# Texas Education Agency
## Standard Application System (SAS)

## 2018–2019 Services to Students with Dyslexia

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

### Schedule #1—General Information

### Part 1: Applicant Information

| Organization name | County-District # | | Amendment # |
|---|---|---|---|
| **Harlingen CISD** | **031-903** | | |
| Vendor ID # | ESC Region # | | |
| **74-6001053** | **1** | | |

| Mailing address | | City | State | ZIP Code |
|---|---|---|---|---|
| **407 N. 77 Sunshine Strip** | | **Harlingen** | **TX** | **78550-5820** |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| **Jessica** | **D** | **Hruska** | **Special Projects and Grants Specialist** |

| Telephone # | Email address | FAX # |
|---|---|---|
| **956-430-9765** | **Jessica.hruska@hcisd.org** | **956-430-9524** |

**Secondary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| **Shannon** | | **Reyna** | **Dyslexia Coordinator** |

| Telephone # | Email address | FAX # |
|---|---|---|
| **956-430-9798** | **Shannon.reyna@hcisd.org** | **956-430-9008** |

### 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 |
|---|---|---|---|
| **Arturo** | **J** | **Cavazos** | **Superintendent of Schools** |

| Telephone # | Email address | FAX # |
|---|---|---|
| **956-430-9502** | **Arturo.cavazos@hcisd.org** | **956-430-9524** |

Signature (blue ink preferred)　　　　　　　　　　　Date signed

*Dr. Art Cavazos* (signature)　　　　　　　　　　　3/7/18

Only the legally responsible party may sign this application.

**701-18-108-029**

| Schedule #1—General Information | |
| --- | --- |
| County-district number or vendor ID: 031-903 | Amendment # (for amendments only): |
| Part 3: Schedules Required for New or Amended Applications | |

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

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

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

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

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

| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: **031-903** | Amendment # (for amendments only): |

**Part 1: Required Attachments**

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

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

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

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X | Acceptance and Compliance |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

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

| County-district number or vendor ID: 031-903 | Amendment # (for amendments only): |
|---|---|

**Part 3: Program-Specific Provisions and Assurances**

☒    I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|---|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget. |
| 4. | The applicant provides assurance that the program will give priority for enrollment to students with dyslexia. |
| 5. | The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level. |
| 6. | The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year. |
| 7. | The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools. |
| 8. | The applicant provides assurance that the LEA will not require a parent to enroll a child in the program. |
| 9. | The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian. |
| 10. | The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program. |
| 11. | The applicant provides assurance that the program will incorporate meaningful inclusion. |
| 12. | The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA. |
| 13. | The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants. |

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## Schedule #3—Certification of Shared Services

| County-district number or vendor ID: **031-903** | 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. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| **Member Districts** | | | | |
| 2. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 3. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 4. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 5. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 6. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 7. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 8. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |

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

| County-district number or vendor ID: 031-903 | | Amendment # (for amendments only): | | |
|---|---|---|---|---|
| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
| **Member Districts** | | | | |
| 9. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 10. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 11. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 12. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 13. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 14. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 15. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 16. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 17. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 18. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 19. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 20. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| | | | Grand total: | |

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## Schedule #4—Request for Amendment

| County-district number or vendor ID: **031-903** | 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

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

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| | | Schedule #4—Request for Amendment (cont.) | |
|---|---|---|---|

| County-district number or vendor ID: **031-903** | | Amendment # (for amendments only): | |
|---|---|---|---|

**Part 4: Amendment Justification**

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

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## Schedule #5—Program Executive Summary

| County-district number or vendor ID: **031-903** | 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.

Harlingen CISD is a district that focuses on supporting, advancing, and nurturing our students with dyslexia as well as their families. Our Pre-K-2nd grade classrooms are receiving phonemic awareness (PA) and phonics lessons using research based instruction from the Neuhaus Education Center. The intent is to build a foundation as well as identify students who struggle with PA, rhyming, literacy, vocabulary, and more at an early age. This year district wide, all campus teachers' PK-12 grade, participated in the Texas Dyslexia Identification Academy: Dyslexia Foundations Module 1. The purpose was to learn characteristics for early identification and overall awareness. In addition, HCISD has an organizational account that allows 100% of the dyslexic population to access BookShare. This program allows students to access numerous titles to read for pleasure and to access to academic text books free of charge. Our HCISD families with students who are dyslexic also receive monthly parent meetings targeted to educate and support the entire family. The Early Childhood Reading Academy, is intended to build on the solid foundation that has been established in Harlingen CISD.

The Early Childhood Reading Academy is designed to target students ages 3-9 who are identified dyslexic, receive Tier 3 instruction, or are in need of intensive early interventions in the area of literacy. The Early Childhood Reading Academy will be based on the five components of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each grade level is unique with regards to the skills that are targeted, so the curriculum and instruction will align intentionally to prepare each student for the next level. The teachers of the program will receive professional development and certification though Neuhaus Education Center. The program teachers will participate in is the *Neuhaus Literacy Interventions Program*. This program will allow teachers to show competency in: foundations of reading, literacy development, formal and informal assessment, summative evaluation of literacy development, and effective teaching practices. Upon completion, participants are eligible to take the *Certification Exam for Educators of Reading Instruction (CEERI)*. As an extension, the teachers will take the additional coursework to become a *Dyslexia Practitioner*.

The Early Childhood Reading Academy will encompass vital components of effective instruction. Students will rotate throughout the day in small groups that allow for intentional intensive lessons that are multisensory and provide differentiated instruction. The daily routine will include the following critical research based components of effective instruction: Guided small group reading stations, Scientific Spelling, The Orton-Gillingham Approach, Multisensory, Differentiated instruction and Neuhaus Phonics Lessons.

The budget was developed by first understanding the staffing needs, and the goal to adhere to small teacher/student ratios. Budgeting for materials was based on the goal of the program: small group instruction, assessment instruments, literacy library, multiple intervention resources, and assistive technology.

The management of the program will be done by the program director. The director will work closely with The Early Childhood Reading Academy standing committee. The needs assessment, program efficacy, and modification of the program is determined by The Early Childhood Reading Academy standing committee. The program director will provide The Early Childhood Reading Academy standing committee with data and based on the data alterations to the program will be made. The methods of program evaluation rely mainly on student data. The growth or rate of student growth will determine next steps in the program. The director will review data weekly that is in turn shared with stakeholders on a monthly basis.

In education, not one resource fits all students. Therefore, The Early Childhood Reading Academy will adhere to a very data driven approach. Children will experience literacy in a way that fills in the gaps as well as provides acceleration to ensure the student has a solid foundation upon exiting the program at age 9. All programs follow the main objectives of the program concentrating on the five components of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additional emphasis will be on vocabulary and writing. The following are resources that will be utilized throughout the program as it fits the child's needs:

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

| County-district number or vendor ID: **031-903** | 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.

- New Herman Method
- iSpire
- Neuhaus
- Lexia
- BookShare
- Literacy Library
- Sounds Sensible

Technology is crucial for learners who are in need of daily practice of concepts and skills as well as access to the curriculum. This Early Childhood Reading Academy will equip each student in the classroom access to a C-Pen reader. This device provides the students immediate access to reading words that are difficult in daily classwork. Often through RTI and 504 accommodations students have oral administration. This device will provide the oral reading assistance for the student immediately and the tool will allow students to gain control and independence over their reading.

Additional devices such as iPads will be necessary to access the Lexia program in the classroom and at home. Lexia is a program used at HCISD as an additional resource for the dyslexic population. In addition, iPads are necessary for the small iSpire reading groups. The iPads will also be necessary for students to access their existing BookShare accounts.

Data collection will be a vital component in this pilot program. One data source does not provide the full picture of the student. A variety of data will be collected to ensure the proper direction for targeted instruction. The following are data sources that will be used at the various grade/age levels: Age 3 and Pre-K: developmental assessments, Sounds Sensible. Kindergarten-CLI Engage. 1$^{st}$ TPRI, DRA, running records, and iStation. 2$^{nd}$- TPRI, DRA, running records, and iStation. 3$^{rd}$- TPRI, DRA, running records, and iStation.

Parental involvement is a crucial component of The Early Childhood Reading Academy. The model for which the program will follow is that of Dr. Mapp, Family Engagement in Education: Creating Effective home and School Partnerships for Student Success. This model focuses on the need to ensure parents are welcome in the school and have a defined role in the success of their child.

The staff will have quarterly meetings with parents to discuss the data that was collected for that quarter. The school as well as the parents will have a data binder to track student progress. At this point, a progress goal will be set for the student to be reviewed at the next meeting. If a student is showing difficulty and not making adequate progress then the parents will meet monthly with the teachers for closer monitoring and adjustments to the goals and plans.

An additional parent component are monthly evening meetings that will feature important aspects of literacy and the home. Teachers and parents will be involved in collaborative activities that teach parents to carry out and support their learning endeavors.

The plan was written with sustainability in mind. The concept has been designed with district wide implementation in the near future. An HCISD literacy team has identified a need in the classroom for small group intensive instruction for struggling learners. The literacy team has agreed that the district will adopt a new model to target early intervention reading. The Early Childhood Reading Academy will serve as a model for the future of our early literacy programs.

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## Schedule #6—Program Budget Summary

| County-district number or vendor ID: **031-903** | | | | Amendment # (for amendments only): | |
|---|---|---|---|---|---|

Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85th Texas Legislature, 2017

| Grant period: May 1, 2018, to August 31, 2019 | | | Fund code/shared services arrangement code: 429/459 | | |
|---|---|---|---|---|---|

**Budget Summary**

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $673,000 | $42,000 | $715,000 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $40,000 | $ | $40,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $245,000 | $ | $245,000 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $ | $ | $ |
| Schedule #11 | Capital Outlay (6600) | 6600 | $ | $ | $ |
| Total direct costs: | | | $ | $ | $ |
| Percentage% <u>indirect costs</u> (see note): | | | N/A | $ | $ |
| Grand total of budgeted costs (add all entries in each column): | | | $ | $ | **$1,000,000** |

| **Shared Services Arrangement** | | | | | |
|---|---|---|---|---|---|
| 6493 | Payments to member districts of shared services arrangements | | $ | $ | $ |

| **Administrative Cost Calculation** | |
|---|---|
| Enter the total grant amount requested: | $1,000,000 |
| Percentage limit on administrative costs established for the program (15%): | x .15 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | $150,000 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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## Schedule #7—Payroll Costs (6100)

| County-district number or vendor ID: **031-903** | | Amendment # (for amendments only): | |
|---|---|---|---|

| | **Employee Position Title** | **Estimated # of Positions 100% Grant Funded** | **Estimated # of Positions <100% Grant Funded** | **Grant Amount Budgeted** |
|---|---|---|---|---|
| **Academic/Instructional** | | | | |
| 1 | Teacher | 9 | | $52,000 |
| 2 | Educational aide | 4 | | $35,000 |
| 3 | Tutor | | | $ |
| **Program Management and Administration** | | | | |
| 4 | Project director/administrator | | 1 | $10,000 |
| 5 | Project coordinator | | | $ |
| 6 | Teacher facilitator | | | $ |
| 7 | Teacher supervisor | | | $ |
| 8 | Secretary/administrative assistant | | | |
| 9 | Data entry clerk | 1 | | $32,000 |
| 10 | Grant accountant/bookkeeper | | | $ |
| 11 | Evaluator/evaluation specialist | | | $ |
| **Auxiliary** | | | | |
| 12 | Counselor | | | $ |
| 13 | Social worker | | | $ |
| 14 | Community liaison/parent coordinator | | | $ |
| **Other Employee Positions** | | | | |
| 15 | Title | | | $ |
| 16 | Title | | | $ |
| 17 | Title | | | $ |
| 18 | | Subtotal employee costs: | | $ |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | |
| 19 | 6112 | Substitute pay | | $ |
| 20 | 6119 | Professional staff extra-duty pay | | $ |
| 21 | 6121 | Support staff extra-duty pay | | $ |
| 22 | 6140 | Employee benefits | | $ |
| 23 | 61XX | Tuition remission (IHEs only) | | $ |
| 24 | | Subtotal substitute, extra-duty, benefits costs | | $ |
| 25 | **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | | **$715,000** |

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

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## Schedule #8—Professional and Contracted Services (6200)

| County-district number or vendor ID: 031-903 | 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<br><br>Specify purpose: | $ |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | $ |

### Professional and Contracted Services

| # | Description of Service and Purpose | Grant Amount Budgeted |
|---|---|---|
| 1 | Neuhaus coaching for teachers and credentials | $40,000 |
| 2 | | $ |
| 3 | | $ |
| 4 | | $ |
| 5 | | $ |
| 6 | | $ |
| 7 | | $ |
| 8 | | $ |
| 9 | | $ |
| 10 | | $ |
| 11 | | $ |
| 12 | | $ |
| 13 | | $ |
| 14 | | $ |
| b. | Subtotal of professional and contracted services: | $40,000 |
| c. | Remaining 6200—Professional and contracted services that do not require specific approval: | $ |
| | (Sum of lines a, b, and c) Grand total | $40,000 |

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

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<table>
<tr><td colspan="3" align="center"><strong>Schedule #9—Supplies and Materials (6300)</strong></td></tr>
<tr><td colspan="2">County-District Number or Vendor ID: <strong>031-903</strong></td><td>Amendment number (for amendments only):</td></tr>
<tr><td colspan="3" align="center"><strong>Supplies and Materials Requiring Specific Approval</strong></td></tr>
<tr><td colspan="2" align="center"><strong>Expense Item Description</strong></td><td align="center"><strong>Grant Amount Budgeted</strong></td></tr>
<tr><td>6300</td><td>Total supplies and materials that do not require specific approval:</td><td>$245,000</td></tr>
<tr><td colspan="2" align="right"><strong>Grand total:</strong></td><td><strong>$245,000</strong></td></tr>
</table>

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

<table>
<tr><td colspan="2" align="center"><strong>For TEA Use Only</strong></td></tr>
<tr><td>Changes on this page have been confirmed with:</td><td>On this date:</td></tr>
<tr><td>Via telephone/fax/email (circle as appropriate)</td><td>By TEA staff person:</td></tr>
</table>

| Schedule #10—Other Operating Costs (6400) | | |
|---|---|---|
| County-District Number or Vendor ID: 031-903 | | Amendment number (for amendments only): |
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | $ |
| | Subtotal other operating costs requiring specific approval: | $ |
| | Remaining 6400—Other operating costs that do not require specific approval: | $ |
| | Grand total: | $ |

In-state travel for employees does not require specific approval.

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

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| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|---|---|---|---|
| **Schedule #11—Capital Outlay (6600)** |
| County-District Number or Vendor ID: | | | Amendment number (for amendments only): | |
| **6669—Library Books and Media (capitalized and controlled by library)** | | | | |
| 1 | | N/A | N/A | $ |
| **66XX—Computing Devices, capitalized** | | | | |
| 2 | | | $ | $ |
| 3 | | | $ | $ |
| 4 | | | $ | $ |
| 5 | | | $ | $ |
| 6 | | | $ | $ |
| 7 | | | $ | $ |
| 8 | | | $ | $ |
| 9 | | | $ | $ |
| 10 | | | $ | $ |
| 11 | | | $ | $ |
| **66XX—Software, capitalized** | | | | |
| 12 | | | $ | $ |
| 13 | | | $ | $ |
| 14 | | | $ | $ |
| 15 | | | $ | $ |
| 16 | | | $ | $ |
| 17 | | | $ | $ |
| 18 | | | $ | $ |
| **66XX—Equipment or furniture** | | | | |
| 19 | | | $ | $ |
| 20 | | | $ | $ |
| 21 | | | $ | $ |
| 22 | | | $ | $ |
| 23 | | | $ | $ |
| 24 | | | $ | $ |
| 25 | | | $ | $ |
| 26 | | | $ | $ |
| 27 | | | $ | $ |
| 28 | | | $ | $ |
| **66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)** | | | | |
| 29 | | | | $ |
| | | | **Grand total:** | $ |

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

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

| County-district number or vendor ID: **031-903** | Amendment # (for amendments only): |
|---|---|

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

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

| Grade | Number of Students | Number of Teachers | Student/Teacher Ratio |
|---|---|---|---|
| PK | 20 | 1 | 10:1 |
| K | 40 | 2 | 10:1 |
| 1st | 40 | 2 | 10:1 |
| 2nd | 40 | 2 | 10:1 |
| 3rd | 40 | 2 | 10:1 |

| COMMENTS | The proposed number of students will vary based on need (i.e. if there is a large need for 1st grade and not PK one year then another class will be added for 1st grade. Paraprofessionals will assist under the direction of the teacher to provide a smaller student/teacher ratio based on individual case. PK would encompass the 3 year old students as well. |
|---|---|

**Part 2: Amount of Instruction.** Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Amount of Instruction | | COMMENTS |
|---|---|---|
| School day hours (ex) 8:30am – 4:30pm | 8:00am-3:00pm | The school day will broken up into two sessions one from 8-11 and the other from 12-3 in order to service as many kids as possible and to provide intensive small group instruction. |
| Number of days in school year | 176 | |
| Minutes of instruction per school year | 31,680 | |

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Need

| Schedule #13—Needs Assessment | |
|---|---|
| County-district number or vendor ID: **031-903** | 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.

In planning for the Dyslexia grant, HCISD created a design team which consisted of individuals at all levels and departments that impact instruction. This team which was led by the district Dyslexia Coordinator and the Assistant Superintendent of Elementary Education was tasked with conducting a needs assessment to identify and prioritize the needs of the district with the intent of increasing student achievement among students who are Dyslexic or need intensive intervention.

Through weekly meetings, data was gathered, interviews we're conducted with teachers, parents and administrators, and an analysis of the district current systems was used to create a needs assessment for our Dyslexia students and beyond. Currently HCISD services approximately 55 students in the age range of 6-9 year olds. These students are serviced through accommodations in the mainstream classroom and receive dyslexia therapy at least 3 times a week. Upon extensive review of district data, such as iStation reports and Neuhaus mastery checks, it has been identified that in order for student to make the gains to be successful and be on grade level, early and intensive intervention needs to be in place. This is also the case with Tier 3 students who are currently not performing on grade level.  Although the district has good protocols and services in place we are needing to identify students earlier then 6 years old and provide additional intensive interventions that are appropriate for each student's needs across the district at every one of the 17 elementary campuses.

Another notable need that emerged from the design team was the need to provide quality services not only to the students in Harlingen CISD but also in the Rio Grande Valley. As Harlingen is centralized in the middle of the valley,The Early Childhood Reading Academy will be a regional school intended to service an array of students. The goal for this grant is to open a regional school to provide students with Dyslexia and students who are in need of small group support with innovative instruction in a personalized environment. Students with Dyslexia will receive priority into the academy regionally through an application process. If the need is greater than spots available a lottery system will be put into place.

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| Schedule #13—Needs Assessment (cont.) | |
|---|---|
| County-district number or vendor ID: **031-903** | Amendment # (for amendments only): |

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|---|---|---|
| 1. | **Early literacy intervention**: Early literacy intervention is a priority at HCISD. A vital need has surfaced on the importance of identifying and providing early small group supports to students that are not gaining adequate literacy skills. | Early literacy intervention is the foundation of this program and will be provided in a personalized environment which will be known as the Early Childhood Reading Academy. Students with and without dyslexia will have the opportunity to learn in a model that focuses on data and intensive intervention. Close monitoring and adjusting of the students' program will be based on student data. Students at an early age will receive interventions that will limit the number of gaps that would be created otherwise. |
| 2. | **Small student teacher ratio**: Typical class sizes make it difficult to conduct ongoing thorough assessments and create prescriptive plans of interventions. | The grant will allow for small group instruction. The ratio will vary depending on student needs. There are two student/teacher options 10:1 and 5:1. As students are assessed frequently and the ratio will depend on the areas that need to be targeted. |
| 3. | **Intensive interventions**: This program will fill the need for intensive small group instruction for students who need a more tailored learning environment. | The grant will allow students to lean in a small group setting that is prescriptive, based on their needs from the data. The level of reading intervention will be driven by the needs based on the data. Students will receive interventions on the five components of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. |
| 4. | **Literacy library**: The early intervention model with small group and intensive interventions has created a need for a literacy library. Students need a variety of leveled readers so instructional level material is available. | Literacy libraries are necessary for guided small group reading interventions. The pilot is heavily focused on data. The frequent data that is collected in the classroom will guide the reading interventions for the students. A variety of reading materials will allow for intensive reading instruction that is targeted to their particular reading level. |
| 5. | **Access to print via technology**: A need is there for students to access fluent oral reading to complete assignments on a daily basis. Students are at the mercy of asking their teachers to have words read aloud from books, tests, quizzes, and daily assignments. | The implementation of technology will be the way students can access fluent oral reading to enjoy a book for pleasure or to access a story for an assignment. Using the C-Pen the students can adjust their level of support with oral reading by scanning only the words that are unfamiliar to them. The devices will give student the tools to for independence in the classroom. |

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| | Schedule #14—Management Plan | |
|---|---|---|
| County-district number or vendor ID: 031-903 | | Amendment # (for amendments only): |

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|---|---|---|
| 1. | Superintendent of Schools | Dr. Arturo J Cavazos is the Superintendent of HCISD holds a Doctorate Degree in Education and will be responsible for ensuring the district holds to the grant activities and state regulations. |
| 2. | Dyslexia Coordinator | Holding a Master's Degree in Curriculum and Instruction-Reading Specialist, Mrs. Shannon Reyna, has over 17 years of experience in the field of education. She possesses the experience, skills and competency necessary to ensure the project remains on budget and within the scope proposed. |
| 3. | Elementary Principals | All elementary principals hold a minimum of a Master's degree. They possess the administrative experience and supervisory skills to ensure the project stays on schedule and within the scope of the outlined work. |
| 4. | Special Projects and Grants Specialist | Mrs. Jessica Hruska has a Master's Degree in Education and the experience need to execute all grant requirements effectively. She will be responsible for collecting and analyzing data for grant purposes and will be working with all the above mentioned to insure the grant goals and objectives are met. |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | | Milestone | Begin Activity | End Activity |
|---|---|---|---|---|---|
| 1. | Prep Early Childhood Academy | 1. | Prep school facilities | 05/01/2018 | 08/10/2018 |
| | | 2. | Adverstise for school | 05/05/2018 | 07/05/2018 |
| | | 3. | Send out and collect applications regionally | 05/10/2018 | 6/10/2018 |
| | | 4. | Announce acceptance of admission | 06/15/2018 | 06/15/2018 |
| | | 5. | Summer meet and greets with parents (2) | 06/18/2018 | 07/25/2018 |
| 2. | Purchase of Materials and Supplies | 1. | Purchase TPRI materials | 05/05/2018 | 06/05/2018 |
| | | 2. | Purchase Ispire program/Sounds Sensible | 05/05/2018 | 06/05/2018 |
| | | 3. | Purchase of C-Pens and iPads | 05/05/2018 | 06/05/2018 |
| | | 4. | Purchase of literacy library | 05/05/2018 | 06/05/2018 |
| 3. | Obtain and begin training for teachers | 1. | Send out job posting | 05/01/2018 | 05/05/2018 |
| | | 2. | Recurit teachers | 05/01/2018 | 06/05/2018 |
| | | 3. | Hire teachers | 05/15/2018 | 06/05/2018 |
| | | 4. | Nehaus professional development for teachers | 06/15/2018 | 08/15/2018 |
| 4. | Collect Data and Committee Analysis | 1. | Collect qualitative and quanitative data | 08/15/2018 | 08/15/2019 |
| | | 2. | Hold monthly committee meetings | 06/01/2018 | 08/01/2019 |
| | | 3. | Weekly data analysis to parents | 08/15/2018 | 08/15/2019 |
| 5. | Parental Involvement | 1. | Hold quarterly meetings for individual students | 08/15/2018 | 08/15/2019 |
| | | 2. | Hold monthly meeting for dyslexic population | 08/15/2018 | 08/15/2019 |
| | | 3. | Monthly meetings with struggling students | 08/15/2018 | 08/15/2019 |

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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| Schedule #14—Management Plan (cont.) |
|---|

| County-district number or vendor ID: **031-903** | 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.

Monitoring goals and objectives is an ongoing process for students at all levels. Essentially students' data is the measure for which guides the plans for interventions. The goal is to be diagnostic and prescriptive to ensure students are provided intentional interventions. The Early Childhood Reading Academy will adhere to this goal by closely monitoring student progress with rich data and tracking procedures. Teachers will perform certain student assessments at specific points in the year. Based on student progress, the level of interventions, and the types of interventions will be adjusted to target the areas of need. This program will keep parents apprised of student progress weekly. On a weekly basis, parents will be provided a data summary on their current reading level A-Z, Neuhaus lesson completion, mastery checks, fluency, and various other data pieces from the programs that are used in the different grade levels. The intensive small group aspect of this program will allow teachers the opportunity to collect sufficient data and personalize the instruction for optimal student progress. Teachers and the program director will have weekly meetings to communicate student progress both in person and virtually for students in the district as well out of district. In addition, administration and the teachers' students will be tracked to determine the instructional path for the next week. For example, if students are struggling then a targeted prescriptive plan will be set. Students will maintain their data binder that is age appropriate so they can visualize their success and new learning that is approaching. On a monthly basis, the principals will receive a progress report on the program illustrating the data and next steps. Direct communication will take place between the Early Childhood Reading Academy teachers and the home campus. The ongoing feedback and continuous improvements that is out lined here will assist in a fluid process that meets the needs of students for ultimate success.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The HCISD strategic plan is the compass for which the district navigates all programs and initiatives. The program director will present current data to The Early Childhood Reading Academy standing committee on a monthly basis. This committee serves as a team to program evaluate to ensure a fluid process. This committee will address issues and next steps for the program. The committee will discuss funding, materials, and expenses to remain proactive in the implementation and sustainability of the program.

The district will utilize available resources for The Early Childhood Reading Academy as necessary. The intent is to pioneer a concept of intensive interventions for students to alleviate poor literacy. This model is projected to extend district wide and beyond. Students that are reading on grade level by 3$^{rd}$ grade are set up for extended success their entire school career.

| Schedule #15—Project Evaluation | | |
|---|---|---|

| County-district number or vendor ID: **031-903** | | Amendment # (for amendments only): |
|---|---|---|

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

| # | Evaluation Method/Process | | Associated Indicator of Accomplishment |
|---|---|---|---|
| 1. | Student data: DRA entry data and exit qualitiatve and quanitative data | 1. | Number/percent of students who showed growth while in the program. |
| | | 2. | Number/percent of students who tested on level in reading on the DRA assessment. |
| 2. | iStation/ Mastery Checks | 1. | Number of students that are reading on grade level by 3$^{rd}$ grade. |
| | | 2. | Number of students that have demonstrated mastery in phonemic awareness, alphabetic knowledge and skills, text fluency, vocabulary, and comprehension. |
| | | 3. | Number/percent of students who performed 100% on the Neuhaus Mastery Checks. |
| 3. | STAAR | 1. | Number/percent of students who met standard on the 3$^{rd}$ grade STAAR test. |
| | | 2. | Number/percent of students who performed masters on the 3$^{rd}$ grade STAAR test. |
| 4. | TPRI | 1. | Number/percent of students who are developed in all areas. |
| 5. | Stakeholder Survery and Interviews | 1. | Parent interviews and surveys on a semester basis |
| | | 2. | Administrator interviews and surveys on a semester basis |
| | | 3. | Teacher interviews and surveys on a semester basis |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quantitative and qualitative data will be collected based on the indicators above by the project director, Early Childhood Reading Academy teachers, and the data clerk. This data will be collected through program reports, surveys, interviews, and standardized tests as indicated above. The data gathered from the previously mentioned sources will be evaluated by the Early Childhood Reading Academy Committee and the project director during the monthly meetings when necessary. In addition, monthly reports will be sent to Superintendent for formal feedback. The data and analysis process will help determine the status of implementation, planning, and evaluation of the program. Additionally, this data will provide insights into strengths and weaknesses of the program as the district plan to share lesson learned with other districts interested in implementing a similar model. This process will provide the opportunity to identify and correct problems in a timely manner both with conceptual program pieces and student academics.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
| --- | --- |
| County-district number or vendor ID: **031-903** | Amendment # (for amendments only): |

**Statutory Requirement 1:** Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Early Childhood Reading Academy will focus on phonemic awareness, phonics, fluency, and comprehension using research based instruction from the Neuhaus Education Center. Students will rotate throughout the day in small groups that allow for intentional intensive lessons that are multisensory and provide differentiated instruction. The daily routine will include the research based components of effective instruction such as guided small group reading stations, the Orton-Gillingham Approach, Multisensory Lessons, Differentiated Instruction, Neuhaus Phonics Lessons and Scientific Spelling.

Technology is crucial the program and for our students who are in need of daily practice of concepts and skills as well as access to the curriculum. This Early Childhood Reading Academy will equip each student in the classroom access to a C-Pen reader. This device provides the students immediate access to reading words that are difficult in daily classwork. Often through RTI and 504 accommodations students have oral administration. This device will provide the oral reading assistance for the student immediately and the tool will allow students to gain control and independence over their reading.

Additional devices such as iPads will be necessary to access the Lexia program in the classroom and at home. Lexia is a program used at HCISD as an additional resource for the dyslexic population. In addition, iPads are necessary for the small group iSpire reading groups. The iPads will also be necessary for students to access their existing BookShare accounts.

**Statutory Requirement 2:** Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Entering students will participate in a series of entry assessments. The entry assessments for the various grade/age levels include: Age 3 and Pre-K: developmental assessments, Sounds Sensible. Kindergarten-CLI Engage. 1st- TPRI, DRA, running records, and iStation. The 2nd grade entry assesments will include- TPRI, DRA, running records, and iStation. Finally the 3rd grade entry assesments will consist of- TPRI, DRA, running records, and iStation.

DRA, CLI-Engage, TPRI will be given the beginning of the year, middle year, and end of the year.and running records will be taken weekly. The other assessments like mastery checks, developmental assessments, and Sounds Sensible are given as needed during implementation.

All students who attend The Early Childhood Reading Academy will be assessed according to grade level. This data will determine the intensive intervention plan that is set for each student. The entire focus is on the five components of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. Weekly data will include achievement results that will guide the program for students. Monthly meetings with The Early Childhood Reading Academy standing committee is the time to target and correct problems within the program. The committee will meet more frequently as needed based on student progress, teacher, administrator, and parent qualitative and quantitative data, as well as director concerns. The intensive program is designed to support the whole student. Students will receive targeted instruction so that they are proficient readers and overall leaners. The school/parent component will target attendance, learning outcomes, classroom independence, and strong home support. Parents will receive support in their native language on research based interventions to do in the home.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: **031-903** | 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.

Parental involvement is a crucial component of The Early Childhood Reading Academy. The model for which the program will follow is that of Dr. Mapp, Family Engagement in Education: Creating Effective home and School Partnerships for Student Success. Through this framework the Early Childhood Reading Academy and the families of the students participating will join forces to identify challenges, offer opportunities, create policy and program goals, as well as develop family and staff capacity outcomes. This framework will be utilized in all meetings and interactions with parents.

In implementing the framework, the staff will be required to have quarterly meetings with parents to discuss the data that was collected for that quarter. The school as well as the parents will have a data binder to track student progress. At this point, a progress goal will be set for the student to be reviewed at the next meeting. If a student is showing difficulty and not making adequate progress, then the parents will meet monthly with the teachers.

An additional parent component are monthly evening meetings that will feature important aspects of literacy and the home. Teachers and parents will be involved in collaborative activities that teach parents to carry out and support their learning endeavors.

**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 Early Childhood Reading Academy was designed to encompass not only students that are Dyslexic, but students who are in need of small group support and intense intervention. As intentionally planned, this will allow for a diverse group of students to participate in the innovative instruction and personalized environment of the academy. The diversity of the state is evident in population and this academy will serve as an equalizer for students with and without a disability. From the pioneering concept of a half day reading academy to the innovative instruction and technology that will be implemented, this academy addresses the need to enhance literacy that is seen across the state.

It is a priority for this reading academy to accurately document all the challenges and success it faces so that this information can be shared with other across the state. A long term goal for this proposed program is to create a framework and implantation guidelines that could be replicated not only in the state but nationwide.

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| Schedule #17—Responses to TEA Program Requirements | |
|---|---|
| County-district number or vendor ID: **031-903** | Amendment # (for amendments only): |

**TEA Program Requirement 1:** Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Early Childhood Reading Academy is an intensive intervention approach that is designed to target students ages 3-9 who are identified dyslexic, receive Tier 3 instruction, or are in need of intensive early interventions in the area of literacy. The Early Childhood Reading Academy will be based on the five components of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. The diagnostic and prescriptive approach targets the needs of students based on data and allows the program to be specific in nature. The intervention process will remain fluid so the flexability of interventions will meet the needs of students. This innovative program allows for small group instruction that provides students with dyslexia and reading difficulties an early age program to build a solid literacy foundation so that students are reading on grade by 3$^{rd}$ grade. A 10:1 as well as a 5:1 is built in the program to service students who need more intensive instruction to learn certain skills. Again, this is a fluid process based on student need. Students will have the opportunity to read with a teacher and receive necessary feedback for growth. The innovative aspect of having credentialed teachers that have access to multiple resources for targeted instruction will make the leanring experience highly engaging as well as effective. The access to an expansive literacy library will expose students to multiple generes so they can experience wide reading. When teachers spend quality time daily with student reading they can do mini assessments so that reading deficents can be found and remediated.

In education, not one resource fits all students so, The Early Childhood Reading Academy will adhere to a very data driven approach and resources will be matched to teach the necessary skills. Children will experience literacy in a way that fills in the gaps as well as provides acceleration to ensure the student has a solid foundation upon exiting the program at age 9. The technology for students to access their existing BookShare accounts will enable them to chose from a list of 700,00 titles. These online oral books on a iPad will enhance the reading experience for students reinforcing their new reading skills. In addition, the C-Pen will provide reader independence in the classroom so that they have control to scan a word that they do not know instead of asking for oral assistance.

In addition this innovative approach leans in to build human capitcal among teachers. The program teachers will participate in the *Neuhaus Literacy Interventions Program*. This program will allow teachers to show competency in: foundations of reading, literacy development, formal and informal assessment, summative evaluation of literacy development, and effective teaching practices. Upon completion, participants are eligible to take the *Certification Exam for Educators of Reading Instruction (CEERI)*. As an extension, the teachers will be provided the opportunity to take additional coursework to become a *Dyslexia Practitioner*.

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

| County-district number or vendor ID: **031-903** | Amendment # (for amendments only): |
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**TEA Program Requirement 2:** Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ NA – Program will not coordinate with private or community based providers.

Harlingen CISD has built a strong alliance with Head Start as well as Neuhaus Education Center. Our Pre-K 3 program is held on 6 of our 17 campuses with multiple classrooms. The program will expand each year. Our partnership has led to the opening of these classrooms that focus on developmental growth for students in preparing for Pre-K. We have Head Start teachers that have merged with our HCISD teachers to provide instruction to students and will be the same for the Early Literacy Reading Academy.

Neuhaus Education Center has partnered with Harlingen CISD to target all Pre-K-2nd grade classroom teachers with intensive training on the fundamentals of reading. The grant will extend this to The Early Childhood Reading Academy teachers. Teachers will receive extensive literacy training through Neuhaus Education Center in a hybrid setting being a mix of online and face-to-face professional development and certification. This is building capacity for continuity and sustainability throughout Harlingen CISD.

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