabetic phonics dyslexia therapy in small group sessions for at least two years. This means students do not complete therapy until at least the end of fourth grade. By the conclusion of therapy, dyslexic students often develop achievement gaps that make them at-risk for school failure. Two south Texas schools, Calallen ISD and Odem-Edroy ISD, propose to work together to develop the *Read to Succeed* early intervention model that provides: systematic and explicit classroom phonics instruction for students in grades Prekindergarten (PK) through third grade; an electronic assessment matrix to aid in identifying students with reading deficits characteristic of dyslexia by the end of Kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan that includes technology tools to extend learning at home. The goal of the program meets the vision of each collaborative district – to ensure each child reads by third grade, finds success in school, and graduates prepared to enter college or a career. **Budget Development:** The Dyslexia Planning Team met in January and February of 2018 to develop a grant plan for the initiative based on research and discussions with dyslexia therapists and university faculty members. The team developed a blueprint that lists program goals, objectives, critical success factors, milestones, and performance targets for each grade level. Then, the team listed resources needed to realize *Read to Succeed* goals including assessment and progress monitoring tools, instructional personnel salaries, therapist and educator training and licensing coursework, alphabetic phonics classroom curriculum; and parent participation training and technology tools. The team acquired cost estimates and quotes to implement grade level plans and this beame the grant budget. **Demographics:** A longitudinal study conducted by Donald J. Hernandez indicates over one-third of students not reading proficiently in third grade fail to graduate high school. The *Read to Succeed* project will include one campus in each collaborating district with the highest number of dyslexic students enrolled who have not met state standards on the 3rd grade STAAR Reading assessment. Odem Elementary serves 339 students in early childhood through third grade. Calallen East Elementary campus serves 617 students in Prekindergarten (PK) through 3rd grade. A historical review of TPRI scores for students identified as dyslexic indicates 96% of these learners entered first grade scoring "Still Developing" on the phonemic awareness and letter identification sections of the TPRI. The data further shows less than one-third of students in the dyslexia program met standards on the 3rd grade STAAR Reading assessment. Grant goals are designed to increase the number of dyslexic students who are identified early and enrolled in an innovative model that provides layers of prevention and intervention to ensure all learners read proficiently by grade 3. **Needs Assessment Process:** The Dyslexia Planning Team worked with district reading specialists to review reading data for students identified as dyslexic who did not pass third grade STAAR reading. Data from all three administrations of CIRCLE and TPRI assessments was analyzed from PK through second grade. The grant team reviewed scores in targeted reading skills including phonemic awareness, letter/sound correspondence, letter identification, word identification, vocabulary, and comprehension at the end of each school year. The team found dyslexic learners who scored "still developing" at the end of Kindergarten (K), failed to meet standards on first and second grade TPRI skill assessments and third grade STAAR. However, the number of students identified for dyslexia services in first and second grade averaged three students per grade level compared to an average of twenty students identified for services in grade three. Teachers reported having difficulty in determining if deficits stem from a lack of instruction or learning differences. From the review, the team established five priorities: (1) Implement a multisensory alphabetic phonics program in PK through second grade classrooms to ensure students are exposed to emergent literacy and reading skills in a systematic and explicit program; (2) Develop electronic progress monitoring system that records student scores on targeted skills across grade levels. Implement an identification process for the end of K and first grade that includes progress on targeted skills and achievement scores; (3) Identify struggling readers in PK through second grade who failed to score "Developed" on targeted skills. Provide early intervention sessions blending teacher-led and computer-mediated lessons to systematically practice application of targeted skills; (4) Provide dyslexia services to learners in first and second grade using multisensory alphabetic phonics curriculum; (5) Develop a family engagement plan that utilizes technology to extend explicit instruction in targeted skills (PK-1) and guides development of fluency, spelling and writing (grades 1-3). **Management Plan:** Each participating campus will employ a Project Facilitator to lead the collaborative project. Principals, dyslexia specialists, reading teachers, & interventionists will be responsible for conducting grant activities. These educators will meet as Professional

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 178903	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.

Learning Communities each two weeks to examine student performance data and determine student (curriculum and instruction) and educator (professional development) needs. At the end of each nine weeks, the PLCs will review student and class performance data from unit tests, determine strengths and weaknesses, and make changes to program activities such as intervention or professional development offerings to ensure success. The Reading Facilitators will present information to the Campus Improvement Committees (CIC) at the end of each quarter to monitor program and student progress. The team will adjust strategies, personnel and resources to meet performance targets. The Reading Facilitators will provide annual evaluations to the Campus and District Improvement Committee (DIC) to determine the effect of the project on student reading achievement. The meeting agenda and minutes will be posted after each meeting on the OEISD and CISD websites. In this way, school improvement goals, changes, and progress will be reported to the board, community and the school. **Project Evaluation**: An external evaluator will be contracted to conduct the project evaluation. The evaluation will be designed to determine the impact of the early intervention dyslexia model on student progress in mastering basic reading skills and student reading achievement. Progress Monitoring: Unit tests will be administered each nine weeks to monitor student progress in mastering targeted reading skills (phonemic awareness, letter/sound correspondence, letter identification, word identification, vocabulary, and comprehension). An electronic Assessment Profile will be used to record, report, and compare longitudinal student growth in specified reading skills each year. Reading Achievement: CIRCLE and TPRI/TejasLEE will be administered each year in September to establish a baseline of achievement and again in May to assess mastery of state academic standards for reading. The project evaluation will be provided to the CIC and DIC at the end of each school year. The teams will use the information to develop improvement plans for the upcoming year. **Statutory Requirements**: Collaborative campuses will comply with all statutory requirements including the fingerprinting requirement. (1) The proposed program will incorporate a research based alphabetic phonics programs for classroom instruction, high quality dyslexia services based on multisensory alphabetic phonics therapy, and technology programs proven through research to positively impact mastery of targeted reading skills. (2) The program will collect empirical data on student progress and achievement. Six skill based assessments will be used to monitor mastery of basic reading skills and CIRCLE and TPRI scores will be used to measure reading achievement. Scores will be recorded on an electronic Assessment Profile that lists assessment scores by reading skill. The results of the beginning-of-year CIRCLE (PK) or TPRI (K-2) will be used to determine a baseline of achievement at the beginning of the year and to determine achievement of grade level reading skills at the end of the year. (3) Family Reading Night events in CISD and Early Owl Literacy events in OEISD will introduce parents to dyslexia characteristics, dyslexia services, 504 information, and technology programs to improve reading skills and proficiency. During the first event, parents will be introduced to the Technology Lending Program and attend a tutorial in using a loaned personal computer and literacy-building software programs to effectively engage in their child's reading success. Families will sign the Technology Lending Agreement and check out computers to use at home during scheduled family reading time. Ongoing Neuhaus Parent Training will support parent education in oral language and vocabulary development, phonemic awareness, and reading strategies. Families will be invited to attend literacy field trips to the library and ESC 2 Early Learning Center. (4) The proposed dyslexia model will serve diverse student populations. 80% of learners enrolled in each campus are Hispanic learners and 61-79% of campus populations are economically disadvantaged. Since the diversity of the campuses meets or exceeds the demographics of Texas, the model will be appropriate for replication in districts across the state. **TEA Requirements**: (1) The *Read to Succeed* program provides layers of prevention and intervention as learners progress from prekindergarten through third grade. The model provides systematic classroom phonics curriculum and instruction beginning in prekindergarten to level the playing field for struggling readers and enable students with learning differences to be identified; multisensory alphabetic phonics dyslexia therapy beginning in first grade; blended teaching with technology intervention sessions using strategies learned in therapy to develop reading outcomes (fluency, spelling, and writing); and intensive practice of reading skills and outcomes at home using reading programs on loaned computer devices. (2) The *Read to Succeed* program will coordinate services with the ESC Region 2 Early Scholars program. The program was designed to improve the reading proficiency of young children through developmental, hands-on, interactive encounters with literacy, language and technology. **Conclusion**: *Read to Succeed* is an innovative early intervention model that includes classroom phonics instruction, dyslexia therapy (1ˢᵗ to 3ʳᵈ), intervention for struggling readers, and tech-based practice at home to improve reading performance and ensure all children, even those impacted by dyslexia, read on grade level by third grade.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 178903				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	$411,560	$	$411,560
Schedule #8	Professional and Contracted Services (6200)	6200	$95,000	$	$95,000
Schedule #9	Supplies and Materials (6300)	6300	$231,000	$	$231,000
Schedule #10	Other Operating Costs (6400)	6400	$146,000	$	$146,000
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			**$883,560**	$	**$883,560**
Percentage% indirect costs (see note):			N/A	$	
Grand total of budgeted costs (add all entries in each column):			**$883,560**	$	**$883,560**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements		$	$	$

Administrative Cost Calculation

Enter the total grant amount requested:	$883,560
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:	$132,534

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: 178903		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	1		$60,000
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	Interventionists	4		$240,000
16	Title			$
17	Title			$
18		Subtotal employee costs:		$300,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay (training during contract days)		$ 2,960
20	6119	Professional staff extra-duty pay (summer training, stipends for coursework)		$25,000
21	6121	Support staff extra-duty pay (OEISD finance clerk to provide fiscal agent documentaton)		$15,000
22	6140	Employee benefits		$68,600
23	61XX	Tuition remission (IHEs only)		$
24		Subtotal substitute, extra-duty, benefits costs		$111,560
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		**$411,560**

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: 178903	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 Profile Development and training, Blended Learning: Technology Use/Integration Training, Co-teach intervention training, additional training for therapists, interventionists, classroom.	$95,000
	(Sum of lines a, b, and c) Grand total	$95,000

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: 178903	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 (300 x $285 = $85,500); Computer Programs = $110,000; Instructional materials for classroom, therapists, interventionists	$231,000
	Grand total:	**$231,000**

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

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 178903		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: Educator credentialing and licensing, Educator professional development, Parent professional development.		$146,000
	Grand total:		**$146,000**

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: 178903

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: 178903	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	66	16	4:1
K	70	12	5:1
1st	65	11	6:1
2nd	66	11	6:1
3rd	72	13	6:1

COMMENTS

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 6:30-7:00	8:30-11:30 Reading/Intervention 1:00 – 2:00 Dyslexia 6:30-7:00 Reading at Home
Number of days in school year	189	
Minutes of instruction per school year	68,040	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 178903	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 grant program was developed collaboratively by the Campus Improvement Committees using the site-based decision making process. **Establish Data Trends:** Calallen ISD and Odem-Edroy ISD are committed to the goal of each child reading proficiently by third grade to prepare them for school success, graduation and a career. Success begins in early childhood classrooms. A review of data for the dyslexia program in each district indicates approximately 1% of the general student population is enrolled in dyslexia services in first and second grade. Approximately 5% of the student population is served in dyslexia classes by third grade. In fourth through sixth grade approximately 10% of the student population are enrolled in dyslexia services and one-third of the learners also qualify for Special Education services based on the difference in their cognitive abilities and academic achievement. There is a need to identify learners at the end of kindergarten and first grade to increase the number of students receiving services in first and second grade and reading on grade level by third grade. **Establish Priorities**: The Dyslexia Team worked with district reading specialists to review reading data for students identified as dyslexic who did not pass third grade STAAR reading. Data from all three administrations of CIRCLE and TPRI assessments was analyzed from PK through second grade. The grant team reviewed scores in targeted reading skills including phonemic awareness, letter/sound correspondence, letter identification, word identification, vocabulary, and comprehension at the end of each school year. The team found dyslexic learners who scored "still developing" at the end of Kindergarten, failed to meet standards on first and second grade TPRI skill assessments and third grade STAAR. However, the number of students identified for dyslexia services in first and second grade averaged three students per grade level compared to an average of twenty students identified for services in grade three. Teachers reported having difficulty in determining if deficits stem from a lack of phonics instruction or learning differences. From the review, the team established five priorities: (1) Implement an intensive classroom phonics program in prekindergarten through third grade classrooms to ensure students are exposed to emergent literacy and reading skills in a systematic and explicit program; (2) Develop an electronic progress monitoring system that records students scores on six targeted reading skills and achievement scores across grade levels. Implement an identification process for the end of kindergarten and first grade based on student progress and reading achievement; (3) Provide early intervention sessions with struggling readers in prekindergarten through third grade aligned to classroom lessons. Include technology activities in to provide individualized multisensory practice that promotes increased mastery of skills; (4) Provide dyslexia services to learners in first and second grade using multisensory alphabetic phonics curriculum; (5) Develop a family engagement plan that utilizes technology based lessons to extend explicit instruction in targeted skills (PK-1) and guides development of fluency, spelling and writing (grades 1-2). **Set Annual Goals:** Goals to meet each established priorities include: (1) Kindergarten through second grade learners will score "Developed" on all sections of the TPRI assessment; (2) Third grade learners will pass all sections of STAAR Reading. (3) Reading skills will be monitored for all students from prekindergarten through second grade to provide early identification of students for dyslexia services; (4) The dyslexia program will serve 5-10% of first and second grade students; (5) Parents of dyslexic learners will participate in 3 of 4 family events annually. **Dissect Goals to Determine Interventions:** A *Read to Succeed* blueprint has been developed to specify objectives, critical success factors, milestones, and expected outcomes. The plan will guide implementation and provide a tool for evaluation. The Campus Improvement Team will meet in the summer of 2018 to review data and recommend the most effective action steps to utilize effective program components and address identified needs to make progress toward meeting the goal of each student reading on grade level by third grade. **Evaluate & Make Adjustments:** The Dyslexia 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 each goal, and monitor changes in data to review and recommend revisions to *Read to Succeed* activities and timelines to achieve performance targets. Each school year, program data will be used as information to develop Campus Improvement Plans. The *Read to Succeed* model will become the early intervention Dyslexia Plan in each district and will be included in the District Improvement Plan.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 178903	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.	Children impacted by dyslexia who are enrolled in effective phonics instruction in kindergarten and first grade, will have significantly fewer problems in learning to read at grade level than do children who are not identified or helped until third grade. A review of elementary data from participating districts reveals 96% learners identified as dyslexic entered first grade scoring "still developing" on the phonemic awareness and letter identification sections of the TPRI. There is a need to implement phonics programs in PK-3rd.	Develop an integrated curriculum and instruction model that provides layers of prevention and intervention to improve mastery of essential reading skills: (1) Conduct a curriculum audit of curriculum programs in dyslexia therapy (1st – 3rd), classroom, intervention; (2) Train teachers in implementation of classroom phonics instruction; (3) select and utlize reading software programs to support practice, application and mastery of skills; (4) Use PLC to review student progress, plan instruction & share best practices; (5) Reading Facilitators provide ongoing support.
2.	Members of the Dyslexia Planning Team who compiled student data to identify needs and establish priorities found that the districts do not have electronic systems for compiling individual student reading skill scores across grade levels. There is a need to create an electronic Assessment Profile that disaggregates skill data across test administrations to provide immediate access to reports of student progress and achievement by student, grade & class.	Develop an assessment model as a way to monitor student progress and to plan for success. (1) Revise Dyslexia Identification policy to identify students for participation in K and 1; (2) Utilize CIRCLE and TPRI to establish a baseline and measure student reading achievement. (3) Administer unit tests and mastery checks to monitor progress in mastering targeted reading skills; (4) Create an electronic Assessment Profile to record student progress & achievement by reading skill across grades.
3.	Students who don't read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers. A historical review of reading assessment scores for students enrolled in CISD and OEISD dyslexia programs shows less than one-third of students met standards on the 3rd grade STAAR Reading assessment. There is a need to provide intervention support in mastering reading skills and applying them to read, spell & write fluently.	Develop an intevention model to extend learning and ensure all students are proficient readers by third grade. (1) Train reading teachers to provide instruction in basic reading skills in PK-K and application of skills to read, spell, and write in grades 1-3; (2) Select and implement technology programs to apply reading skills in the act of reading, spelling, and writing. (4) Use PLCs to analyze data & enroll student in intervention sessions; (5) Provide Facilitator support in content knowledge & best practices.
4.	Approximately 15-20% of learners are impacted by dyslexia. It is the most common cause of reading, writing and spelling difficulties. 74% of the children who were poor readers in the third grade remained poor readers in the ninth grade. Enrollment data from participating districts indicates less than 1% of students in 1st and 2nd are enrolled in dyslexia services. There is a need to increase the number of learners served in dyslexia programs in grades 1 & 2.	Provide dyslexia services to students in first and second grade. (1) Research and select a dyslexia curriculum for students served in first and second grade; (2) Provide educator training and coursework to earn appropriate credentials; (3) Provide stipends for dyslexia therapists to attend summer training; (4) Utilize PLCs to review data, plan curriculum and instruction including blended technology and teaching strategies; (5) Reading Facilitators provide ongoing support.
5.	Research indicates extending learning in the home to students impacted by dyslexia is often ineffective due to the complex nature of systematic phonetic coding systems used during instruction. There is a need to train parents to use technology programs designed to provide drill and practice of explicit alphabetic phonics skills in PK-K and reading, spelling, and writing fluently in grades 1-3. There is a further need to lend personal computers to families for home use.	Develop a parent participation plan to engage families in teaching their child to read: (1) Establish CISD Family Reading and OEISD Early Owl Literacy events; (2) Establish a Technology Lending Program for dyslexic learners; (3) Provide training in use of technology tools to provide systematic practice in targeted reading skills in PK-K; (4) Provide training in using technology tools to practice fluency, spelling, and writing skills in grades 1-3; (5) Dyslexia Therapists provide ongoing support.

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Schedule #14—Management Plan	
County-district number or vendor ID: 178903	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.	Reading Facilitators	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.
2.	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 dyslexia therapy into the classroom.
3.	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.
4.	Interventionists	Certified Texas educator with successful experience teaching reading in early intervention and technology 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.	Educational Consultants	Certified Texas Educators with experience in implementing successful early intervention dyslexia programs using multisensory alphabetic coding program to improve student reading achievement. Excellent coaching, team building, and communication skills required.

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.	Implement a research based curriculum model	1.	Conduct summer curriculum audit	05/01/2018	05/31/2019
		2.	Train reading teachers alphabet phonics instruction	08/20/2018	08/26/2018
		3.	Use PLC to plan, model best practices, and share	08/26/2018	05/31/2019
		4.	Monitor progress using unit tests	10/02/2018	05/31/2019
2.	Create an assessment profile for identification	1.	Establish Assessment Profile identify students K-3rd	08/20/2018	08/26/2018
		2.	Utilize CIRCLE and TPRI- monitor achievement	08/26/2018	05/31/2019
		3.	Utilize unit tests/mastery checks to monitor progress	08/26/2018	05/31/2019
		4.	Utilize unit tests-monitor mastery of content covered	10/06/2018	05/31/2019
3.	Implement an effective intervention model	1.	Train interventionists in blended phonics instruction	05/01/2018	05/31/2019
		2.	Implement basic reading skills instruction in (PK-K)	08/26/2018	05/31/2019
		3.	Implement reading, spelling, writing instruction (1-3)	10/02/2018	05/31/2019
		4.	Monitor progress, enroll students in interventions	10/02/2018	05/31/2019
4.	Implement effective early intervention dyslexia services	1.	Select dyslexia curriculum for 1st and 2nd grade	05/01/2018	05/31/2019
		2.	Educators credentialed to implement program	08/20/2018	08/26/2018
		3.	Provide stipends to attend summer training	05/01/2018	08/31/2019
		4.	Utilize PLCs review data, align instruction & share	08/26/2018	05/31/2019
5.	Implement an effective parent participation model	1.	Establish Early Owl Literacy & Family Night events	08/26/2018	05/31/2019
		2.	Check-out devices through Tech Lending Program	08/26/2018	03/31/2019
		3.	Train parents in tech tools for PK-K and grade 1-3	05/01/2018	05/31/2019
		4.	Provide attendance sheets and evaluations	08/26/2018	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: 178903	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.

Each district employs an administrator whose primary role is to support and address specific curriculum and instruction initiatives, with special emphasis on school improvement programs that address the academic needs of special populations. District Improvement Committee meetings are held each quarter to focus attention on student achievement strategies developed for campus and district departments and the budget, data, staffing, safety, and program evaluations needed to support campus efforts. In addition, Leadership Team meetings are held with campus leaders each nine weeks and campus visits are conducted to provide feedback to principals. The Reading Facilitator in each district will work with educators to administer assessments, record data on the Assessment Profile, and analyze results by student, class, and grade level. The information will be used to plan curriculum and instruction including technology support, enroll students in intervention sessions, and determine ongoing topics for staff development and parent training. Data and participant feedback will be compiled by the external evaluator and summative reports will be provided to the Campus Improvement Committee. The committee will review the data and revise program schedules, resources, and activities to meet performance targets. The District Improvement Committee will review the data at the end of the first semester to make recommendations for realignment of projected resources to meet the goals of the project. At the end of the year, the same process will be followed. At that time, the external evaluator will provide a summative evalution that details the effective components of the program in improving student reading performance. The Campus Improvement Committee will use the evaluation results to recommend modifications to the Dyslexia model to take full advantage of effective components. The District Improvement Committee will review the project evaluation to recommend making changes to the Dyslexia Plan to include the effective components of the *Read to Succeed* model. The district based committee will include the model in the subsequent improvement plan including providing resources for professional learning for administrators, principals, assistant principals, and reading teachers in support of the restructured dyslexia model. The district based committee will include the model in subsequent District Improvement Plans including providing resources for professional learning for administrators and reading teachers in support of the restructured dyslexia model.

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.

Each district has existing initiatives that will be influential in effective implementation of the Read to Succeed model. Dyslexia Services: Calallen ISD and Odem-Edroy ISD employ dyslexia therapists licensed who are trained to assess and identify dyslexic learners and to provide therapy using multisensory alphabetic phonics curriculum and instruction. 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 for students in grade levels 4-12. The technology 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 *Read to Succeed* 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 during instruction. 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 *Read to Succeed* initiative is awarded, Reading Facilitators and Interventionists will join PLC meetings. These reading specialists will work with classroom educators to review student scores on the Assessment Profile during data analysis meetings, add technology program activities that support curriculum and 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. Conclusion: The districts will use initiatives that have proven successful in improving student achievement into the *Read to Succeed* project to maximize effectiveness of the model.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 178903	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.	Assessment Profile: Baseline, Functional & Achievement Scores; Dyslexia Identification	1.	Baseline: CIRCLE beginning-of-year & TPRI (K-2) end-of-year scores
		2.	Functional skills development: unit tests and dyslexia mastery checks
		3.	Dyslexia identification assessments –WRMT, Shaywitz Screener, etc
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.	Student interest surveys completed by families annually
		2.	Families attend 3 of 4 events per year
		3.	Families support technology based reading at home 2.5 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 Reading Facilitators will lead the Campus Improvement Committee 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. <u>Program-level data</u>: The Dyslexia Planning Team will meet during the first months of the grant program to fully develop the grant blueprint that includes project goals and objectives correlated to a timeline of activities, events, milestones, and performance targets. The document will include PLC meetings, licensing training dates, curriculum workshops, professional development training, therapist and interventionist schedules, parent events, assessment dates, data meetings, and Campus Improvement Committee (CIC) meetings. The Reading Facilitator will develop and provide sign-in sheets for all program events and evaluation surveys for all training. <u>Student-level data</u>: The Assessment Profile will be developed using Edugence during the summer of 2018. The Reading Facilitator will work with reading teachers during inservice to add student scores to the profile. *Dyslexia Services*: At the beginning of the year and end of each unit of instruction, 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 6 reading skills and 3 functional literacy outcomes (fluency, spelling, writing) on the profile. Progress monitoring assessments will be administered in the classroom to determine if students are making progress toward mastery of reading skills quarterly. Data will be recorded on the Assessment Profile. The Reading Facilitators will work with interventionists and classroom teachers to analyze benchmark data to plan meaningful technology infused lessons. <u>Formative Review</u>: 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. <u>Summative Review</u>: 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 & addressed.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 178903	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 *Read to Succeed* model incorporates research-based design into each component of the project plan: assessment, curriculum and instruction, professional development, parent participation, and evaluation. Assessment: The Assessment Profile and identification process meet the standards of the House Bill 1866 and the TEA Dyslexia Handbook. 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. 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. 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 2 to achieve high levels of family involvement in their child's reading performance and maintain positive family attitudes toward education. 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 *Read to Succeed* initiative will use the Assessment Profile 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 *Read to Succeed* 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: 178903	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.

Calallen ISD and Odem-Edroy ISD will develop and implement a high-quality Dyslexia Parent Participation model to achieve and maintain high levels of family involvement and positive family attitudes that promote student success. and Family Reading Night (CISD) and Early Owl Literacy (OEISD) events will be held four times each year. Topics to educate families and promote participation will include: (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 be invited to attend the ESC 2 Early Scholars Program. At the learning facility, qualified early education specialists guide children through interactive activities that build literacy skills. The family based activities serve as a model for home parent-child interactions; (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 *Read to Succeed* 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 Parent Participation 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 project 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. Odem-Edroy ISD and Calallen 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 *Reading to Succeed* 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. A phonics program selected during the curriculum audit will be used in PK and K to develop phonemic awareness skills and to develop decoding and encoding skills in grades one through three. Interventionists and reading teachers will work with students in classroom, co-teach, and small group settings to use blended teaching with technology lessons to develop skills. Therapists will work with students during Dyslexia classes to develop phonemic awareness utilizing multisensory alphabetic 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 vocabulary is also a challenge for students with dyslexia, who have difficulty learning new words in print. The classroom phonics program selected will include a receptive and expressive language component to build vocabulary skills. During dyslexia services, therapists will use the Vocabulary Development component of therapy to build receptive and expressive language; (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. The classroom phonics program selected will have a comprehension component to help learners develop comprehension strategies for narrative and expository text. The research based components of the *Read to Succeed* model are designed to improve the performance of all dyslexic, including economically disadvantaged learners.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 178903	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.

Read to Succeed 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 create and utilize a new and innovative Assessment Profile for monitoring student progress in mastery of reading skills and to determine reading achievement. Classroom reading teachers will administer the appropriate assessment CIRCLE (PK) or TPRI/TejasLEE (K-2) in September and May each year. Scores on the pretest will provide a baseline of reading achievement for each student. Scores on the posttest will provide a grade level achievement score for each student based on Texas standards. Classroom teachers and interventionists will administer unit tests from the classroom phonics program selected to assess student progress in six basic reading skills (phonology, phonics, letter identification, word recognition, vocabulary, and comprehension) and three reading outcomes (fluency, spelling and writing). Unit test scores will be used to identify skill deficits and target instruction to meet the needs of the student and class. Because skills on the profile 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. Tests considered will 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 Profile designed using the electronic Edugence system will allow educators to highlight areas of concern during the identification process. Because skill areas on the Assessment Profile will be aligned to instructional components of the selected dyslexia therapy program, therapists will be able to use 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. Educators will conduct a curriculum audit in the summer to select curriculum and instructional materials including technology programs to be utilized by classroom reading teachers and interventionists to provide a systematic and explicit program that targets basic reading skills through a variety of learning activities. Multisensory alphabetic phonics 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 selected and used to promote skill acquisition. Additional programs such as *Read Naturally, Naturally Speaking* and *Fast Forward* will be selected 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 web conferencing resources, CISD and OEISD educators will collaborate with 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. The *Read to Succeed* 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.

National Research shows that a high quality early education can increase a child's chances of succeeding in school as well as in life. The Early Scholars Academy presented annually by Education Service Center Region 2 (ESC 2) will be a component of the *Reading to Succeed* parent participation model. The districts will partner with ESC 2 to make the events available to families in the project. The service center will pay the admission price for families and the districts will pay for transportation to attend the events.

<u>Instructional Explorations</u>: The academy offers Instructional Units in three thematic topics:

- <u>All Around the World</u>, tramp through the dark canopy of the tropical rainforest, navigate the frozen landscape of our Polar Regions, and dive down through the depths of our oceans in a submarine.
- <u>All Things Living</u>, children learn what it takes for a plant to grow, discover domestic and wild animals and their habitats, and learn about their amazing bodies and how to keep them healthy.
- <u>Destination Exploration</u> is the place where children can travel to the furthest depths of space in a rocket ride, learn about how water, wind and fire change our Earth, and then build a community and learn who works in them. to ensure that children are equipped with a meaningful and educational experience. The instructional units consists of pre and post-lessons/activities, vocabulary cards, picture cards, books, and instructional charts.

Each learning pod is designed to ensure that children are equipped with meaningful educational experiences. The instructional units consist of pre and post-lessons, collaborative activities, vocabulary cards, picture cards, books, and instructional charts. Utilizing these resources, children will build oral language, emergent literacy, and reading skills. Parents learn to actively engage in their child's learning as they participate in each activity.

<u>Career Days</u>: In addition to the instructional explorations, each year the Early Scholars Academy hosts Career Days where young children have the opportunity to visit with professionals from several different industries and learn about career paths and industries of the Coastal Bend Region. Local professionals talk to students about the work they do in their jobs and why it is important to stay in school. They explain the kinds of things students must learn and how they can shape their futures with the career choices they make. Career Day will be an activity promoted by the Read to Succeed program to present children with new ideas and opportunities for learning.

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