

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Services to Students with Dyslexia</b>		
<b>Program authority:</b>	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
<b>Submittal information:</b>	<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>	
<b>Contact information:</b>	Karin Miller, <a href="mailto:karin.miller@tea.texas.gov">karin.miller@tea.texas.gov</a> , (512) 463-9581	

## Schedule #1—General Information

<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Amendment #		
Victoria ISD Dyslexia Program	235-902			
Vendor ID #	ESC Region #			
	3			
Mailing address	City	State	ZIP Code	
102 Profit Dr	Victoria	TX	77901	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Bridget	M	Bomersbach	Dyslexia Specialist	
Telephone #	Email address		FAX #	
361-788-9817	<a href="mailto:Bridget.bomersbach@visd.net">Bridget.bomersbach@visd.net</a>		361-574-3412	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Tammy		Nobles	Director of Student Services	
Telephone #	Email address		FAX #	
361-788-9250	<a href="mailto:Tammy.nobles@visd.net">Tammy.nobles@visd.net</a>		361-788-9233	
<b>Part 2: Certification and Incorporation</b>				

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
Robert		Jaklich	Superintendent of Schools
Telephone #	Email address		FAX #
361-788-9202	<a href="mailto:Robert.jaklich@visd.net">Robert.jaklich@visd.net</a>		361-788-9643

Signature (blue ink preferred)

Date signed

March 7, 2018

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 235-902

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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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<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: 235-902

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: 235-902

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
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**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
<b>Member Districts</b>				
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	
<b>Grand total:</b>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

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

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

**Part 2: When an Amendment Is Required**

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

**Part 3: Revised Budget**

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

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 235-902

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.

Identify the bottom 5% of students in grades K-3<sup>rd</sup> who fall below the 25% on the Universal Reading Screener (DIBELS) within Victoria ISD and three private schools. Provide these at-risk students with an intense, scientifically- and research-based reading program to help bridge their reading gaps and increase their Universal Reading Screeners to be at or above the cut point at the end of year.

The grant will help advance the reading skills of students who meet the above criteria and provide appropriate training/resources to administrators, teachers and parents of these students. The grant will foster a culture that stresses the importance of strong parent partnerships and participation in the process so as to maximize the resources available to meet the needs of the following targeted students:

VISD- 50 Kindergarten; 53 First graders, 52 Second graders, and 58 Third graders

Nazareth Academy- 20 Kindergarten; 6 First graders; 6 Second graders; 6 third graders

Faith Academy- 20 Kindergarten; 6 First graders; 6 Second graders; 6 third graders

Our Lady of Victory- 20 Kindergarten; 6 First graders; 6 Second graders; 6 third graders

The grant will provide training in an explicit, scientific- and research-based reading program to those identified for the 2018-19 school year and subsequent years to follow. The teachers and tutors who will be trained include: 10 students at University of Houston of Victoria currently enrolled in the Masters Dyslexia Certificate program, 3 private school staff members, and 5 Dyslexia Itinerant Teachers in Victoria ISD. The two reading programs include: Reading Horizons Discovery and Project Read Phonics. Each group consists of 6:1 student to teacher ratio for a duration of 60 minutes per week. In addition to the direct-teacher instruction, each student will have an iPad to access multi-sensory software. Such software includes: VoiceDream app for unlimited text-to-speech books, Reading Horizons Discovery Online to apply instructional techniques, ReadLive for building fluency, and Learning A-Z to provide decodable books for comprehension. Reading Horizons Discovery Online, ReadLive, and VoiceDream are web-based programs which will allow students to access at home or at school further reinforcing what is learned during direct instruction with the teacher. All software can be accessed by mobile devices, laptops, computers, tablets, or smart phones with internet access.

Teachers monitor each student by using a student datacard. Each datacard includes: student's name, grade level, attendance, duration of instruction, fluency, skills, and week by week notation of progress. Each program has unit tests to monitor growth and mastery of skills. Universal Screeners will allow for progress monitoring of students at the beginning of the year and again at the end of the year.

At the end of each marking period, teachers will send a letter home to parents detailing his/her child's progress in the program. At the conclusion of the 2018-19 school year, a final evaluation and review of the program will be conducted and forwarded to TEA.

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By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 235-902

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.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 235-902				Amendment # (for amendments only):	
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017					
Grant period: May 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 429/459		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$168,684.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$30,140.00
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$3,000.00
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$2,200.00
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$347,964.88
Total direct costs:			\$	\$	\$551,988.88
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$551,988.88</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$551,988.88
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:					<b>\$82,798.00</b>

**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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By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 235-902			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
				Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher- 3 tchrs X 16 hrs @ \$28 X 36 wks		3	\$48,384.00
2	Educational aide			\$
3	Tutor-10 tchrs X 10 hrs @ \$28 X 36 wks		10	\$100,800.00
<b>Program Management and Administration</b>				
4	Project director/administrator		1	\$10,800.00
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant- 1 sec X 5 hrs @ \$15 X 36 wks		1	\$2,700.00
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Other Employee Positions</b>				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$162,684.00
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay- 20 teachers X 3 trainings @ \$100 full day pay		\$6,000.00
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$6,000.00
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$168,684.00

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

#### For TEA Use Only

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By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 235-902		Amendment # (for amendments only):
<b>NOTE:</b> 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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Reading Horizons Discovery On-site Training- for 20 teachers	\$2,500.00
2	Reading Horizons Discovery Training Module (software) incl w/ training-for 20 tchrs	\$2,500.00
3	Reading Horizons Discovery Teacher Training Kit- for 20 teachers	\$12,980.00
4	Project Read Phonics Webinar (includes all teacher kits)- for 20 teachers	\$12,160.00
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$30,140.00
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$30,140.00</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 235-902		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$3,000.00
<b>Grand total:</b>		<b>\$3,000.00</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 235-902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
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:	\$2,200.00
<b>Grand total:</b>		<b>\$2,200.00</b>

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

<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 235-902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	iPad	500	\$398.00	\$199,000.00
3	Laptop	20	\$554.93	\$11,098.60
4	Desktop computer	1	\$581.28	\$581.28
5	HP Laserjet Printer	20	\$300.00	\$6,000.00
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12	Reading Horizons Discovery Online	500	\$100	\$50,000.00
13	Read Live licenses	500	\$19	\$9,500.00
14	Learning A-Z Membership	20	\$114	\$2,280.00
15	Bookshare Membership	500	\$-0-	\$-0-
16	Voice Dream App	83	\$15	\$1,245.00
17	Phonics Mastery Test Assessment w/ CD Ph 1	20	\$128	\$2560.00
18	Phonics Mastery Test Assessment w/ CD Ph 2	20	\$180	\$3600.00
<b>66XX—Equipment or furniture</b>				
19	AV Cart for ipads with lock	36	\$800	\$28,800.00
20	Headphones for ipads	500	\$20	\$10,000.00
21	Fold & Go Rolling Cart	20	\$30	\$600.00
22	Otterbox case for ipads	500	\$40	\$20,000.00
23	Magnetic Write & Wipe boards/set of 10	15	\$30	\$450.00
24	Classroom Magnetic Letters Kit	50	\$45	\$2,250.00
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$347,964.88</b>

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

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By TEA staff person:



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

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

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

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

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK			
K	110	13	6:1
1 <sup>st</sup>	73	13	6:1
2 <sup>nd</sup>	72	18	6:1
3 <sup>rd</sup>	78	18	6:1

**COMMENTS** Private school trained staff will instruct their students only. UHV students will tutor with public school students. VISD Dyslexia Itinerants will work with grades 2-3.

**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
<b>School day hours</b> (ex) 8:30am – 4:30pm	7:45am-3:30pm	Targeted students will receive 60 minutes per week of instruction either before, during, or after school hours.
<b>Number of days in school year</b>	170	Targeted number of school days, minus holidays.
<b>Minutes of instruction per school year</b>	2,160	Private school trained staff will provide instruction to K-3 <sup>rd</sup> grade private school students. UHV students will provide instruction to K-1 <sup>st</sup> grade public school students. Victoria ISD Dyslexia Itinerant Teachers will provide instruction to 2 <sup>nd</sup> and 3 <sup>rd</sup> grade public school students.

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## Need

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 235-902

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.

**House Bill 1886** requires students to be screened, or tested, for dyslexia at the end of kindergarten and first grade. Our dyslexia department provides and implements an intense Orton-Gillingham based reading program to those who are identified as dyslexic. With this grant our department can shift our focus to targeting students within Kindergarten and first grades earlier than in previous years. As Dr. Joseph Torgesen states, "It is possible to short circuit the usual year-by-year widening gap between average readers and those with reading disabilities when the 'catch-up occurs within the window of grades 1-3."

Currently 3% of Victoria ISD students are identified as dyslexic. According to the International Dyslexia Association, 10% of the population are dyslexic. Our dyslexia department will target the bottom 5% of K-3<sup>rd</sup> graders who fall below the 25% on the DIBELS/Universal Reading Screener in hopes to identify the 7% of dyslexics we are currently missing. For possible growth in the enrollment of grades K-3, an additional 10% of the materials and technology are included in schedule 11, the capital outlay.

The selected three private schools do not have a current system in place to identify and treat struggling readers and/or those with dyslexia. With this grant Nazareth Academy, Our Lady of Victory, and Faith Academy will gain a system of how to identify reading issues and/or dyslexia and provide an explicit, scientific- and research-based reading program to those identified for the 2018-19 school year and subsequent years to follow.

The 10 students at UHV who are enrolled in the Masters Dyslexia Certificate program will count their hours of tutoring as practicum hours towards their certification. These 10 individuals will specifically work with grades K-1 using Reading Horizons Discovery program. The targeted 2<sup>nd</sup> and 3<sup>rd</sup> graders in Victoria ISD will be serviced by Victoria ISD's current Dyslexia program and follow local policy for identification of dyslexia. Grades 2-3<sup>rd</sup> will utilize Project Read Phonics. With the intensity of the programs targeted for the K-1<sup>st</sup> graders, the VSD Dyslexia Program hopes to increase efforts of reducing the gaps in reading.

For the future years, VSD Dyslexia Program and UHV will continue to collaborate and utilize the extra help of the students in the Masters Dyslexia Certificate program with those identified with early signs of dyslexia in grades K-1. The private schools will continue to utilize the materials and technology to instruct their students who are at-risk for reading failure and/or have dyslexia.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 235-902

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.	Target 5% of the VISD population with reading problems/dyslexia	Provide Universal Reading Screeners in grades k-3
2.	Target 2% of the private schools population with reading problems/dyslexia	Provide Universal Reading Screeners in grades k-3
3.	Reduce gaps in reading skills in the targeted 7% population of both VISD and private schools	Provide an intense, explicit, scientifically research reading program with fidelity to targeted K-3rd graders in VISD, Nazareth Academy, Our Lady of Victory, and Faith Academy schools
4.	Enhance learning using multi-sensory, hands-on materials	Provide an iPad with software for each targeted student involved in grant
5.	Increase knowledge of dyslexia and related reading problems and a process to treat dyslexia with the private schools	Provide hands-on training for one staff member and one administrator per private school (Nazareth Academy, Our Lady of Victory, and Faith Academy)

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**Schedule #14—Management Plan**

County-district number or vendor ID: 235-902

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.	College students	Enrolled in UHV Masters Dyslexia Certification program with a bachelor's degree in Education
2.	Teachers	Bachelor's degree in Education
3.	Trainers of programs	Certified trainers of Reading Horizons Discovery program and Project Read Phonics program
4.	Project Director	Dyslexia Specialist for Victoria ISD
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.	Overview of grant	1. Share information about grant to parties involved	06/04/2018	06/04/2018
		2. Set clear goals and responsibilities of grant	06/04/2018	06/04/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
2.	Training	1. Reading Horizons Discovery training	07/23/2018	08/31/2018
		2. Project Read Phonics Webinar	07/25/2018	08/14/2018
		3. Label all training materials	07/23/2018	07/31/2018
		4. Distribute teacher kits & materials	07/23/2018	07/31/2018
3.	Distribute materials	1. Distribute ipads, carts, printers, and materials	08/06/2018	08/17/2018
		2. Setup Discovery Online & Read Live for all users	08/17/2018	09/07/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
4.	Data gathering	1. Administer Universal Screeners (BOY/EOY)	08/21/2018	05/20/2019
		2. Weekly progress on datacards	08/21/2018	05/20/2019
		3. Progress reports at each marking period	08/21/2018	05/20/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
5.	Final Evaluation	1. Collect data from private and public schools	08/21/2018	05/20/2019
		2. Draft of Evaluation Report	05/21/2019	05/31/2019
		3. Final Evaluation Report sent to TEA	05/31/2019	06/14/2019
		4.	XX/XX/XXXX	XX/XX/XXXX

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: 235-902

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.

At the beginning of the year, each campus involved in grant, will administer universal reading screeners for all students in grades K-3<sup>rd</sup>. Project Director will collect the data and select the bottom 5% of those who fall below the 25% on the screeners. Teachers at the private schools will determine the days of specialized instruction with a minimum of 60 minutes per week. Each teacher will keep a datacard on students to monitor progress with curriculum. Within the schools of VISD, Project Director will determine the schedule for the tutors/UHV students prior to the start of specialized instruction. These tutors will keep the same progress monitoring datacard as the teachers at the private schools. At the end of each marking period, tutors and teachers will send parents and campus administrators a progress report including the skills taught and the type of progress students made (LP-Limited Progress, P-Progress, NP- No progress). At the end of the year, another universal reading screener will be administered to determine growth.

**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.

The majority of the grant money is used for the capital outlay, materials and training of teachers/tutors who continue to use the specialized instruction after the grant is over. The grant enables the Project Director and UHV representative to start a partnership between institutions. A partnership which will sustain over time, year after year. The Dyslexia Specialist of VISD will collaborate each year with the representative of UHV so that the college students can continue practicum hours while providing specialized instruction for the students at-risk for reading failure. Teachers of the private schools will continue to use Reading Horizons Discovery and Project Read Phonics as their method of instruction for students at their schools who fall below the 25% on the universal reading screeners. The framework of the grant can continue to sustain on campuses with minimal to no extra costs, since the capital outlay covers all initial costs for the program.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

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

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Datacards	1.	Skills taught week by week
		2.	Include attendance, minutes of instruction, & fluency week by week
		3.	Include BOY/EOY Universal Reading Screeners, Unit Tests
2.	Progress Reports	1.	Skills taught during each marking period
		2.	Skills projected for next marking period
		3.	Copy sent to parents, administrators, and Program Director
3.	Report Card	1.	Project Director collects grades in reading/ELAR
		2.	Students will maintain final grades in reading/ELAR of 70 or higher
		3.	
4.	Universal Reading Screener (DIBELS)	1.	Administer to each student K-3 grades involved in grant
		2.	Administered a minimal of 2 times per year (BOY and EOY)
		3.	
5.		1.	
		2.	
		3.	

**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.

Each teacher/tutor will keep a running datacard on each student to monitor weekly progress in the areas of beginning of year/end of year data, skills, unit tests, attendance, minutes of instruction, and fluency. Teachers/tutors can email progress reports and datacards to Project Director and campus administrators using laptops and printers provided by grant funds. Reading Horizons Discovery and Project Read Phonics incorporates unit tests within its curriculum. Both programs are scripted which allows minimal confusion of program delivery. Web-based instructional videos are available for both programs in case teachers need review of instructional methods. For those students not making progress, teachers/tutors will reteach skills and can also provide extra support using Discovery online software and Read Live software. These softwares are accessible within school and home settings on any mobile device, computer, laptop, tablet, or smart phone where internet is available.

The following is a breakdown of the targeted population:

**VISD-** 50 Kindergarten; 53 First graders, 52 Second graders, and 58 Third Graders

**Nazareth Academy-** 20 Kindergarten; 6 First graders; 6 Second graders; 6 Third graders

**Faith Academy-** 20 Kindergarten; 6 First graders; 6 Second graders; 6 Third graders

**Our Lady of Victory-** 20 Kindergarten; 6 First graders; 6 Second graders; 6 Third graders

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

County-district number or vendor ID: 235-902

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.

Reading Horizon Discovery and Project Read Phonics are both research-based and evidence-based reading programs. Each teacher/tutor will be trained in both programs and keep to the fidelity of the programs. Each student will use the iPad to practice reading skills such as decoding, encoding, comprehension, vocabulary building, and fluency skills. Each group will have a station with ipads, headphones, and printer. Ipads will stay secured on each campus by being stored in an A/V cart with a lock.

Teachers/tutors can demonstrate lessons using laptop to reinforce skills taught. Teachers/tutors can access Reading Horizons Discovery Online for independent practice resources, re-teach of skills misunderstood or not mastered. Students will access Reading Horizons Discovery online software to increase skills taught within lessons. ReadLive can be accessed to build students' fluency. ReadLive also provides printouts of leveled readers with comprehension questions. Students will practice reading daily using VoiceDreem app. This text-to-speech app will assist struggling readers to read and build vocabulary on a daily basis. Teachers/tutors will each have a membership of Learning A-Z to download leveled readers appropriate for each student. These readers can be used in their instruction and/or to be sent home for extra practice of skills.

**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.

Each campus will administer a Universal Reading Screener to students in grades K-3. The bottom 5% of students in grades K-3 who fall below the 25% on the screeners will be included in this project. This data will be inputted on their student datacard. Each student datacard will keep a notation of progress monitoring (P-making progress, LP-limited progress, and NP-no progress) according to the skills taught that particular week. Unit tests within the designated curriculum will be noted on datacards as well. At a glance, one will see the overall progress of the child in the program with the use of the datacard. Attendance and minutes of instruction will be critical factors as well to support student achievement. At the end of each marking period, teachers/tutors will send home a progress report which will state skills taught during the marking period and how the students performed with those skills. A projection of skills for the next marking period will be included. Project Director will collect copies of progress reports and report cards of each student involved in grant. At the end of the year, another Universal Reading Screener will be administered to the participating students. Growth in report cards, specialized curriculum, and universal screeners will be noted in final evaluation.

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

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

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

A letter regarding the grant and project will be mailed to each parent of targeted students. A parental consent form will be given to each student included in project. Progress reports of their child's progress in the reading program will be sent home at each marking period. Parents will have access to the online softwares: Reading Horizons Discovery Online, ReadLive, and VoiceDream for their children to access at home. All software is available via computer, laptop, tablet, smart phone or mobile device with internet access. At the end of the year, a final letter will be sent to parents explaining the child's growth.

**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.

According to the International Dyslexia Association, 10% of our population is dyslexic or has some type of reading disability. Targeting students who are at-risk of reading failure at an earlier age has been proven to be successful in remediating the problem sooner. This project will allow a scientifically research-based reading program to each of these at-risk students without any other defining characteristics. This project includes every race, every ethnicity, and every socio-economic background within the ages of 5-9. The only defining characteristic they will have is their risk for reading failure. With the help of the students at UHV, the project can continue year after year within Victoria ISD. The technology will be inventoried and recycled each year. The private schools will maintain their own inventory of technology and materials so that they can continue to reuse year after year. The project will enable all participating schools and members a framework of design which can sustain and continue year after year.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 235-902

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.

With this framework of process, the project will target students who struggle in similar areas as a dyslexic student. By using the UHV students, who are specifically studying in the area of dyslexia, they can put their knowledge to practice and at the same time assist the public schools growing need of support for the dyslexic population. Targeting and providing an intense Orton-Gillingham based reading program to students who mirror dyslexic characteristics promises a way of reducing their risk for reading failure. Our goal is to identify these students and correct their reading problems at an earlier stage and with ample personnel. The ratio of students to teacher (6:1) for an hour per week of instruction utilizing technology with online software and supplemental reading will intensify the growth at a greater rate than relying on current Tier 1 interventions at the local level. With the support of parents, these targeted children will have access to software at home by means of a computer and/or mobile device. Reading Horizons Discovery Online, ReadLive, VoiceDream, and Learning A-Z are all accessible thru mobile devices such as smart phones, tablets, laptops, and/or desktop computers. One iPad will be given per child with installed software and apps for hands-on learning and reading. Our project is simple yet unique in design.

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

County-district number or vendor ID: 235-902

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.

The use of grant funds will provide training for 3 private school staff members and 10 students enrolled in University of Houston of Victoria Masters Dyslexia Certificate program with two reading programs: Reading Horizons Discovery (k-1<sup>st</sup> grades) and Project Read Phonics (2<sup>nd</sup>-3<sup>rd</sup> grades). The staff at the private schools will work a minimum of 16 hrs per week with students enrolled at their campus. The 10 students from UHV will work a minimum of 10 hours per week with students enrolled in all of Victoria ISD's elementary campuses. Project Director will oversee the process and ensure all parties are adhering to the plan. Each teacher/tutor will keep a student datacard for each student throughout the duration of the grant. At each marking period, each teacher/tutor will send home progress reports for each targeted student. Project Director will collect data at the beginning, during, and at the end of the grant timeline with all private and public schools. Each private school will keep an inventory of all technology and instructional kits for the duration of the grant and for years to follow. The technology and instructional kits used by the UHV students will be collected at the end of the grant and kept under the inventory of VISD Dyslexia Program. With each new group of entering UHV students in the Masters Dyslexia program, the VISD Dyslexia Program will train and instruct utilizing the instructional kits and technology provided by the grant for subsequent years to follow. The students at the University of Houston of Victoria will gain practicum hours towards their class requirements, whereas Victoria ISD will gain extra personnel to provide an orton-gillingham based reading program for those at-risk of reading failure.

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