

# Texas Education Agency Standard Application System (SAS)

| 2018–2019 Services to Students with Dyslexia |   |   |
|--|---|---|
| <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><br><small>Write NOGA ID here:</small> |
| <b>Grant Period:</b>                         | May 1, 2018, to August 31, 2019   |   |
| <b>Application deadline:</b>                 | 5:00 p.m. Central Time, March 8, 2018   | <small>Place date stamp here:</small>                         |
| <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<br/>Texas Education Agency, 1701 North Congress Ave.<br/>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

### Part 1: Applicant Information

|                          |                                   |                |                             |
|--------------------------|-----------------------------------|----------------|-----------------------------|
| Organization name        | County-District #                 | Amendment #    |                             |
| <b>Alice ISD</b>         | <b>125-901</b>                    | <b>N/A</b>     |                             |
| Vendor ID #              | ESC Region #                      |                |                             |
| <b>74-60000007</b>       | <b>2</b>                          |                |                             |
| Mailing address          | City                              | State          | ZIP Code                    |
| <b>#2 Coyote Trail</b>   | <b>Alice</b>                      | <b>TX</b>      | <b>78332-4140</b>           |
| <b>Primary Contact</b>   |                                   |                |                             |
| First name               | M.I.                              | Last name      | Title                       |
| <b>Marta</b>             | <b>L.</b>                         | <b>Salazar</b> | <b>Dyslexia Coordinator</b> |
| Telephone #              | Email address                     |                | FAX #                       |
| <b>(361) 664-0981</b>    | <b>marta.salazar@aliceisd.net</b> |                | <b>(361) 660-2113</b>       |
| <b>Secondary Contact</b> |                                   |                |                             |
| First name               | M.I.                              | Last name      | Title                       |
| <b>Laura</b>             | <b>E.</b>                         | <b>Laiklam</b> | <b>Grant Writer</b>         |
| Telephone #              | Email address                     |                | FAX #                       |
| <b>956-367-2491</b>      | <b>lauralaiklam@msn.com</b>       |                | <b>(866) 600-0374</b>       |

### 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                 |
| <b>Guillermo</b>      |                                    | <b>Ruiz</b> | <b>Superintendent</b> |
| Telephone #           | Email address                      |             | FAX #                 |
| <b>(361) 664-0981</b> | <b>guillermo.ruiz@aliceisd.net</b> |             | <b>(361) 660-2113</b> |

Signature (blue ink preferred)

Date signed



03/01/2018

Only the legally responsible party may sign this application.

701-18-108-024

**Schedule #1—General Information**

County-district number or vendor ID: 125-901

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.

**For TEA Use Only**

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: 125-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

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

**For TEA Use Only**

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: 125-901

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.   |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**County-district number or vendor ID: **125-901**

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| #                | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|------------------|----------------------------|--|------------------------------------|----------------|
| Fiscal Agent     |                            |  |                                    |                |
| 1.               | 125-901                    | Mr. Guillermo Ruiz                     | (361) 664-0981                     | \$250,000      |
|                  | Alice ISD                  | <i>Guillermo Ruiz</i>                  | guillermo.ruiz@alicelsd.net        |                |
| Member Districts |                            |  |                                    |                |
| 2.               | 125-902                    | Dr. Timothy Little                     | (361) 664-9904                     | \$112,500      |
|                  | Ben Bolt-Palito Blanco ISD |  | tlittle@bbpbschools.net            |                |
| 3.               | 024-901                    | Dr. Maria Rodriguez-Casas              | (361) 325-8000 ext: 2001           | \$112,500      |
|                  | Brooks County ISD          |  | mcasas@bcisd.esc2.net              |                |
| 4.               | 125-906                    | Mr. David Braswell                     | (361) 325-2330                     | \$75,000       |
|                  | La Gloria ISD              |  | dbraswell@lagloriaisd.esc2.net     |                |
| 5.               | 137-902                    | Dr. Maria Canales                      | (361) 592-6465 ext: 10             | \$75,000       |
|                  | Ricardo ISD                |  | mtcanales@ricardoisd.us            |                |
| 6.               | 108-808                    | Dr. Narcisco Garcia                    | (956) 781-1701                     | \$75,000       |
|                  | Vanguard Academy           |  | n_garcia@vanguardac.net            |                |
| 7.               |                            |  |                                    |                |
|                  |                            |  |                                    |                |
| 8.               |                            |  |                                    |                |
|                  |                            |  |                                    |                |

**For TEA Use Only**

|   |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

**Schedule #3—Certification of Shared Services**County-district number or vendor ID: **125-901**

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| #                | County-District # and Name | Authorized Official Name and Signature  | Telephone Number and Email Address | Funding Amount |
|------------------|----------------------------|---|------------------------------------|----------------|
| Fiscal Agent     |                            |   |                                    |                |
| 1.               | 125-901                    | Mr. Guillermo Ruiz  | (361) 664-0981                     | \$250,000      |
|                  | Alice ISD                  |   | guillermo.ruiz@aliceisd.net        |                |
| Member Districts |                            |   |                                    |                |
| 2.               | 125-902                    | Dr. Timothy Little  | (361) 664-9904                     | \$112,500      |
|                  | Ben Bolt-Palito Blanco ISD |  | tlittle@bbpbschools.net            |                |
| 3.               | 024-901                    | Dr. Maria Rodriguez-Casas   | (361) 325-8000 ext: 2001           | \$112,500      |
|                  | Brooks County ISD          |   | mcasas@bcisd.esc2.net              |                |
| 4.               | 125-906                    | Mr. David Braswell  | (361) 325-2330                     | \$75,000       |
|                  | La Gloria ISD              |   | dbraswell@lagloriaisd.esc2.net     |                |
| 5.               | 137-902                    | Dr. Maria Canales   | (361) 592-6465 ext: 10             | \$75,000       |
|                  | Ricardo ISD                |   | mtcanales@ricardoisd.us            |                |
| 6.               | 108-808                    | Dr. Narcisco Garcia   | (956) 781-1701                     | \$75,000       |
|                  | Vanguard Academy           |   | n_garcia@vanguardac.net            |                |
| 7.               |                            |   |                                    |                |
| 8.               |                            |   |                                    |                |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #3—Certification of Shared Services**County-district number or vendor ID: **125-901**

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| #                | County-District # and Name | Authorized Official Name and Signature  | Telephone Number and Email Address | Funding Amount |
|------------------|----------------------------|---|------------------------------------|----------------|
| Fiscal Agent     |                            |   |                                    |                |
| 1.               | 125-901                    | Mr. Guillermo Ruiz  | (361) 664-0981                     | \$250,000      |
|                  | Alice ISD                  |   | guillermo.ruiz@aliceisd.net        |                |
| Member Districts |                            |   |                                    |                |
| 2.               | 125-902                    | Dr. Timothy Little  | (361) 664-9904                     | \$112,500      |
|                  | Ben Bolt-Palito Blanco ISD |   | tlittle@bbpbschools.net            |                |
| 3.               | 024-901                    | Dr. Maria Rodriguez-Casas   | (361) 325-8000 ext: 2001           | \$112,500      |
|                  | Brooks County ISD          |  | mcasas@bcisd.esc2.net              |                |
| 4.               | 125-906                    | Mr. David Braswell  | (361) 325-2330                     | \$75,000       |
|                  | La Gloria ISD              |   | dbraswell@lagloriaisd.esc2.net     |                |
| 5.               | 137-902                    | Dr. Maria Canales   | (361) 592-6465 ext: 10             | \$75,000       |
|                  | Ricardo ISD                |   | mtcanales@ricardoisd.us            |                |
| 6.               | 108-808                    | Dr. Narcisco Garcia   | (956) 781-1701                     | \$75,000       |
|                  | Vanguard Academy           |   | n_garcia@vanguardac.net            |                |
| 7.               |                            |   |                                    |                |
| 8.               |                            |   |                                    |                |

**For TEA Use Only**

|   |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

**Schedule #3—Certification of Shared Services**County-district number or vendor ID: **125-901**

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| #                | County-District # and Name | Authorized Official Name and Signature  | Telephone Number and Email Address | Funding Amount |
|------------------|----------------------------|---|------------------------------------|----------------|
| Fiscal Agent     |                            |   |                                    |                |
| 1.               | 125-901                    | Mr. Guillermo Ruiz  | (361) 664-0981                     | \$250,000      |
|                  | Alice ISD                  |   | guillermo.ruiz@alicelsd.net        |                |
| Member Districts |                            |   |                                    |                |
| 2.               | 125-902                    | Dr. Timothy Little  | (361) 664-9904                     | \$112,500      |
|                  | Ben Bolt-Palito Blanco ISD |   | tlittle@bbpbschools.net            |                |
| 3.               | 024-901                    | Dr. Maria Rodriguez-Casas   | (361) 325-8000 ext: 2001           | \$112,500      |
|                  | Brooks County ISD          |   | mcasas@bcisd.esc2.net              |                |
| 4.               | 125-906                    | Mr. David Braswell  | (361) 325-2330                     | \$75,000       |
|                  | La Gloria ISD              |  | dbraswell@lagloriaisd.esc2.net     |                |
| 5.               | 137-902                    | Dr. Maria Canales   | (361) 592-6465 ext: 10             | \$75,000       |
|                  | Ricardo ISD                |   | mtcanales@ricardoisd.us            |                |
| 6.               | 108-808                    | Dr. Narcisco Garcia   | (956) 781-1701                     | \$75,000       |
|                  | Vanguard Academy           |   | n_garcia@vanguardac.net            |                |
| 7.               |                            |   |                                    |                |
|                  |                            |   |                                    |                |
| 8.               |                            |   |                                    |                |
|                  |                            |   |                                    |                |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #3—Certification of Shared Services**County-district number or vendor ID: **125-901**

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| #                | County-District # and Name | Authorized Official Name and Signature  | Telephone Number and Email Address | Funding Amount |
|------------------|----------------------------|---|------------------------------------|----------------|
| Fiscal Agent     |                            |   |                                    |                |
| 1.               | 125-901                    | Mr. Guillermo Ruiz  | (361) 664-0981                     | \$250,000      |
|                  | Alice ISD                  |   | guillermo.ruiz@aliceisd.net        |                |
| Member Districts |                            |   |                                    |                |
| 2.               | 125-902                    | Dr. Timothy Little  | (361) 664-9904                     | \$112,500      |
|                  | Ben Bolt-Palito Blanco ISD |   | tlittle@bbpbschools.net            |                |
| 3.               | 024-901                    | Dr. Maria Rodriguez-Casas   | (361) 325-8000 ext: 2001           | \$112,500      |
|                  | Brooks County ISD          |   | mcasas@bcisd.esc2.net              |                |
| 4.               | 125-906                    | Mr. David Braswell  | (361) 325-2330                     | \$75,000       |
|                  | La Gloria ISD              |   | dbraswell@lagloriaisd.esc2.net     |                |
| 5.               | 137-902                    | Dr. Maria Canales   | (361) 592-6465 ext: 10             | \$75,000       |
|                  | Ricardo ISD                |  | mtcanales@ricardoisd.us            |                |
| 6.               | 108-808                    | Dr. Narcisco Garcia   | (956) 781-1701                     | \$75,000       |
|                  | Vanguard Academy           |   | n_garcia@vanguardac.net            |                |
| 7.               |                            |   |                                    |                |
| 8.               |                            |   |                                    |                |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**County-district number or vendor ID: **125-901**

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| #                | County-District # and Name | Authorized Official Name and Signature  | Telephone Number and Email Address | Funding Amount |
|------------------|----------------------------|---|------------------------------------|----------------|
| Fiscal Agent     |                            |   |                                    |                |
| 1.               | 125-901                    | Mr. Guillermo Ruiz  | (361) 664-0981                     | \$250,000      |
|                  | Alice ISD                  |   | guillermo.ruiz@aliceisd.net        |                |
| Member Districts |                            |   |                                    |                |
| 2.               | 125-902                    | Dr. Timothy Little  | (361) 664-9904                     | \$112,500      |
|                  | Ben Bolt-Palito Blanco ISD |   | tlittle@bbpbschools.net            |                |
| 3.               | 024-901                    | Dr. Maria Rodriguez-Casas   | (361) 325-8000 ext: 2001           | \$112,500      |
|                  | Brooks County ISD          |   | mcasas@bcisd.esc2.net              |                |
| 4.               | 125-906                    | Mr. David Braswell  | (361) 325-2330                     | \$75,000       |
|                  | La Gloria ISD              |   | dbraswell@lagloriaisd.esc2.net     |                |
| 5.               | 137-902                    | Dr. Maria Canales   | (361) 592-6465 ext: 10             | \$75,000       |
|                  | Ricardo ISD                |   | mtcanales@ricardoisd.us            |                |
| 6.               | 108-808                    | Dr. Narcisco Garcia   | (956) 781-1701                     | \$75,000       |
|                  | Vanguard Academy           |  | n_garcia@vanguardac.net            |                |
| 7.               |                            |   |                                    |                |
| 8.               |                            |   |                                    |                |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| <b>Schedule #3—Certification of Shared Services (cont.)</b> |                            |  |                                    |                  |
|---|----------------------------|--|------------------------------------|------------------|
| County-district number or vendor ID: 125-901                |                            |  | 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.  |                            |  |                                    |                  |
| 10.   |                            |  |                                    |                  |
| 11.   |                            |  |                                    |                  |
| 12.   |                            |  |                                    |                  |
| 13.   |                            |  |                                    |                  |
| 14.   |                            |  |                                    |                  |
| 15.   |                            |  |                                    |                  |
| 16.   |                            |  |                                    |                  |
| 17.   |                            |  |                                    |                  |
| 18.   |                            |  |                                    |                  |
| 19.   |                            |  |                                    |                  |
| 20.   |                            |  |                                    |                  |
| <b>Grand total:</b>   |                            |  |                                    | <b>\$700,000</b> |

**Application represents a collaboration between multiple LEAs. (12 pts.)**

| <b>For TEA Use Only</b>                         |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 125-901

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/<br>Object<br>Code | Grand Total from<br>Previously<br>Approved Budget | Amount<br>Deleted | Amount<br>Added | New Grand<br>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:                        |                          | \$  | \$                | \$              | \$                 |

**N/A****For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 125-901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1.     |                          | <b>N/A</b>            |                   |
| 2.     |                          |                       |                   |
| 3.     |                          |                       |                   |
| 4.     |                          |                       |                   |
| 5.     |                          |                       |                   |
| 6.     |                          |                       |                   |
| 7.     |                          |                       |                   |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 125-901

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 proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 pts.)*** Alice Independent School District (ISD), in partnership with 5 other districts, was selected to be served with funds obtained through the Services to Students with Dyslexia Grant. This will provide programming to the participating districts for innovative services that effectively address the individual academic and functional needs of students with Dyslexia. The participating districts assure that the program will operate as a separate program from the targeted campuses and 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. 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. Moreover, the proposed program will target students in a school-wide program from the participating Local Educational Agencies (LEAs) and will give priority for enrollment to students with Dyslexia. Based on the needs assessment that was conducted, it was determined Alice ISD has 80 of its students in Pre-K through 3rd grade that are Dyslexic, Ben Bolt – Palito Blanco ISD has 30, Brooks County ISD has 30, La Gloria ISD has 20, Ricardo ISD has 20, and Vanguard Academy has 20. Additionally, due to the current economic hardship seen within the targeted areas, it comes as no surprise that many of the students are unable to receive the proper educational materials and special teachings to further their education. Therefore, the participating districts will develop a program that will demonstrate high levels of rigor and measure the impact based on student outcomes-based metrics and their associated improvement goals. In addition, the districts will form a consortium to develop the South Texas Dyslexia Training Center, which will offer varying types of training, professional development, and certifications based on the experience of the teacher. Through this Center, the co-op partners will be able to share resources, training, and best practices for replication across the State of Texas.

**Development of budget: The costs reflected in the budget are appropriate for the results expected. (7 pts.)**

To develop the proposed 15-month budget, the districts outlined activities, goals, and milestones that would ensure the districts are prepared to support the Services to Students with Dyslexia Grant. First, the districts researched the cost of the services, workshops, training, curriculum, software and equipment. Then, the districts determined how many students would be participating in the program and if they would require additional materials, technology, etc.

The recent budget cuts at the district-level have also prevented the campuses from providing the dyslexic students with the proper student services and resources. If awarded, the districts plan to leverage grant funds to impact the following areas that are in line with the goals and purpose of the grant:

1. Professional Development – Districts will conduct workshops, trainings, and certification training for instructional staff that are designed specifically to address dyslexia in the classroom;
2. Curriculum Development – Districts will develop a curriculum that will underline the deficits in accessing written text, reading fluency, spelling, written expression, organizing, following written directions, and visual processing;
3. Online Resources – Districts will allow students to use relevant, online resources before- and after-school, as well as, during regularly scheduled class hours;
4. Technology – Districts will purchase laptops for teachers so that they are able to utilize digital teaching media that will help Dyslexic students learn vital concepts; and
5. Students Services – Districts will adequately prepare the Reading Specialists to offer students specific activities that are tied into the curriculum and that focus on assisting students with spelling, reading, and writing.

**Who designs your needs assessment process, its efficacy, and when and how the process needs to be updated or changed:**

The initial needs assessment process was designed and reviewed by the districts' administrators, to include the Superintendents, the Program Director, Reading Specialists, Dyslexia Lead Teachers and other district personnel. If awarded, the Program Director will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the districts. These individuals will meet on a quarterly basis, to assess and review the strategies and activities being conducted. If areas of weakness are identified on an on-going basis, the administrators will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to each district's Advisory Council (composed of stakeholders, including, parents, educators, community members and collaborators from other districts) and TEA for approval.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



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

County-district number or vendor ID: 125-901

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 design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts.)*** In preparation for the submission of this grant, the districts researched various special education programs, specifically created for Dyslexia. Although the districts were unable to find many published studies, they were able to find evidence-based and research-based studies on What Works Clearinghouse, which will be utilized in the curriculum development phase of the grant.

***The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 pts.)*** In order for the districts to be able to monitor the attainment of program goals, strategies, and objectives, the districts will ensure that measurable processes and procedures to evaluate the program are in place. This will include conducting surveys that will provide feedback on the program. Classroom observations will also be conducted on a regular basis in order to provide district administrators and grant officials with the opportunity to determine whether the program is having a positive impact on the teachers' ability to engage students and increase rigor. Additionally, the districts will review student achievement results to determine whether the districts have shown an increase in student and parent participation.

***Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 pts.)*** The districts will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The districts have selected an array of activities designed to increase student rigor for those with Dyslexia, other learning disabilities, or those who simply need additional instruction in reading and writing, etc. However, the district assures to give priority to students with Dyslexia. To ensure equitable access and participation, the districts will not: Charge for the proposed program; Require a parent to enroll their child in the program; Allow a student to be placed in the program without written consent; or Continue the placement of a student after a parent/guardian revokes consent in writing.

***How your application completely and accurately answers all statutory requirements and TEA requirements:***

***Application is organized and completed according to instructions. (5 pts.)*** Prior to the submission of the Services to Students with Dyslexia Grant, the districts' administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately within their assigned schedules. In addition, as per Section 22.0834 of the TEC, the first statutory requirement necessitates that any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA is subject to the fingerprinting requirement. Alice ISD, as the fiscal agent has established policies and procedures in place that ensures that this statutory requirement is met. District stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

***The management plan you have developed for the grant program, describe how you will ensure that the program receives consistent, high-quality management:*** To ensure the program receives consistent, high-quality management, the Program Director will obligate the districts to the grant activities according to state and federal regulations. They hold a minimum of Bachelor's Degree in Education. They and each Chief Financial Officer will ensure that previously allocated state and local funds are not diverted because of its acquisition of grant funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal, state, and local service activities. The Special Education Directors will be designated to the grant who will possess the experience, skills, and competency necessary to ensure the program remains within budget, on schedule, and within scope.

***On-going commitment to the goals of this grant program and describe how you will ensure that funding from other sources is committed to the program after grant funding terminates:*** In order to ensure that all program participants remain committed to the success of the program, the districts have ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the districts will continue to meet with administration, teachers, school board members, parents/guardians, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The districts will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), Special Education, and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| <b>Schedule #6—Program Budget Summary</b>  |  |                          |  |                 |                        |
|--|--|--------------------------|--|-----------------|------------------------|
| County-district number or vendor ID: <b>125-901</b>  |  |                          | 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:<br>429/459 |                 |                        |
| <b>Budget Summary</b>  |  |                          |  |                 |                        |
| Schedule #   | Title  | Class/<br>Object<br>Code | Program Cost   | Admin Cost      | Total Budgeted<br>Cost |
| Schedule #7  | Payroll Costs (6100)   | 6100                     | \$204,180  | \$0             | \$204,180              |
| Schedule #8  | Professional and Contracted Services (6200)                  | 6200                     | \$296,820  | \$30,000        | \$326,820              |
| Schedule #9  | Supplies and Materials (6300)                                | 6300                     | \$15,000   | \$0             | \$15,000               |
| Schedule #10   | Other Operating Costs (6400)                                 | 6400                     | \$10,000   | \$0             | \$10,000               |
| Schedule #11   | Capital Outlay (6600)  | 6600                     | \$125,000  | \$0             | \$125,000              |
| Total direct costs:  |  |                          | <b>\$651,000</b>                                       | <b>\$30,000</b> | <b>\$681,000</b>       |
| 1.9% indirect costs (see note):  |  |                          | N/A  | \$19,000        | \$19,000               |
| Grand total of budgeted costs (add all entries in each column):  |  |                          | <b>\$651,000</b>                                       | <b>\$39,000</b> | <b>\$700,000</b>       |
| <b>Shared Services Arrangement</b>   |  |                          |  |                 |                        |
| 6493   | Payments to member districts of shared services arrangements |                          | \$450,000  | \$0             | \$450,000              |
| <b>Administrative Cost Calculation</b>   |  |                          |  |                 |                        |
| Enter the total grant amount requested:  |  |                          |  |                 | \$700,000              |
| Percentage limit on administrative costs established for the program (15%):  |  |                          |  |                 | x .15                  |
| Multiply and round down to the nearest whole dollar. Enter the result.<br>This is the maximum amount allowable for administrative costs, including indirect costs: |  |                          |  |                 | \$105,000              |

**Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 pts.)** The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, the districts do not have a separate program for Dyslexia. In addition, funds, including Instructional Materials Allotment (IMA), are not sufficient to provide Dyslexic students with research-based resources and evidence-based instruction.

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.

| <b>For TEA Use Only</b>                         |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| <b>Schedule #7—Payroll Costs (6100)</b>           |   |   |  |                          |
|---|---|---|--|--------------------------|
| County-district number or vendor ID: 125-901      |   |   | Amendment # (for amendments only):                         |                          |
| Employee Position Title                           |   | Estimated<br># of<br>Positions<br>100%<br>Grant<br>Funded   | Estimated<br># of<br>Positions<br><100%<br>Grant<br>Funded | Grant Amount<br>Budgeted |
| <b>Academic/Instructional</b>                     |   |   |  |                          |
| 1   | Teacher   |   |  |                          |
| 2   | Educational aide  |   |  |                          |
| 3   | Tutor   |   |  |                          |
| <b>Program Management and Administration</b>      |   |   |  |                          |
| 4   | Project director/administrator  | 1   |  | \$60,000                 |
| 5   | Project coordinator   |   |  |                          |
| 6   | Teacher facilitator   |   |  |                          |
| 7   | Teacher supervisor  |   |  |                          |
| 8   | Secretary/administrative assistant  |   |  |                          |
| 9   | Data entry clerk  |   |  |                          |
| 10  | Grant accountant/bookkeeper   |   |  |                          |
| 11  | Evaluator/evaluation specialist   |   |  |                          |
| <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:  |   |  | <b>\$60,000</b>          |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b> |   |   |  |                          |
| 19  | 6112  | Substitute pay – Will be provided to substitute staff while instructional staff attend trainings during the regularly scheduled school day.     |  | \$40,000                 |
| 20  | 6119  | Professional staff extra-duty pay – Will be provided to Reading Specialists and instructional staff that attend required trainings on Dyslexia. |  | \$66,000                 |
| 21  | 6121  | Support staff extra-duty pay  |  |                          |
| 22  | 6140  | Employee benefits (23%)   |  | \$38,180                 |
| 23  | 61XX  | Tuition remission (IHEs only)   |  |                          |
| 24  | Subtotal substitute, extra-duty, benefits costs   |   |  | <b>\$144,180</b>         |
| 25  | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): |   |  | <b>\$204,180</b>         |

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

| <b>For TEA Use Only</b>                         |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #8—Professional and Contracted Services (6200)   |   |                                    |
|---|---|------------------------------------|
| County-district number or vendor ID: 125-901  |   | 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   | \$0                                |
|   | Specify purpose:  |                                    |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval:   |   | \$0                                |
| Professional and Contracted Services  |   |                                    |
| #   | Description of Service and Purpose  | Grant Amount Budgeted              |
| 1   | <b>Technical Assistance Provider</b> – Will provide technical assistance, which includes the following services: On-site and telephone support regarding any questions the districts may have; Assistance with collecting data for the evaluator; Monitoring and completing all required reports; Ensuring the goals and objectives of the grant are being met in a timely manner, etc. In addition, CTC will provide professional development trainings. | \$70,000                           |
| 2   | <b>Program Evaluator</b> – Will provide evaluation of the proposed grant program to include pre- and post-assessments; consultations with school administrators in rural school systems; recommendations that can be readily applied in the educational settings; and conferences/trainings for teachers and parents regarding early identification of Dyslexia.  | \$30,000                           |
| 3   | <b>Multisensory Teaching Approach (MTA) Training</b> – Will provide training to include the following: Screening and identification for Dyslexia; Study skills; Phonological Awareness; Assessment training; and Interpretation of assessment results.  | \$50,000                           |
| 4   | <b>LETRS Training</b> – Will provide professional development into classroom success. This component focuses on effective reading instruction, writing, and translating research to classroom application.  | \$56,820                           |
| 5   | <b>Education Service Center (ESC)</b> - Will provide trainings, webinars, and conferences specific to Dyslexia, which will include foundations of Dyslexia, Dyslexia evaluation, and consideration of English Language Learners (ELLs).   | \$40,000                           |
| 6   | <b>CALT, CALP, and QI Certification</b> – Will be offered to the Reading Specialists of each district and the instructional staff in order to further their education in order to learn methods that improve Dyslexic students' learning.   | \$80,000                           |
| 7   |   |                                    |
| 8   |   |                                    |
| 9   |   |                                    |
| 10  |   |                                    |
| 11  |   |                                    |
| 12  |   |                                    |
| 13  |   |                                    |
| 14  |   |                                    |
| b. Subtotal of professional and contracted services:  |   | \$326,820                          |
| c. Remaining 6200—Professional and contracted services that do not require specific approval:   |   | \$0                                |
| (Sum of lines a, b, and c) Grand total  |   | \$326,820                          |

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

| For TEA Use Only                                |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| <b>Schedule #9—Supplies and Materials (6300)</b>          |  |
|---|--|
| County-District Number or Vendor ID: <b>125-901</b>       |  |
| 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:<br><b>Laptops</b> – Will be utilized by the Reading Specialists and instructional staff during normal classroom instruction, as well as, during specialized trainings and workshops.<br><b>Supplies</b> (i.e. paper, pens, USBs, assessments, etc.) – Will be utilized by program participants throughout the duration of the grant. |
|   | <b>\$15,000</b>  |
| <b>Grand total:</b>                                       |  |
|   | <b>\$15,000</b>  |

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

| <b>For TEA Use Only</b>                         |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| <b>Schedule #10—Other Operating Costs (6400)</b>            |   |   |
|---|---|---|
| County-District Number or Vendor ID: <b>125-901</b>         |   | 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.  | \$0                                     |
| Subtotal other operating costs requiring specific approval: |   | \$0                                     |
|   | Remaining 6400—Other operating costs that do not require specific approval:<br><b>Travel</b> – Will include travel for Reading Specialists and instructional staff to all necessary trainings and workshops provided at the South Texas Dyslexia Training Center. | \$10,000                                |
| <b>Grand total:</b>   |   | <b>\$10,000</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.

| For TEA Use Only                                |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |



| <b>Schedule #11—Capital Outlay (6600)</b>   |   |          |   |                       |
|---|---|----------|---|-----------------------|
| County-District Number or Vendor ID: <b>125-901</b>   |   |          | 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   |   |          |   |                       |
| 3   |   |          |   |                       |
| 4   |   |          |   |                       |
| 5   |   |          |   |                       |
| 6   |   |          |   |                       |
| 7   |   |          |   |                       |
| 8   |   |          |   |                       |
| 9   |   |          |   |                       |
| 10  |   |          |   |                       |
| 11  |   |          |   |                       |
| <b>66XX—Software, capitalized</b>   |   |          |   |                       |
| 12  | <b>Dyslexia Software</b> – Will be utilized by students that are enrolled in the program in order to increase educational abilities (i.e. reading, mathematics, English, etc.). |          |   | \$80,000              |
| 13  |   |          |   |                       |
| 14  |   |          |   |                       |
| 15  |   |          |   |                       |
| 16  |   |          |   |                       |
| 17  |   |          |   |                       |
| 18  |   |          |   |                       |
| <b>66XX—Equipment or furniture</b>  |   |          |   |                       |
| 19  | <b>SmartBoards</b> – Will be utilized by each campus for training and instructional purposes.   |          |   | \$45,000              |
| 20  |   |          |   |                       |
| 21  |   |          |   |                       |
| 22  |   |          |   |                       |
| 23  |   |          |   |                       |
| 24  |   |          |   |                       |
| 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>\$125,000</b>      |

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

| <b>For TEA Use Only</b>                         |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #12—Demographics of Participants to Be Served with Grant Funds  |   |   |  |
|--|---|---|--|
| County-district number or vendor ID: 125-901   |   | Amendment # (for amendments only):  |  |
| <b>Part 1: Students/Teachers To Be Served With Grant Funds.</b> 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. |   |   |  |
| <b>School Type:</b>  | <input checked="" type="checkbox"/> Public  | <input checked="" type="checkbox"/> Open-Enrollment Charter   | <input type="checkbox"/> Private Nonprofit <input type="checkbox"/> Private For Profit <input type="checkbox"/> Public Institution |
| <b>Grade</b>   | <b>Number of Students</b>   | <b>Number of Teachers</b>   | <b>Student/Teacher Ratio</b>   |
| PK   | N/A   | N/A   | N/A  |
| K  | 27  | 2   | 13.5:1   |
| 1 <sup>st</sup>  | 38  | 3   | 12.6:1   |
| 2 <sup>nd</sup>  | 59  | 4   | 14.7:1   |
| 3 <sup>rd</sup>  | 76  | 6   | 12.6:1   |
| <b>COMMENTS</b>  | Through the Services to Students with Dyslexia grant, Alice ISD along with 5 other districts will work together as a co-op to provide services to students that are classified as Dyslexic. In addition, the co-op will also target students who need additional help with reading, writing, math, etc. Moreover, the numbers above include not only the identified Dyslexic students, but also new students who may show early indications of Dyslexia and will be offered services through the grant. |   |  |
| <b>Part 2: Amount of Instruction.</b> 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.   |   |   |  |
| <b>Amount of Instruction</b>   |   | <b>COMMENTS</b>   |  |
| <b>School day hours</b><br>(ex) 8:30am – 4:30pm  | 45 minutes of instruction (4 times a week)  | The participating students will be given additional instruction through the Multisensory Teaching Approach (MTA).   |  |
| <b>Number of days in school year</b>   | 120 days (30 weeks x 4 days)  | This is the total amount of instructional school days minus the days needed by the district for in-house service, assessment days, etc.                       |  |
| <b>Minutes of instruction per school year</b>  | 5,400 minutes (180 minutes per week x 30 weeks)   | These number of minutes meet the requirements for the Multisensory Teaching Approach (MTA) program, which will be implemented at each participating district. |  |

| For TEA Use Only                                |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

**Schedule #13—Needs Assessment**County-district number or vendor ID: **125-901**

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.

**Needs assessment process:** *Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 pts.)* In preparation for the submission of the Services to Student with Dyslexia Grant, the needs of each participating district were analyzed. District data was analyzed utilizing information gathered from the 2016-2017 Texas Academic Performance Report (TAPR) and the Public Education Information Management System (PEIMS) Standard Reports. These reports indicated the following statistics:

**NEEDS ASSESSMENT RESULTS**

| Name of District             | # of Students with Dyslexia | % of Economically Disadvantaged | % of ELL | % of SPED |
|------------------------------|-----------------------------|---------------------------------|----------|-----------|
| Alice ISD                    | 80                          | 81.4%                           | 3.2%     | 7.7%      |
| Ben Bolt – Palito Blanco ISD | 30                          | 67.5%                           | 5.4%     | 8.7%      |
| Brooks County ISD            | 30                          | 79.9%                           | 2.7%     | 8.7%      |
| La Gloria ISD                | 20                          | 49.6%                           | 0.0%     | 4.3%      |
| Ricardo ISD                  | 20                          | 49.9%                           | 3.1%     | 7.2%      |
| Vanguard Academy             | 20                          | 82.8%                           | 36.4%    | 3.3%      |

**How needs are prioritized:** *As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 pts.)* The districts met with key stakeholders to review the needs assessment and to determine how to prioritize needs. During these meetings, they identified gaps, barriers, and weaknesses so that key qualitative and quantitative measures could be applied. The following areas were identified as areas in need:

- **Professional Development** – The districts are in need of high quality teachers for students with Dyslexia. Through grant funding, the participating districts will be able to establish a dyslexia training center at Alice ISD for teachers. Teachers will be able to take part in workshops and trainings, and/or become a Certified Academic Language Practitioner (CALP) through certification trainings. This, in turn, will increase the number of teachers capable to instruct students with learning disabilities and decrease the student-to-teacher ratio;
- **Curriculum Development** – In order to provide the best education to Dyslexic students, each participating district will review its current curriculum and add in best practices and evidence-based learning strategies;
- **Online Resources** – As can be seen above, there are a large number of Dyslexic students enrolled in each participating district. Therefore, the districts will purchase evidence-based online resources to increase student learning. These resources will be able to be used by students with Dyslexia, as well as, students that may be falling behind in their classwork (i.e. reading and writing);
- **Technology** – To access online resources and digital teaching content, laptop devices will be purchased for teacher use. These will be available for check out on a yearly basis; and
- **Student Services** – The districts will to increase the availability of innovative services to students with Dyslexia through the assistance of Reading Specialists.

Through grant funding, the participating districts hope to address the needs of the Dyslexic students by engaging them in innovative learning that will be supported by digital teaching materials and online resources; thus, ensuring students are provided a well-rounded education for personalized learning.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **125-901**

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.

**The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 pts.)**

| #  | Identified Need  | How Implemented Grant Program Would Address  |
|----|--|--|
| 1. | Currently, the districts do not provide formal trainings or certification for Dyslexia. Therefore, the participating districts <i>need</i> to increase the number of trainings and certification opportunities provided to instructional staff on best practices and innovative strategies for students with Dyslexia and other learning disabilities. | To ensure the districts can address this need, the districts will partner with one (1) regional Educational Service Center (ESC) and experienced Professional Development Trainers to provide research-based workshops, trainings, and conferences. In addition, the districts will form a consortium in order to establish the South Texas Dyslexia Training Center. This training center will provide relevant trainings to new teachers, as well as, certification to experienced teachers such as Certified Academic Language Practitioner (CALP), Certified Academic Language Therapist (CALT), and Qualified Instructor (QI). This will increase the number of properly trained teachers with knowledge of innovative teaching strategies and reduce the student-to-teacher ratio. |
| 2. | Although the participating districts have striven to update their curriculum with proven strategies, the districts <i>need</i> to update and enhance research-based, evidence-based practices and materials for students with Dyslexia and other learning disabilities.  | The districts will research evidence-based resources to address the unique academic and functional needs of Dyslexic students. In addition, the districts will review their current curriculum and enhance best practices for students with Dyslexia and other learning disabilities; thus, increasing student rigor. Staff will be sent to trainings both at the Region Center and through TEA in order to gain more insight into proven research-based, evidence-based practices and materials.  |
| 3. | Currently, Alice ISD has 80 of its students that are Dyslexic, Ben Bolt – Palito Blanco ISD has 30, Brooks County ISD has 30, La Gloria ISD has 20, Ricardo ISD has 20, and Vanguard Academy has 20.<br>Due to the number of Dyslexic students, these districts are in <i>need</i> of relevant online resources for student use.                       | The participating districts will research and attend trainings to secure evidence-based instructional resources that work best for students with Dyslexia, other learning disabilities, and/or students in need of improvement in reading or writing. These new online resources will be provided to students via the districts' websites. Students will have access to these resources during school hours, as well as, before- and after-school.   |
| 4. | Unfortunately, due to a lack of funding, the districts are not able to provide their instructional staff with new, updated technology devices. Therefore, the districts are in <i>need</i> of these devices so that teachers are able to present digital instructional materials to students during class time.  | Through grant funds, the districts will be able to purchase technology devices for teacher use. This will allow for teachers to access helpful online resources and digital teaching materials specifically for their Dyslexic students. As a result of this purchase technology, the districts will be able to see an improvement in the students' grades and will also be able to increase student rigor.  |
| 5. | Although the districts offer many student services to the general student population, the districts <i>need</i> additional services for students with Dyslexia and other learning disabilities.  | To meet this need, each district's Reading Specialist will provide services for students with Dyslexia and other learning disabilities. In addition, the Reading Specialists will work to develop a program to increase student rigor.   |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| <b>Schedule #14—Management Plan</b>   |   |  |                                    |            |
|---|---|--|------------------------------------|------------|
| County-district number or vendor ID: <b>125-901</b>   |   |  | Amendment # (for amendments only): |            |
| <b>Part 1: Staff Qualifications.</b> 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. |   |  |                                    |            |
| <b>Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation. (5 pts.)</b>   |   |  |                                    |            |
| #   | Title   | Desired Qualifications, Experience, Certifications   |                                    |            |
| 1   | Superintendents   | Must have a minimum of a Master's Degree, a State of Texas Superintendent Certificate, and at least 3 years of experience in supervisory of teams and data reporting.  |                                    |            |
| 2   | Curriculum & Instruction Directors  | Must have a minimum of a Bachelor's Degree in Education or a related field. Must have experience in developing curricular goals and outlines for new curriculum and curriculum updates, as well as, in conducting research and consulting with faculty, staff, and business representatives in the design and development of new curriculum. |                                    |            |
| 3   | Professional Development Trainers   | Must have a minimum of a Bachelor's Degree in a related field and at least 10 years of experience in providing high-quality professional development trainings in Dyslexia and other learning disabilities.  |                                    |            |
| 4   | Program Director  | Must have a minimum of a Bachelor's Degree in Education or a related field. Must have experience in managing special programs and activities, overseeing faculty and staff, and assisting students with learning disabilities.   |                                    |            |
| 5   | Reading Specialist  | Must have a minimum of a Bachelor's Degree in Special Education. Must have 5 years of experience in working with students with learning disabilities such as Dyslexia.   |                                    |            |
| <b>Part 2: Milestones and Timeline.</b> 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.   |   |  |                                    |            |
| <b>The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 pts.)</b>   |   |  |                                    |            |
| #   | Objective   | Milestone  | Begin                              | End        |
| 1   | Provide instructional staff with innovative teaching strategies for students with Dyslexia. | 1 Partner with one (1) regional Educational Service Center (ESC) for staff to attend relevant research-based trainings.  | 05/01/2018                         | 07/01/2018 |
|   |   | 2 Partner with an experienced Professional Development Trainer to provide a minimum of one (1) training on innovative, evidence-based practices.   | 05/01/2018                         | 07/01/2018 |
|   |   | 3 Partner with an experienced trainer for the Multisensory Teaching Approach (MTA) and Language Essentials for Teachers of Reading and Spelling (LETRS).   | 05/01/2018                         | 07/01/2018 |
| 2   | Develop a curriculum with best practices for students with learning disabilities.           | 1 Review the current curriculum and enhance best practices for students with Dyslexia and other learning disabilities.   | 06/01/2018                         | 08/01/2018 |
|   |   | 2 Utilize research-based resources to implement in the current curriculum.   | 06/01/2018                         | 08/01/2018 |
| 3   | Improve student learning by providing online resources.                                     | 1 Research evidence-based resources that work best for students with Dyslexia, other learning disabilities, or students in need of improvement.  | 06/01/2018                         | 10/01/2018 |
|   |   | 2 Provide new resources to students via the district's websites.   | 10/01/2018                         | 08/31/2019 |
| 4   | Purchase technology for teacher use.  | 1 Request quotes from at least two (2) Consultants.  | 05/01/2018                         | 07/01/2018 |
|   |   | 2 Select the Consultant and devices based on district policy.  | 07/01/2018                         | 08/01/2018 |
|   |   | 3 Purchase technology devices.   | 08/01/2018                         | 10/01/2018 |
| 5   | Provide additional services through the Reading Specialists.                                | 1 Will utilize a research-based/evidence-based approach.   | 05/01/2018                         | 06/01/2018 |
|   |   | 2 Will help students show an increase in achievement and rigor due to additional instruction.  | 06/01/2018                         | 07/01/2018 |
| <b>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.</b>   |   |  |                                    |            |

| <b>For TEA Use Only</b>                         |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 125-901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Process and procedures in place for monitoring the attainment of goals and objectives:** *The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks. (5 pts.)* The management plan is designed to achieve the objectives of the program on time and within budget. It will be the responsibility of each Superintendent to monitor the implementation of this grant on an on-going basis in order to ensure the successful attainment of goals and objectives. The Superintendents will track each milestone according to the proposed timeline to ensure the districts are on target and will create a report that identifies the status of each milestone, any outstanding practices, and possible challenges. Each challenge will include recommended strategies. This report will be reviewed by the Program Director and Reading Specialists.

**Plan for attaining goals and objectives is adjusted when necessary:** *The procedures ensure feedback and continuous improvement in the operation of the program through ongoing monitoring and adjustments as needed. (3 pts.)* To ensure feedback and continuous improvement, the key grant personnel will meet regularly with instructional staff to collect feedback regarding the online resources, student achievement, and any trainings attended. It is of high priority for the districts to meet the needs of the students and ensure all funds are utilized to their maximum potential. Thus, teachers' feedback will be essential in monitoring the program's effects on students. In addition, each district will establish an Advisory Council that will be composed of stakeholders, including, parents, educators, community members and collaborators from other districts. This committee will review the information gathered from each targeted district to determine whether adjustments to the program need to be implemented. If changes are necessary, each district will be sure to share this information with administrative staff, teachers, students, parents, and members of the community.

**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?

**On-going efforts similar or related to the project:** *Will be coordinated with similar or related efforts using existing resources/facilities and other appropriate resources to maximize the effectiveness of grant funds (3 pts.)* The recent decrease in state and federal funding has made it impossible for the districts to implement a large number of programs for students with Dyslexia. However, the districts can support the added costs that will be associated with the grant should it be funded to include items such as: personnel, utilities, building use, etc. Moreover, to ensure that the program continues after the grant period, the districts will actively look for funding sources that help support and sustain this program over an extended period of time. The districts' plan for **sustainability** will include an examination of what this grant aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

**Efforts coordinated to maximize effectiveness of grant funds:** *The budget, adequately supports the activities outlined in the grant (10 pts.)* The districts have aligned the budget to coordinate with current resources such as software, personnel, materials, and facilities to maximize resources for the grant. A close relationship has been established between the districts, technology vendors, curriculum vendors, and training institutions to provide quality services to the districts' teachers and students. Additionally, when creating the grant design all the grant requirements and activities were taken into consideration. All expenses on the budget adequately support the activities in the grant proposal and are reasonable and necessary in order to fulfill the proposed program.

**Ensure all participants remain committed:** *The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 pts.)* The following actions have been developed to ensure the participating districts show their commitment to the program's success: Professional Development Training – Training, workshops, and conferences will be provided to instructional staff on teaching strategies for Dyslexic students within the first four months of the grant period in order to be prepared for the grant implementation. Additionally, professional development will be offered throughout the grant period; and Open-Door Policy – Regular meetings will be held to encourage staff, parents/guardians, and students to voice concerns.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



| Schedule #15—Project Evaluation   |                               |  |   |
|---|-------------------------------|--|---|
| County-district number or vendor ID: 125-901  |                               | Amendment # (for amendments only):     |   |
| <b>Part 1: Evaluation Design.</b> 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.   |                               |  |   |
| <i>The methods of evaluation provide for examining the effectiveness of program strategies. (2 pts.)</i>  |                               |  |   |
| #   | Evaluation Method/Process     | Associated Indicator of Accomplishment |   |
| 1.  | Training Logs                 | 1.                                     | A minimum of 30 hours of training provided by the partnering Educational Service Centers (ESCs) were attended by instructional staff.   |
|   |                               | 2.                                     | A minimum of 30 hours of training provided by the Professional Development Trainers were attended by instructional staff.   |
|   |                               | 3.                                     | A minimum of 30 hours of training for the Multisensory Teaching Approach (MTA) and Language Essentials for Teachers of Reading and Spelling (LETRS) were attended by instructional staff. |
| 2.  | Academic Results              | 1.                                     | A minimum of a 5% increase in overall student academic achievement.   |
|   |                               | 2.                                     | Report cards and classwork demonstrate an improvement in student progress due to the revision of curriculum for students with Dyslexia.   |
| 3.  | Surveys                       | 1.                                     | Results indicate that program initiatives are being implemented.  |
|   |                               | 2.                                     | Results indicate that online resources are effectively improving student learning.  |
|   |                               | 3.                                     | Results indicate that students are enjoying the program.  |
| 4.  | Lesson Plans                  | 1.                                     | Number of teachers utilizing technology to provide digital instructional materials.   |
|   |                               | 2.                                     | Titles of digital instructional materials utilized through this grant.  |
| 5.  | Review of Reading Specialists | 1.                                     | Students are provided the additional instruction needed for their learning disability.  |
|   |                               | 2.                                     | Reading Specialists utilized a research-based/evidence-based approach to assist students with classwork, homework, and projects.  |
|   |                               | 3.                                     | Students show an increase in achievement and rigor due to additional instruction through the Reading Specialists.   |
| <b>Part 2: Data Collection and Problem Correction.</b> 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.  |                               |  |   |
| <b>Processes for collecting data included in the evaluation design:</b> <i>The evaluation design includes processes for collecting data, including program-level data (such as program activities and the number of participants served) and student-level academic data (such as achievement results and attendance data). (3 pts.)</i> The districts will evaluate the program and ensure it is on target to meet its proposed outcomes by collecting program-level and student-level academic data. Methods of evaluation will include objective performance measures and indicators of accomplishment that relate to the results of the program and produce quantitative and qualitative data. The districts will use objective performance measures and indicators of accomplishment that are clearly related to the intended results of the program. These measures include: Number of professional development trainings, workshops, and conferences; Results of curriculum review and enhancement; Number of online resources provided to students with Dyslexia; Availability of laptops for teachers in order to utilize digital teaching aids; and Results of utilizing the services of Reading Specialists. |                               |  |   |
| <b>The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 pts.)</b> The evaluation processes outlined in the application provides for the identification and correction of problems. The districts and their corresponding Advisory Councils will be provided a quarterly progress report. The reports will determine the status of the following: Degree of planning, implementation, and evaluation of the program; Number and percent of students benefitting; Level of the curriculum and instruction that is utilized; Strengths and weaknesses of the program; Recommendations for modifying or improving the program as a result of on-going evaluation activities; and the level of compliance. The districts will also develop student outcome-based metrics to measure program impact. This formative process will provide the opportunity to identify and correct problems in a timely manner throughout the grant cycle.   |                               |  |   |

| For TEA Use Only                                |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

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

County-district number or vendor ID: 125-901

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.

**The program incorporates a strong evidence-based and research-based design and addresses effective use of technology. (10 pts.)** As stated by Holly Korbey of Mindshift, "Most Dyslexic students don't have a problem understanding information; their issues lie with getting information through reading or sharing information through writing." Therefore, the participating districts will ensure that the teachers have access to effective technology devices, online resources, and digital teaching aids. These evidence-based, research-based tools will help those that may be struggling with reading or writing by providing pictures, graphs, charts, etc. on the topics that are being taught in the classroom setting each day. In addition, students with reading or writing disabilities will be provided with access to resources that have proven to be effective such as: Istation, Reading Plus, Education Galaxy, etc. These evidence-based programs will allow to the students to: Access content online or in print; Differentiate digital tools; Dictate and edit documents; and Enhance literacy skills. Additionally, the districts will offer trainings through Language Essentials for Teachers of Reading and Spelling (LETRS). This training shows teachers how language, reading, and writing are directly related to improving overall reading outcomes. LETRS includes online learning, integrated assessments and tools, classroom applications based on new concepts, and demonstration videos. This innovative, evidence-based training also aligns to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading.

Moreover, to ensure the effective use of technology in the classroom, the districts will utilize a virtual reading coach software. This is an online reading program that is aligned with the Texas State Standards for English Language Arts and Reading. The virtual reading coach operates as a one-on-one learning platform, which includes videos that guide the students through each lesson and activity. The instructors showcased in the videos are certified speech pathologists and have a thorough knowledge in assessment, phonics, and phonemic awareness. These instructors also provide clear articulation and pronunciation of English sounds for Dyslexic students, as well as, English Language Learners (ELL). As an added bonus, students may replay any lessons if needed. The virtual reading coach provides direct instruction that is based on the needs of each Dyslexic student that is enrolled in the program.

Finally, the districts will utilize an evidence-based math intervention software that will diagnose each student's skill gaps based on State standards. This software includes study guides, educational videos, practice assessments, and interactive activities – all of which are age- and grade-appropriate. To ensure easy access, students may utilize this software on tablets, laptops, cell phones, etc. In addition, students may pause, rewind, or rewatch lessons as many times as needed. The districts will utilize technology devices, online resources, digital teaching aids, LETRS training, a virtual reading coach program, and a math intervention software in order to incorporate evidence-based and research-based technological opportunities.

**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.

**The plan for collecting empirical data includes appropriate student outcomes-based metrics that demonstrate rigorous expectations for all students. (5 pts.)** In order to collect empirical data during the course of the program, professional development training will be given to the instructional staff regarding how to complete routine observations for student outcomes. These observations will last a minimum 45 minutes and will be conducted quarterly, with monthly walk-throughs, to ensure that student rigor is increased. Instructional staff should follow a Dyslexia Observation Check, which will include items such as:

- Continued problems with pronouncing words
- Frustration with reading tasks
- Delayed language development
- Continued problems with understanding directions
- Slowness in connection of letters
- Difficulty in learning math facts

By identifying the reoccurring problems and collecting empirical data, the instructional staff will be able modify teaching strategies and lesson plans accordingly. This process will result in verifying that the program students meet the outcomes-based metrics, show increased academic achievement, and demonstrate improvement in subjects such as reading and writing. The program will also develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program. Additionally, the empirical data process will determine whether the professional development trainings are having a positive impact on the teacher's ability to engage students and implement effective, research-based strategies. All data collected will be utilized to support an effective program implementation and improve student outcomes.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 125-901

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.

***The program includes a strong and logical approach for incorporating parental support and collaboration. (5 pts.)***

In order to incorporate parental support and collaboration, the parents/guardians will have the right to request a referral for a dyslexia assessment at any time. Once a parent's/guardian's request for dyslexia assessment has been made, the school districts will review the student's data history to determine whether there is a reason to believe the student has a disability. Schools will collect data on all students to ensure that instruction is appropriate and logically based. Information collected from the parents/guardians will give valuable insight into the students' early years of language development.

Having the support of the parents/guardians will be extremely encouraged. This way the parents/guardians feel like their perspective on their student's learning is taken seriously. Allowing the parents/guardians to be active in the learning process of their Dyslexic child is beneficial for them, the child, and the teachers. This practice will allow parents to learn how the teachers educate the student and may learn how to take the skills and apply it to the work the child does at home.

Parents/Guardians of enrolled program students will be encouraged to provide feedback through bi-annual surveys to determine the quality of the program provided. In addition, a few parents/guardians from a variety of backgrounds will be invited to become members of the program's Advisory Councils. Any substantiated feedback from the parents will be integrated into the program in order to ensure the program activities are relevant and beneficial to the students.

Moreover, parents/guardians will be provided step-by-step information on how to monitor the progress and academic achievement of their child(ren). They will also be provided with information regarding the online resources for students with Dyslexia and other learning disabilities.

Parents/guardians will be invited to attend any trainings, workshops, or conferences as the districts see fit. It is the desire of each participating district that the parent/guardian be as involved as possible so that parental support and collaboration becomes an intricate part of the proposed program.

**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.

***The program demonstrates the ability to reflect the diversity of the state and to be replicated for students statewide. (5 pts.)***

The districts understand that the State of Texas is full of cultural, linguistic, and economic diversity; therefore, the program will ensure that instructional staff is provided with effective teaching strategies for diverse populations. This will include utilizing teaching aids and graphics that reflect people of various cultural groups and ages, which will promote a meaningful, inclusive, and diverse setting.

Additionally, the learning environment should be welcoming to all children to create a positive setting for exploring diversity. Thus, the instructional staff will be sure to utilize materials that reflect different cultures such as books, puzzles, etc. By reflecting the diversity of the state, the Dyslexic students of the program will be provided a meaningfully inclusive environment for learning.

Moreover, the instructional staff will utilize techniques that can be easily replicated for other programs statewide. All procedures and processes of the program will be kept in a manual that can be accessed online on each of the district's website. The progress of the program will be available for the public's view on the districts' websites. The Services to Students with Dyslexia Grant will demonstrate to other districts/charters that the program is effective. With the proven statistics and data, other districts in the State of Texas will be able to replicate the program.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 125-901

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.

**The program includes innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. (10 pts.)** The proposed grant program will effectively address the unique academic and functional needs of students with Dyslexia by utilizing the Multisensory Teaching Approach (MTA) Program that has proven to be effective in districts state-wide. This innovative approach provides assistance to students as they advance through grade specific standards and meet proficiency in foundational reading skills, handwriting, and spelling. As a result of research begun at Texas Scottish Rite Hospital in 1965 by Aylett R. Cox and Dr. Lucius Waites, this teaching method successfully includes visual, auditory, and kinesthetic stimulation while enhancing the students' knowledge of Alphabetic Phonics.

The MTA approach meets all state requirements and also shows significant improvement for remedial students, as well as, regular classroom students. The MTA Program also provides workshops on how to effectively teach Dyslexic students. These workshops include lessons on phonological awareness, verbal expression, alphabet/dictionary skills, reading, reading comprehension, reading fluency, cursive handwriting, and spelling.

The Texas Handbook for Dyslexia dictates that Dyslexic students must be taught the regularity and irregularity of the correct spelling of words with an integration of phonics and sound-symbol knowledge. By teaching spelling and suffix addition rules, the MTA Program comprehensively meets this state requirement.

Moreover, the districts will form a consortium to establish the South Texas Dyslexia Training Center. This center will be housed at Alice ISD and will offer varying degrees of training based on the teacher's experience and educational background. Dyslexia is a neurological disability that affects language and may become more of a problem over time; therefore, it is critical that early identification and intervention occur while the child is still mentally developing (i.e. Pre-K through 3rd grade). Thus, new teachers will be provided with trainings in early identification, instruction for, and accommodations for students with Dyslexia. In addition, they will be trained on how to integrate research-based strategies into their lesson plans and daily instruction. Advanced teachers will be provided with certification opportunities such as the Certified Academic Language Practitioner (CALP) certification. Teachers will receive training in multisensory teaching techniques, lesson planning, and documentation of student progress. This certification takes one year to complete and requires: 10 hours of graduate-credit coursework, 5 teaching demonstration lessons, and a minimum of 120 supervised hours of clinical teaching experience. If all coursework and credit hours are complete, the teachers will be eligible to take the National Alliance Registration Exam to become a CALP. The teachers will then have the opportunity to further their education to become a Certified Academic Language Therapist (CALT) and a Qualified Instructor (QI).

**Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 pts.)** The districts have developed a program that will help to ensure that Dyslexic students have access to research-based and evidence-based resources and instruction. Strategies and activities were planned that are of sufficient quality and depth to ensure the accomplishment of the goals and objectives of the program. Strategies and activities will include:

- Ensuring all parents/guardians and students are aware of the program and all that it offers;
- Hosting meetings for parents/guardians and students to attend that will provide them with information on the program, online resources, and teaching strategies for Dyslexia;
- Providing innovative services that are tied into the curriculum and that focus on assisting students with spelling, reading, and writing through the Reading Specialists;
- Providing research-based, evidence-based professional development training for instructional staff;
- Reviewing and enhancing the current curriculum to include research-based instructional strategies for students with Dyslexia;
- Ensuring that online resources are easy for students to locate and access;
- Providing parents/guardians with step-by-step information on how to monitor their student's progress;
- Conducting parent surveys to provide feedback on the program; and
- Creating a schedule for regular observations of the program students and instructional staff.

The strategies and activities listed above will be implemented throughout the term of the grant and were created to make the goals and objectives of the grant attainable.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **125-901**

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.

Through this proposed program, the participating districts will partner with the regional Education Service Center (ESC) as a private provider. The ESC will provide trainings, webinars, and conferences specific to Dyslexia, which will include:

- Foundations of Dyslexia – This training will provide the districts the skills needed to identify students with Dyslexia. This will include defining Dyslexia, exploring the characteristics and risk factors at varying ages and grade levels, exploring the fundamental elements of reading, and reviewing the academic difficulties and conditions associated with Dyslexia;
- Dyslexia Evaluation – This training will assist districts in the “why” and “when” for assessing Dyslexia; and
- Consideration of English Language Learners (ELLs) – This training will review the process of second language acquisition, research the effectiveness of language programs, understand the various types of spelling around the world, and comprehend the benefits of being bilingual. Data and formal evaluation will be reviewed as well.

Additional training for instructional staff will be offered throughout the school year at various times. These trainings will be announced on the ESC website in advance so that teachers are able to register accordingly.

In addition, the ESC has a manual that has been posted online, which will assist teachers with identifying performance standards and indicators. These indicators are as follows:

- Student performance – The districts must provide research-based activities and services to improve student performance;
- Effectiveness and efficiency – The districts will improve effectiveness and efficiency by providing innovative programs, services, and online resources;
- Efficient operations – The districts will attend trainings provided by the ESC in order to learn and utilized efficient operations throughout the program;
- Fiscal responsibility – The district will ensure fiscal responsibility by utilizing all current resources, equipment, and utilities for the proposed program; and
- Public image – The district will request feedback from the Advisory Councils and the parents/guardians so that the program is classified as effective and creates a positive public image.

The ESC’s role in the proposed program is critically important to ensure that both new and experience teachers are provided the training needed to effectively and innovatively instruct students with Dyslexia.

Moreover, the districts will enlist the expertise of Dr. Eleazar Ramirez, Chief Executive Officer (CEO) of Program Evaluation and Educational Research Solutions (PEERS). He uses evidence-based strategies to intervene at both individual and school system levels in Special Education, including Dyslexia. As a former school administrator, Dr. Ramirez is motivated by his desire to assist educational organizations and enjoys taking on the challenge of maximizing students’ potential. Dr. Ramirez is also bilingual, which promotes an inclusive, diverse setting for parents and students of all backgrounds. Through grant funding, he will be able to provide the following services:

- Evaluation of the proposed grant program to include pre- and post-assessments to determine the effectiveness of the curriculum and/or program;
- Consultations with school administrators in rural school systems;
- Recommendations that can be readily applied in the educational settings; and
- Conferences/trainings for teachers and parents regarding early identification of Dyslexia.

Comprehensive Training Center (CTC) will be contracted to provide technical assistance, which includes the following services: Online and telephone support regarding any questions the districts may have; Assistance with collecting data for the evaluator; Monitoring and completing all required reports; Ensuring the goals and objectives of the grant are being met in a timely manner, etc. In addition, CTC has over 26 years of professional experience in working with over 250 school districts, colleges, and universities by assisting with professional development. Therefore, CTC will also assist the participating districts with this critically important component of the grant.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: