

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia		
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY <small>Write NOGA ID here.</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Tenaha ISD	210904		
Vendor ID #	ESC Region #		
756002574	7		
Mailing address	City	State	ZIP Code
P. O. Box 318	Tenaha	TX	75974-0318
Primary Contact			
First name	M.I.	Last name	Title
Martha		Boren	Director of Academic Affairs
Telephone #	Email address		FAX #
936-248-5000	borenmartha@tenahaisd.com		936-248-3902
Secondary Contact			
First name	M.I.	Last name	Title
Terry		Bowlin	COO
Telephone #	Email address		FAX #
936-248-5000	bowlinterry@tenahaisd.com		936-248-3902

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
Scott		Tyner	Superintendent
Telephone #	Email address		FAX #
936-248-5000	tynerscott@tenahaisd.com		936-248-3902
Signature (blue ink preferred)		Date signed	

March 5, 2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 210904

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
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No fiscal-related attachments are required for this grant.

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 210904

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 #5—Program Executive Summary

County-district number or vendor ID: 210904

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.

The district appointed a Grant Implementation Team (GIT) to determine if the district needed the Services to Students with Dyslexia Grant. Based on the research of the GIT it was decided that our students would benefit greatly from this funding. Our dyslexic students and students with reading difficulties could based on research show increased achievement; therefore, the GIT decided to apply for the grant.

"If a child is not learning in the way you teach, change your teaching strategy and teach the child in the way he learns!" Multisensory techniques are frequently used for children with learning differences. Studies from the National Institute of Child Health and Human development (United States of America) have shown that for children with difficulties in learning to read, a multisensory teaching method is the most effective teaching method. Children with dyslexia learning disorder often have difficulty reading because they struggle to decode letters and words or process the sounds of words, according to the National Institute of Neurological Disorders and Stroke. Treatment typically includes modified teaching methods and environment, and individual effects can vary widely. Many students are still going undiagnosed. A new state requirement to screen students earlier is likely to narrow the gap and add to the already increasing number of students identified as dyslexic. The law requires public schools to screen students for dyslexia starting in kindergarten, instead of third grade. HB1886, June 15, 2017, effective immediately reads: "Relating to dyslexia screening and testing in public schools, the employment of dyslexia specialists by regional education service centers, the development of a list of training opportunities for educators regarding dyslexia, and transition planning for students enrolled in a special education program".

Dr. Samuel Orton and his colleagues began using multisensory techniques in the mid-1920's at the mobile mental health clinic he directed in Iowa. Dr. Orton's key contribution to the field of education was the concept of "multisensory" teaching—integrating kinesthetic (movement-based) and tactile (sensory-based) learning strategies with teaching of visual and auditory concepts. Dr. Orton was influenced by the kinesthetic method described by Grace Fernald and Helen Keller. He suggested that kinesthetic-tactile reinforcement of visual and auditory associations could correct the tendency of confusing similar letters and transposing the sequence of letters while reading and writing. For example, students who confuse b and d are taught to use consistent, different strokes in forming each letter. Students make the vertical line before drawing the circle in printing the letter b; they form the circle before drawing the vertical line in printing the letter d. Anna Gillingham and Bessie Stillman based their original 1936 teaching manual for the "alphabetic method" on Dr. Orton's theories. They combined multisensory techniques with teaching the structure of written English, including the sounds (phonemes), meaning units (morphemes such as prefixes, suffixes, and roots) and common spelling rules. The phrase "Orton-Gillingham approach" refers to the structured, sequential, multisensory techniques established by Dr. Orton, Ms. Gillingham, and their colleagues. Many programs today incorporate methods and principles first described in this foundational work, as well as other practices supported by research. The studies of Orton have led the studies on dyslexia and have found validation in current cognitive science and learning theory. Although he did not have access to brain scanning equipment, most of his findings have eventually been found to be correct. ([Was Orton Right? New Study Examines How The Brain Works In Reading: Offers Key To Better Understanding Dyslexia](#)". ScienceDaily. Georgetown University Medical Center. 19 May 2003. Retrieved 12 June 2017. and [Jump up](#) ^ Miciak, Jeremy; Stuebing, Karla K.; Vaughn, Sharon; Roberts, Greg; Barth, Amy E.; Fletcher, Jack M.; VanDerHeyden, Amanda (December 2014). "Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School". School

Psychology Review. 43 (4): 407–427)

Even with all the research indicating that MTA was the approach to use with dyslexic students and even with students with reading difficulty, the GIT decided that contacting other school districts and ESCs to get their ideas, thought and recommendations was needed. Numerous school districts were contacted. Based on school data, the most successful programs were the ones that used some form of MTA. Other districts that used other methods did not show improved student achievement. Our ESC provides various training and approaches. One ESC staff member told the GIT team this: "In a nutshell, the approach to choose is multi-sensory in that the visual, auditory and kinesthetic channels all reinforce each other and are employed simultaneously when possible. This strengthens both short and long term memory. It is structured, sequential and cumulative: each step is directly taught, in logical fashion, moving from simple to complex with continuous review. It is based on English language rules so that the student can confidently apply the skills he has

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 210904

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.

learned without guessing or resorting to memorizing. It is individualized and flexible, custom-designed to the needs of the student. And lessons are designed to build confidence because the student can achieve and experience mastery. Based on the theory that everyone can learn to read, but some just have to learn differently. Our plan begins by screening all students in PK through grade 3 for dyslexia. PK students will be screened and/or tested at the end of the school in order to have their placement ready when they begin kindergarten. All other students K through 3 will be screened at the beginning of the school. All new students in K-3 will be screened when they enroll in the district. Of course, students being referred by their teachers or parents will be tested even if they have already been tested. Those students showing dyslexic tendencies would have further testing with permission from their parents/guardians. Our students with dyslexia are served through Chapter 504 not special education. This grant does not cover students in grades 4 through 12. The students already in the program will continue to have a period in their schedule for their dyslexia class. Students in grades 4 through 12 will be tested upon request from a teacher or parent. All students in special education with dyslexia will be served based on their IEP. All dyslexia students will be instructed with MTA materials by teachers who have been trained by the MTA staff. MTA has planned trainings for July 23-27, 2018 and August 6-10 in Dallas. This is a five-day training with follow-up training later in the school year. The cost of this training will be \$11,824.

The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers. (American Federation of Teachers, Learning Forward, 2011). Tenaha ISD is a high poverty school system, but it is the desire of the district to become high performing also.

Using grant funds, the LEA will be employing five teachers to train and implement the MTA learning for our students. AS with every school district personnel is the largest expenditure. These teachers will also have to be proficient with technology. They will be trained to use technology devices. The district will expect the teachers to be able to use an interactive TV and be able to use and instruct students to use various media devices. Our dyslexia students will have all their textbooks, materials, library books uploaded to a media device that can read and provided needed accommodations for the students. The accommodations provided will be similar to those provided by online state mandated assessments. The district will provide technology devices and equipment. Grant funds will not be used to purchase the technology. Also, the district will provide all the technology training needed by the teachers.

Some supplies and materials funds were included to provide the students and/or teachers with needed items.

The district is asking for \$420,000.00 in grant funding. This is an average of \$2187.50 per student to be served. Based on the thought that it takes about the same amount of time to make a graduate as it does a drop-out and that students who are not reading proficiently by third grade is at-risk for failing and/or eventually dropping out of school. As a small, rural Texas small district with over 91 percent of our student population are economically disadvantaged and our minority enrollment is 64 percent and growing. Our homeless population is 23.8 percent and 85 percent of our student body is at-risk based on the 13 indicators. With our students having this many issues \$2187.50 per student is not much money if all these 192 graduate from high school and go on to be productive citizens. Without these added funds, most of these students face a bleak future.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 210904

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	\$351000	\$	\$351000
Schedule #8	Professional and Contracted Services (6200)	6200	\$50000	\$	\$50000
Schedule #9	Supplies and Materials (6300)	6300	\$7176	\$	\$7176
Schedule #10	Other Operating Costs (6400)	6400	\$11824	\$	\$11824
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$420000	\$	\$420000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$
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:	\$

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: 210904

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	5	1	\$291000
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator		1	\$30000
5	Project coordinator		1	\$30000
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	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$351000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$351000

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: 210904		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	MTA Training ESC 7 and IPSI	\$10000
2	Diagnostic Services	\$40000
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:		\$0
(Sum of lines a, b, and c) Grand total		\$50000

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: 210904		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:	\$7176
Grand total:		\$7176

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: 210904		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:	\$11824
Grand total:		\$11824

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: 210904			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:				\$0

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: 210904		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:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit <input type="checkbox"/> Private For Profit <input type="checkbox"/> Public Institution
Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	37	1	7/1
K	29	1	6/1
1 st	41	1	8/1
2 nd	38	1	7/1
3 rd	47	1	10/1
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	2.00	Four groups a day with approximately 2 hours for each group. The students will also receive two additional hours in reading and writing instruction per day.	
Number of days in school year	180	2018-2019 School Calendar has 180 Student Days	
Minutes of instruction per school year	18900	Each student will receive at least one-fourth of 75600 minutes each year	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 210904

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 LEA choose to conduct a diversity needs assessment with the goal of using various types of data to: identify a district's student population in broad terms, including students from different racial and ethnic backgrounds, socioeconomic status, students with disabilities, and English learners (ELs); uncover inequities around access and outcomes for these and other groups of students; identify the greatest needs of these students; and identify program or policy actions aimed to address these needs. The diversity needs assessment took into account a district's or region's current enrollment and full demographic context, as well as changes and projections over time, so that knowledge of trends can inform decision making.

Other data that was considered in our needs assessment included: 1. The Department's Civil Rights Data Collection (CRDC) data, which include information about school demographics, course enrollment, discipline, and other topics, broken down by factors such as sex, disability, and race/ethnicity. 2. Student demographic and academic outcome data for the target schools and other schools in the district or metropolitan area. 3. Test scores disaggregated by student groups; however, test scores alone cannot give a full picture of access to a well-rounded, high-quality education. 4. Data related to student access to resources (e.g., participation in advanced coursework, effective teachers, per pupil expenditures, instructional tools, and full-day prekindergarten). 5. Interview, focus group, survey or observation data related to diversity needs or concerns. 6. Data on the interface between race, ethnicity and/or socioeconomic status and students with disabilities and EL status. 7. Records such as strategic planning documents, district improvement plans, and school board agendas. 8. The methods currently used for student assignment, including the impact of school attendance boundaries on the diversity of a student population, both within and between districts. 9. Census data, which can be used to determine poverty, racial, or ethnic diversity in the district or metropolitan area. 10. Data related to families' socioeconomic status, which is broadly defined as "one's access to financial, social, cultural, and human capital resources" and includes three core components: family income, parental educational attainment, and parental occupational status. The 2015 Forum Guide to Alternative Measures of Socioeconomic Status in Education Data Systems from the National Forum on Education Statistics is a useful resource for considering socioeconomic status measures beyond Free and Reduced Price Lunch Program data.

In the past, students were not tested until they could read which was second or third grade per state guidelines. Statistically, if a student is not reading well by third grade the student has been setup for failure the majority of time. Based on data gathered by the GIT, the first need is for 2018-2019 school year to screen every student in PK through Grade 3 (192 students) Those students showing dyslexic tendencies will have further testing to be placed in a pull-out dyslexia class. PK students need be screened and/or tested at the end of the school in order to have their placement ready when they begin kindergarten. All other students K through 3 need to be screened at the beginning of the school. All new students in K-3 will be screened when they enroll in the district. Of course, students being referred by their teachers or parents will be tested even if they have already been tested. Those students showing dyslexic tendencies would have further testing with permission from their parents/guardians. Our students with dyslexia are served through Chapter 504 not special education. This grant does not cover students in grades 4 through 12. The students already in the program will continue to have a period in their schedule for their dyslexia class. Students in grades 4 through 12 will be tested upon request from a teacher or parent. All students in special education with dyslexia will be served based on their IEP. All dyslexia students will be instructed with MTA materials by teachers who have been trained by the MTA program staff. The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and teachers is critical. Our teachers will need training in the MTA program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 210904

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.	Students in PK through Grade 3 never screened	Based on data gathered by the GIT, the first need is for 2018-2019 school year to screen every student in PK through Grade 3 (192 students) Using grants funds, every student will be screened for dyslexia.
2.	Students identified through testing needing dyslexia instruction	Those students showing dyslexic tendencies will have further testing to be placed in a pull-out dyslexia class using MTA materials and methods.
3.	Students showing reading difficulties	Those students screened students and reading assessments showing reading difficulties will be placed in learning groups by classroom teachers and grant director and facilitator. These groups would be taught with MTA kits based on individual needs.
4.	Professional Development	The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. Also leading to increased student achievement by dyslexic students.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 210904

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.	Grant Director	Position Summary: Work in team oriented environment to monitor grant requirements and guidelines, experience working as grant director, provide assistance implementing the grant and provide technical assistance to support grant. Minimum Qualifications: Master's Degree
2.	Grant Facilitator	Position Summary: Work in team oriented environment to monitor grant requirements and guidelines, work with Student Liaison to insure all deadlines are met, all required data is gathered, disaggregated and report. Minimum Qualifications: Master's Degree
3.	Teachers	Position Summary: Work in team oriented environment with dyslexic students. Implement teaching program selected for the grant. Track students' progress. Provide student data for disaggregation and reporting. Minimum Qualifications: Bachelor's Degree, Appropriate Grade Level Certification
4.	Parent/Student Liaison	Position Summary: Work in team oriented environment with dyslexic students, parents and teachers. Insure all grant and district deadlines are met, all required data is gathered, disaggregated and report. Minimum Qualifications: Bachelor's Degree, Appropriate Teacher Certification
5.		

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.	Faculty and staff	1. Hiring	05/01/2018	08/31/2019
		2. Implementation and program monitoring	05/01/2018	08/31/2019
		3. Student data and achievement, training	05/01/2018	08/31/2019
		4. End-of-year Evaluations	05/01/2018	08/31/2019
2.	MTA	1. Purchasing materials	05/01/2018	08/31/2019
		2. Training faculty and staff	05/01/2018	08/31/2019
		3. Ongoing monitoring and adjusting of program	05/01/2018	08/31/2019
		4. Evaluations/disaggregation of all data	05/01/2018	08/31/2019
3.	Students	1. Screening of students PK-Grade 3	05/01/2018	08/31/2019
		2. Assigning Dyslexia students to groups	05/01/2018	08/31/2019
		3. Students with Reading Difficulties assigned	05/01/2018	08/31/2019
		4. Periodic Assessments	05/01/2018	08/31/2019
4.	Data	1. Daily/weekly student data gathering	05/01/2018	08/31/2019
		2. SOY, BOY, MOY, EOY Assessment Data	05/01/2018	08/31/2019
		3. Qualitative Data Gathering	05/01/2018	08/31/2019
		4. Evaluations/disaggregation of all data	05/01/2018	08/31/2019
5.	Program	1. Positive/Negative Feedback	05/01/2018	08/31/2019
		2. Make needed program adjustments	05/01/2018	08/31/2019
		3. Ongoing training to learn methods	05/01/2018	08/31/2019
		4. Data Reporting	05/01/2018	08/31/2019

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: 210904

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.

Develop a System for Monitoring Fidelity - There's an old saying, "What gets monitored, gets done." This seems to hold true when schools implement new practices and programs. Oftentimes, simply by monitoring implementation a school can improve fidelity. As they develop a system for monitoring fidelity, the implementation team needs to: Identify methods, measures, and sources, Establish a data collection plan and Train data collectors. Research Shows that in the absence of monitoring, teachers tend to alter implementation procedures. Of those teachers who implement preventive programs, 41 percent to 84 percent change components or procedures over time (i.e., they drift) or discontinue their use. (Tappe, Galer-Unit, & Bailey, 1995). The teachers will be monitoring students daily and weekly for students meeting individual goals. We will be using evaluation procedures included with implemented programs and/or we will be developing our own based on the grant itself. Multiple measures of data used included teacher fidelity, student learning, demographics, perceptions, and school process. All the data will be analyzed formally (BOY, MOY and EOY) at the three required data analysis meetings. But for the program to be truly successful it will be necessary for us to analyze student data and check student progress daily and weekly through the monitoring systems. Feedback (positive and negative) and improvement measures will be provided continuously.

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.

"...sustainability requires constant vigilance and continued attention to system supports, starting with the exploration stage and continuing through the life of the innovation." (Wallace, Blase, Fixsen, & Naoom, 2007)
Our successes as an independent school district in sustainable practices are directly related to how each individual employee plays a role in sustainability within their day-to-day activities. All of our programs are based in the basic concepts of sustainability and individual responsibility to contribute to implementation. Our current successful programs underlie all sustainability practices happening in and around our campus. Our philosophy about sustainability consists of small steps and bold moves, in which our employees play a key role every day. The same will be true for our MTA program if we are successful in obtaining this grant. Before beginning the application for this grant, a group met to discuss data and needs. Also, discussed was commitment to the projects and the need to continue them past the grant period. It was decided that in order for our students to be have success in the post-secondary world, the district needed to make a long term commitment to continue to work with all students, their families and our community members. During this year, we as a district would make every effort to galvanize a plethora of civic, fraternal and religious organizations serving the area to partner together to create customized solutions to address the issues of our students and their families and to seek funding to support these students through various means to include local, state and federal funding.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 210904

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.	Classroom Observations	1.	Program Implementation
		2.	Positive and Negative Feedback
		3.	Data Gathering
2.	Student Achievement	1.	Classroom Work
		2.	Assessments
		3.	Students' State Mandated Test Scores
3.	Professional Development	1.	Correct Implementation of Program
		2.	Valid Data Collection
		3.	Continued Growth and Improvement
4.	Parental Involvement	1.	Empowering parents in the student's education
		2.	Including parents in district decision making
		3.	Improving districts Parental Engagement
5.	Technology	1.	Help for students when not at school
		2.	Improved, faster learning timeframe
		3.	Data Gathering ease

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.

Computer programs/software will be used to collect data for reporting which will include number of participant, student progress and achievement and attendance. These programs will collect data on individual student progress that is meaningful and measurable. With the programs we will be able to track individual student program, class progress by teacher or group and/or grade levels. Identify Methods, Measures, and Sources – School personnel will identify the methods, measures, and sources they will use to monitor fidelity of implementation by teachers which will include walk-throughs, informal and formal evaluations by principal and grant team.

Both positive and negative feedback will be provided constantly by the grant implementation team and principal. Necessary changes will be made to the programs and/or practices as needed to improve student achievement, teacher fidelity and to meet our students' needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 210904

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.

Teaching experience supports a multi-sensory instruction approach in the early grades to improve phonemic awareness, phonics, and reading comprehension skills. Multi-sensory instruction combines listening, speaking, reading, and a tactile or kinesthetic activity. Phonics instruction lends itself to multi-sensory teaching techniques, because these techniques can be used to focus children's attention on the sequence of letters in printed words.. An added benefit is that multisensory techniques are quite motivating and engaging to many children. (Phonics Instruction: the Value of a Multi-sensory Approach, Center for Effective Reading Instruction, International Dyslexia Association, 2016)

Is there solid evidence that multisensory teaching is effective for students with dyslexia?

Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), has demonstrated the value of explicit, structured language teaching for all students, especially those with dyslexia. Programs that work differ in their techniques but have many principles in common. Instructional approaches that are effective use direct, explicit teaching of lettersound relationships, syllable patterns, and meaningful word parts, and provide a great deal of successful practice of skills that have been taught.. Word recognition and spelling skills are applied in meaningful reading and writing of sentences and text passages, and students receive immediate feedback if they make mistakes. Guessing at words and skipping words are discouraged and replaced by knowledge of how to analyze and Multisensory Structured Language Teaching – read unknown words.(MULTISENSORY STRUCTURED LANGUAGE TEACHING, Just the Facts, International Dyslexia Association,dyslexiaida.org, 2017) The district will expect the teachers to be able to use an interactive TV and be able to use and instruct students to us various media devices. Our dyslexia students will have all their textbooks, materials, library books uploaded to a media device that can read and provided needed accommodations for the students. The accommodations provided will be similar to those provided by online state mandated assessments. The district will provide technology devices and equipment. Grant funds will not be used to purchase the technology. Also, the district will provide all the technology training needed by the teachers.

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.

Empirical implies that the information is based on experience, and data is information we gather about something. Thus the information acquired by scientists through experimentation and observation is called empirical data. Gathering empirical data is an essential part of knowing instead of believing our students are being successful. For the data for this grant, quanatative and qualitative data will be gathered. Our empirical data for this grant will use the IMRaD format, to communicate empirical research findings. Such articles typically have 4 components: Introduction: sometimes called "literature review" – what is currently known about the topic -- usually includes a theoretical framework and/or discussion of previous studies, Methodology: sometimes called "research design" -- how to recreate the study -- usually describes the population, research process, and analytical tools, Results: sometimes called "findings" -- what was learned through the study -- usually appears as statistical data or as substantial quotations from research participants, and Discussion: sometimes called "conclusion" or "implications" -- why the study is important -- usually describes how the research results influence professional practices or future studies. Before deciding on the approach to be used for this grant the GIT did the literature review. Through research it was determined what had worked in the past and by using what methods. These methods were studied and discussed by the GIT before they reached the decision to use Multisensory Teaching Approach. The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers. (American Federation of Teachers, Learning Forward, 2011)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 210904

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.

At Tenaha ISD, we believe that parents are equal to teachers and the principal in the decision-making process. Because parents have a stake in what their children learn, they need to have a voice in deciding what is taught and how it is taught. All parents should have the same kind of opportunity as to contribute to their children's education. This type of involvement makes you understand what ownership really means. Establishing two-way communication between educators and parents in schools is one of the biggest challenges—but also one of the most important components—of parent involvement. Creating relationships based on equality between parents and teachers can challenge assumptions and allow faculty members and parents to realize they share common goals for their children's education. The most surprising thing about becoming involved with the council and committees is that parents meet many dedicated, caring, and sharp teachers. In turn, teachers are surprised that parents took the time to come to the school and become involved, and that they could contribute intelligently to discussions about education. Once parents and teachers realized they were all committed to improving student achievement, making real progress becomes possible. Student success of all students regardless of subpopulation is the goal at our district. Parents served on the GIT and helped make decisions about the program to be offered.

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.

Texas public schools have a diversity score of 0.41, which is higher than the national average of 0.31. Tenaha ISD's diversity score is 0.67. Minority enrollment is 64% of the student body (majority Hispanic), which is less than the state average of 71%. Tenaha Schools student population is 38% Hispanic, 24% Black, 36% White and 2% Two or more races. The Texas State School Average is 52% Hispanic, 13% Black, 29% White and 2% Two or more races. With 91.02% of the students' being eligible for free and reduced lunch while the Texas average is 58%. Our district also has a large homeless population (23.8%) for a district our size and 85% at-risk. Our district does not have an Asian subpopulation in our district. The makeup of the Texas public school system has become less white and poorer in recent decades, according to the most recent data from the Texas Education Agency reflected in The Texas Tribune's Texas Public Schools Explorer. As the state's student population has become more diverse, it's also become poorer. During the last school year, nearly 60 percent of the state's public school students were considered "economically disadvantaged" — up from about half in 2000. Based on our district's data our proposed program should be easily replicated by any school in the state for their dyslexia students and also any students in grade PK-3 who are having reading difficulties. Any good, effective program for one district should be a good, effective program for another district. In other words, a good, effective program if implemented correctly will be a good program in any school district.. A good program that is not implemented correctly will be a bad, ineffective program regardless of the diversity. The GIT team is of the opinion that since multisensory teaching approach was effective in Texas and other states' schools with population similar to ours. They were especially interested in using this approach with our EL population with reading difficulties.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 210904

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.

It's not such a new approach as it is a new idea of starting identifying students earlier than in the past. Recognizing dyslexia at an early age is a key factor in how much the learning disability will affect a person's development. According to the National Institutes of Health, dyslexia represents the most common and prevalent of all known learning disabilities. Atlanta-based LD Coach is launching a new MTA program today to help dyslexic children overcome the challenges they experience with reading and writing. The program uses a patented, all-sensory approach to engage the dyslexic learner's senses of sight, sound and touch to promote fluidity in reading and maximize comprehension. -- (ATLANTA, April 19 /PRNewswire/) The quote "the more things change, the more they stay the same" seems to apply to new, unique program for dyslexia. This reference to situations where there appears to be a meaningful change, but many underlying fundamentals are still the same seems to be referring to the new program for dyslexia introduced in April of last year. The program is a new way to teach using multisensory teaching approach. The program is geared to younger children. The colors and graphics used are designed to be kid-friendly and engaging to promote a positive educational experience and to hold the child's interest. This new program does introduce the use of interactive TVs and media devices to teach dyslexic students and students have difficulty learning to read. Prior to this program, technology was not included in MTA approach. The program also empowers parents and children. By allowing parents to take an active role in creating an optimal learning environment and it gives parents tools to help their student at home if they desire. The program offers a solution-based program that helps build confidence in dyslexic children and is easy to work through. In the past MTA did not allow parent input and was not as easy to work through.

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

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☐ NA – Program will not coordinate with private or community based providers.

Our district is a small, rural district in Deep East Texas with 579 students with a 91.02 percent economically disadvantaged population. Our district is in a high poverty area of Texas. The district did attempt to get other local districts to participate in this grant, but they either already had a dyslexia program they were happy with and had employed and trained their staff to implement the program seeing no need to change at this time or did not have or need a dyslexia program. They felt they would be wasting money at the district level to try to implement the program we were suggesting. The LEA is in a SSA with other local school districts for other grants. There are no private or community based providers within our district boundaries or in our local vicinity. Three school districts over 70 miles away in different directions would have liked to join a shared service arrangement with us but the distances to and from them made sharing students, teachers, etc. impossible. We also realize a SSA would have given this grant a higher priority, but it just did not work out with this grant.

Our district will be using ESC 7 to help with professional development, monitoring and disaggregating data for the program. Our district worked with the University of Texas at Austin's Institute for Public School Initiatives (IPSI) during our literacy initiative and we would like to bring them in on this grant to help us implement, monitor and disaggregate data also. Both ESC 7 and IPSI have many more resources available than our district does. The GIT felt that partnering with ESC 7 and IPSI would give us advantages in implementing the MTA program because they both have experience with MTA.

Panola College will be our IHE partner. Panola College already helps us with dual credit and vocational classes. They will also be helping us with the MTA program.

As always, our community members and parents are valuable assests to this distirct. The district will be looking to them for input both positive and negative and helping us make this district a better place for learning and student success.

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