

Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia

Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR -8 PM 1:34 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
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 #
Dallas Independent School District	057905	N/A
Vendor ID #	ESC Region #	
1756001278	Region 10	
Mailing address	City	State ZIP Code
9700 North Central Expressway	Dallas	TX 75231

Primary Contact

First name	M.I.	Last name	Title
Michelle	R.	Brown	Language & Literacy Director
Telephone #	Email address		FAX #
(972) 502-4195	micbrown@dallasisd.org		N/A

Secondary Contact

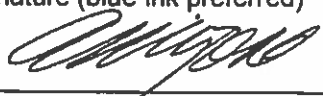
First name	M.I.	Last name	Title
Veronica	Y.	Allen	Section 504 & Dyslexia Services Supervisor
Telephone #	Email address		FAX #
(972) 581-4239	veallen@dallasisd.org		N/A

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
Michael		Hinojosa	Superintendent Of Schools
Telephone #	Email address		FAX #
972.925.3220	HINOJOSAM@dallasisd.org		
Signature (blue ink preferred)			Date signed



*Approved to form for Dallas ISD:
Yvonne M. Melton,
Assistant General Counsel
3/6/18*

Only the legally responsible party may sign this application.

701-18-108-031

RFA #701-18-108; SAS #292-18
2018–2019 Services to Students with Dyslexia

Schedule #1—General Information

County-district number or vendor ID: **057905**

Amendment # (for amendments only): **N/A**

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **057905**

Amendment # (for amendments only): **N/A**

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **057905**

Amendment # (for amendments only): **N/A**

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: **057905**

Amendment # (for amendments only): **N/A**

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: 057905

Amendment # (for amendments only): N/A

#	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 #5—Program Executive Summary

County-district number or vendor ID: **057905**

Amendment # (for amendments only): **N/A**

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.

Project LIBRO will involve campus-based literacy labs which use multisensory learning techniques and technology to encourage students to read more frequently. The Project LIBRO literacy labs will serve as an afterschool enrichment opportunity that provides additional practice, collaboratively with a small group and independently with audiobooks in addition to their regularly scheduled dyslexia therapy program. Transportation will be provided to students participating in the program afterschool, if needed. Students with dyslexia are more successful at learning when they are taught to read through structured and explicit instruction. Dyslexia programs are designed to be multisensory which promotes engagement by incorporating the use of visual, auditory and kinesthetic/tactile components to lessons. Research emphatically proves the comorbidity of dyslexia and ADHD/ADD which is another positive attribute of a multisensory learning approach for this project.

The literacy labs will also host a number of community enrichment events including Parent Academy Nights and Talent Appreciation Nights where families and community members have the opportunity to share and collaborate with students. At various campuses across the district, students will visit the literacy lab a minimum of an hour per week with their trained facilitator. During this time, students will spend 30 minutes reading with a voice-text application (i.e. audiobook) in their instructional language. They will spend an additional 30 minutes participating in small group remediation in the areas of phonological awareness, phonics, spelling, fluency and comprehension. Each area of focus will be organized into an outline of foundational practices which teachers will be able to facilitate after receiving training at the beginning of the school year. Students will utilize electronic devices to access voice-text applications (i.e. audiobooks) in both English and Spanish to strengthen listening comprehension and vocabulary acquisition.

The multisensory program is structured as follows:

The class will be split into two groups and will switch after the first 30 minutes.

Group A (Facilitator lead, collaborative group lesson)

1. Phonics/Phonological Awareness - alphabet arc, letter naming, letter sound correspondence activities. (8 minutes)
2. Spelling- decoding and encoding CVC and CV words (8 minutes).
3. Sight Word Practice - flash card drills, matching activities (6 minutes).

Group A (pre-reading activity) making inferences, predictions, vocabulary, sight words.

Group B (post reading) characterization, plot summary, problem and solution. (8 minutes).(facilitator will have a paper copy of the audio-book to be read and guide the students into a pre-reading activity)

Group B (Student lead, independent activity)

1. Students will enhance listening comprehension by utilizing audiobooks. (30 minutes)

Project LIBRO's literacy labs will also be utilized by teachers and parents to attain more knowledge on the research-based practices that best support students with dyslexia. Program participants will engage in various professional development opportunities based on current data of students utilizing the literacy labs. Prospective professional development includes, but is not limited to trainings given by Texas Dyslexia Academy, and Region 10. A goal of this program is to help teachers understand which students are strong candidates for dyslexia referrals based on their response to evidence-based instruction.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **057905**

Amendment # (for amendments only): N/A

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.

(This area is intentionally left blank for the program executive summary.)

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 th 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	\$300,000.00	\$82,000.00	\$382,000.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,000	\$0	\$20,000
Schedule #9	Supplies and Materials (6300)	6300	\$390,000	\$0	\$390,000
Schedule #10	Other Operating Costs (6400)	6400	\$200,000	\$0	\$200,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$910,000	\$82,000.00	\$992,000.00
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$910,000	\$82,000.00	\$992,000.00

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$992,000.00
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:	\$149,000.00

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: **057905**

Amendment # (for amendments only): **N/A**

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator			\$
5	Project coordinator	1	0	\$68,000
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$68,000.00
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$265,500.00
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$48,500.00
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):			\$382,000.00

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: **057905** | Amendment # (for amendments only): **N/A**

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		\$ 0
2		\$ 0
3		\$ 0
4		\$ 0
5		\$ 0
6		\$ 0
7		\$ 0
8		\$ 0
9		\$ 0
10		\$ 0
11		\$ 0
12		\$ 0
13		\$ 0
14		\$ 0
b. Subtotal of professional and contracted services:		\$ 0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$20,000.00
(Sum of lines a, b, and c) Grand total		\$20,000.00

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057905		Amendment number (for amendments only): N/A
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$390,000.00
+Grand total:		\$390,000.00

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057905		Amendment number (for amendments only): N/A
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.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$200,000.00
Grand total:		\$200,000.00

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057905		Amendment number (for amendments only): N/A		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2				
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12				
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

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

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

County-district number or vendor ID: **057905**

Amendment # (for amendments only): **N/A**

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	300	30	10/1
K	300	30	10/1
1 st	300	30	10/1
2 nd	300	30	10/1
3 rd	300	30	10/1

COMMENTS

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	Can range from 3:00-4:30pm	Students will be served after school at their home campus.
Number of days in school year	100 days	A designated day will be assigned per grade level.
Minutes of instruction per school year	6,000 minutes	Deach campus will provide the services to students 3-4 times per week.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057905

Amendment # (for amendments only): N/A

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.

Dallas Independent School District is the 15th largest school district in the country, and is the home to 244 campuses and has over 3,822 students identified with dyslexia. Of the 65,000 students in the district, 40% are language learners. Dallas ISD serves a diverse population of students with unique socio-economic and learning challenges such as dyslexia, language acquisition, and other learning disabilities. In addition, the the number of students dually identified is increasing.

According to the Texas Academic Performance Report (TAPR), the percent of third grade students in Dallas ISD at approaches grade level or above on the STAAR Reading test was 64%. Similarly, the percentage of students in all grade levels at approaches grade level or above on the STAAR Reading test was 63%. Data from the most recent Computerized Adaptive Test (CAT) report for the district, aligns with the data from the TAPR; approximately 35% of kindergarten through third grade students are identified at risk for reading success based on those who scored Tier 3. With this data in mind, the Dallas ISD Board of Trustees outlined the needs of the district through four key student outcome goals. This program will focus on the two goals listed below

1. Student achievement on the third-grade state assessment in reading at Approaches or above will increase from 62 percent to 75 percent by 2022.
2. Student participation in extracurricular or co-curricular activities will increase from 59 percent to 65 percent by 2022.

Studies show if not targeted prior to third grade, they are unlikely to perform at the same rate as their peers in upper grades. With such a large population of at-risk students in our district, it is imperative that we provide support for students with dyslexia and be proactive in supporting other at-risk populations that are not yet identified. Project LIBRO is a way to support all at-risk students, while increasing awareness of the characteristics of dyslexia so that students can be identified and evaluated for dyslexia at a younger age. Our goal is to support the district's outlined needs by providing quality literacy instruction and interventions to students identified with dyslexia as well as training and practice opportunities for the staff and parents.

The 30 elementary schools identified to receive a Project LIBRO Literacy Lab were primarily based on the number of students identified with dyslexia or at-risk. Each of these campuses also house a Dyslexia Interventionist that will help facilitate and provide training for the staff and parents that utilize the literacy lab. The following schools will be receiving funds from the proposed grant: Arcadia Park, Ben Milam, Blair, Brashear, Bushman, Carr, Casa View, Central, Connor, Cowart, Caillet, DeGolyer, Dunbar, Foster, Gabe Allen, Gill, Hexter, Hotchkiss, JQ Adams, Lipscomb, Maple Lawn, Mata, McNair, Mt. Auburn, Pershing, Pleasant Grove, Rosemont, Seagoville North, Soto, Tatum, Wilmer Hutchinson, and Young Elementary School.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **057905**

Amendment # (for amendments only): **N/A**

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Students identified with dyslexia need to increase the amount of time spent reading, while strengthening vocabulary acquisition and listening/reading comprehension.	The grant will provide students the time, technology, and audiobook program necessary to increase their amount of time spent reading both at school and at home. Audiobooks will be available in English and Spanish, and will correlate with the teacher's instruction in the literacy lab. The goal will be monitored through the student's individual audiobook account usage report and/or reading log.
2.	Students identified with dyslexia need to consistently practice and increase their phonics, phonological awareness, and rapid word recognition in order to be successful readers	Trained teachers will use a structured multisensory teaching approach to conduct lessons in the literacy lab focusing on the identified areas of need.
3.	The district needs to identify students with dyslexia at a younger age in order for students to receive services as soon as possible.	The training provided to teachers and parents through the course of the grant will address the characteristics of dyslexia as well as the process for having students evaluated. Therefore, by raising awareness and understanding about dyslexia, teachers and parents will be more cognizant of students demonstrating the characteristics of dyslexia in the classroom and in their family.
4.	Teachers need specialized training in providing phonics instruction in a structured and multisensory format along with the opportunity to practice and perfect their skills in a small group setting.	The grant will provide teachers with specialized training, resources, and support throughout the school year from a Lead Dyslexia Interventionist while also giving them the opportunity to practice what they learn with a small group of students in the Project LIBRO Literacy Lab.
5.	Parents need the opportunity to partner with the school and learn more about the characteristics of dyslexia and the 504/IDEA process as well as strategies and resources for supporting their student at home and/or in the classroom both academically and emotionally.	The Project LIBRO Literacy Lab funded through this grant will provide parents with information and training from a Lead Dyslexia Interventionist about dyslexia and the 504/IDEA process, interventions, and resources available to them throughout the course of the year. The Literacy Lab will also provide parents the space and opportunity to volunteer to work with their student at school using the provided resources.

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Schedule #14—Management Plan

County-district number or vendor ID: **057905** Amendment # (for amendments only): **N/A**

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.	Supervisor: Dyslexia Evaluators	Veronica Allen M.Ed., Educational Diagnostician
2.	Director: Section 504/Dyslexia	Michelle Brown M.Ed.
3.	Dyslexia Interventionist	Christine Duffy M.Ed., Certified Academic Language Practitioner
4.	Dyslexia Interventionist	Lauren Hall M. Ed., Certified Academic Language Therapist, Educational Diagnostician
5.	Dyslexia Interventionist	Julie Rinker M.Ed.

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.	Professional Development	1. Develop teacher expertise of foundational areas of literacy instruction	08/20/2018	09/07/2018
		2. Measure teacher knowledge baseline using program-developed assessment	08/20/2018	09/07/2018
		3. Develop familiarity with audiobook technology	08/20/2018	09/07/2018
		4. Develop stronger teacher understanding of dyslexia and evaluation for dyslexia	08/20/2018	09/07/2018
2.	Test Baseline	1. Measure students' foundational reading skills through use of Computer Adaptive Technology (CAT).	09/04/2018	9/28/2018
		2. Teachers select program participants, collect permission to participate in program, begin instruction	09/04/2018	05/24/2019
		3. Survey parent familiarity with early reading activities and audio usage	09/04/2018	09/28/2018
		4. Chart amount (minutes/books and/or pages) read utilizing audio assisted technology or reading log	9/04/2018	09/28/2018
3.	Mid-year Benchmark	1. Chart growth of foundational reading skills	01/08/2019	01/31/2018
		2. Survey teacher confidence with program, chart number of quality referrals	01/08/2019	01/31/2018
		3. Survey parent feedback on program	01/08/2019	01/31/2019
		4. Chart amount read utilizing technology or log	09/17/2018	1/31/2019
4.	Posttest	1. Chart growth of foundational reading skills	05/01/2019	05/24/2019
		2. Measure teacher knowledge and feedback using program-developed posttest	05/01/2019	05/24/2019
		3. Survey parent feedback	05/01/2019	05/24/2019
		4. Chart amount read utilizing technology or log	01/22/2019	05/24/2019
5.	Prepare Results Report	1. Chart growth of each student on CAT	06/03/2019	06/14/2019
		2. Chart growth of teacher knowledge, and number of quality referrals per teacher	06/03/2019	06/14/2019
		3. Document parent growth and feedback	06/03/2019	06/14/2019
		4. Chart the amount read over the year	06/03/2018	06/14/2018

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **057905**

Amendment # (for amendments only): **N/A**

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.

The Dallas ISD Board of Trustees and the Teacher Excellence Initiative (TEI) work together to set achievement goals for the district and disseminate any necessary adjustments with staff and the community through the district's website, email, and training opportunities. Currently, TEI is the program utilized to monitor teacher progress towards set goals and objectives for academic achievement in their classroom. TEI evaluates teacher success by monitoring performance, student achievement, and student experience surveys. Collaboration among administrators and teachers allows for student achievement on ISIP, curriculum assessments, and classroom assignments to be monitored with special attention given to those students that are identified with dyslexia or who are not making grade level appropriate growth. PLC's are held regularly for teachers and administrators to monitor the progress of students and make adjustments in instruction as necessary. This data is then utilized to design and implement appropriate instruction that meets the need of each student. Throughout the year, data is also provided to parents through progress reports, report cards, and on-line resources, while also providing the opportunity for collaboration with parents through parent surveys and parent-teacher conference nights.

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.

One way Dallas Independent School District's Dyslexia Services Department has made an ongoing effort to identify students with dyslexia is by designing a dyslexia checklist to assist schools in identifying students who are at risk for dyslexia that complies with House Bill 1886. At-risk students are identified through Indicators of Progress (ISIP), which is the districts computerized adaptive test. Once identified, the dyslexia checklist will assist teachers in gathering information to ensure an appropriate referral is made to RTI, 504 or IDEA. By doing this, Dallas ISD hopes to develop teachers' understanding of dyslexia in order to better serve and identify at-risk students and comply with TEA House Bill 1886. The grant funding will offer additional support to the districts initiative by providing training to teachers and parents on RTI, 504, IDEA.

A literacy lab has been established in the district which welcomes all readers, both dyslexic and not. This optional, after-school literacy lab provides students with daily opportunities to listen to audiobooks while reading the text, and provides an environment where students increase both the number of books they have read independently as well as their positive literacy experiences. Feedback from parents and community stakeholders has been implemented and has led to an increased awareness of how to support students in the process of becoming independent readers.

To maximize use of grant funds, the Dyslexia Services Department will coordinate with identified schools to provide a literacy lab which will bring together parents, teachers and struggling students to better serve at-risk readers. Overall understanding and empowerment will be measured through out the year at measured intervals. In order to ensure all project participants remain committed to the project's success, there will be training and support for teachers and parents as questions arise. The project coordinator will provide professional development as deemed necessary by the charted growth and survey responses.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **057905** Amendment # (for amendments only): N/A

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.	Use of District Approved Early Reading Screener	1. Student data collected BOY/MOY/EOY in the areas of literacy
		2. Overall student data will be shared with stakeholders to show growth
		3. Data will be used as quality control to improve usability of grant program
2.	Use of Stakeholders Survey's and Feedback Form	1. Will help improve the teaching of foundational literacy skills and practices
		2. Will guide grant committee to improve effectiveness of grant program
		3. Data will be used as quality control to improve usability of grant program
3.	Student Reading Logs	1. Students will maintain a log of the number of pages read utilizing technology
		2. Qualitative – Increased interest and confidence in reading
		3. Increasing the amount of time reading independently at home and at school
4.	Use of multi-sensory learning approach within daily lessons	1. Improve student metacognition through engaged learning and reading
		2. Improve metacognitive skills by student self monitoring comprehension
		3. Give students multiple opportunities to access learning
5.	Early intervention support and evaluation for students with Dyslexia	1. Participating teachers will learn strategies to support student with Dyslexia
		2. Increase dyslexia referrals and identification on all participating campuses
		3. Increase the number of students reading on or above grade level

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.

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The program will collect data from computerized adaptive tests, surveys, reading logs, and observations. Sign-in sheets will be utilized to track attendance and the number of participants being served. All stakeholders (i.e. teachers, parents, and community members) implementing the program will have the opportunity to provide feedback about the content and success of the program.

First, quantitative data will be collected at the beginning, middle, and end of year for key areas of literacy utilizing the district's approved computerized adaptive test. This data will be individualized to support the individual baseline of student's and for proof of academic growth. Individualized achievement data collected for each student will be shared with the student, teacher, and parent to keep all stakeholders aware of each student's progress throughout the course of the program. Students will also maintain a log of the hours spent reading audiobooks and how many books were completed. Tracking this data serves two purposes: 1) Allows for quantitative data to be collected 2) Promotes positive emotions for reading among students who otherwise would not find reading enjoyable. District/Grant personnel will meet with participating dyslexia interventionists to review all collected data in order to make improvements to the quality and usability of the program with the additional goal of increasing the use of the program area in following years.

The program will gather data from computerized adaptive tests, surveys, reading logs, and observations. Sign-in sheets will be utilized to track attendance and the number of participants being served. Problems with project delivery will be identified through the data from our computerized adaptive test (CAT) to ensure the areas of concern are addressed in the daily lessons.

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

County-district number or vendor ID: **057905**

Amendment # (for amendments only): **N/A**

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.

In 2000, the National Reading Panel (NRP) published a review of the research concerning how children learn to read in order to determine the best practices for teaching reading and to establish critical areas of instruction based on reading research. Five areas were targeted as being foundational to rigorous, high quality reading instruction. Those areas include phonemic awareness, phonics, fluency with text, vocabulary, and comprehension. In the years following (NRP) a review of the research showed the strongest recent evidence to be in the areas of developing awareness of the segments of sounds in speech and how they link to letters, as well as teaching students to decode words, analyze word parts and write and recognize words. (Foorman et al., 2016)

Students with dyslexia struggle with a phonological deficit in the core component of reading, and have been shown to benefit from instruction in the “big five” areas. Often, they will simply require more instructional time to exhibit overall gains in reading. (Torgesen, et al., 2001) Research has shown that intensive reading intervention improves reading outcomes (Gabrieli, 2009). The multiple purposes of Project L.I.B.R.O will provide students with dyslexia greater access to evidence-based instruction by training teachers and parents on simple steps they can take to follow a structured, explicit approach to intervention.

The research affirms consistent reading as critical for the academic development of students beyond 3rd grade. Unfortunately for students with dyslexia, a secondary consequence of their disability is they spend less time reading. Because of their great difficulty with decoding and fluency, the task of decoding the words on the page requires much of the energy required for comprehension. As a result, students spend less time reading per day, and in turn, read far fewer words per year. Shaywitz provides a powerful illustration of the impact of those minutes lost each day, detailing how the poorest readers require one year to read what the best readers read in two days.(Shaywitz, 2005)

Reading experience is critical for the academic development of students beyond 3rd grade. In a series of carefully constructed studies, Cunningham and Stanovich (1998) isolated the advantages of reading experience from the effects of other factors. They discovered that, even among students with weaker reading skills, extensive reading was linked to superior performance on measures of general knowledge, vocabulary, spelling, verbal fluency and reading comprehension. In order to prepare students with dyslexia for the amount of reading required in the upper grades, they must dedicate time spent reading, and reading often.

If struggling readers are to close the gap and catch up with their peers, their learning trajectories must be raised. Students have reading deficits that require intervention, but that fact cannot keep them from developing expertise through extensive reading practice. This means that a low reader’s print exposure must be increased by hundreds of thousands of words each year. The effective use of audiobook technology can promote accessibility to quality literature while engaging students in the reading process. While this may seem like a challenging obstacle, Adams (2006) found that adding just ten minutes of daily book reading can markedly increase a student’s exposure to print. This is particularly true for english learners and students with dyslexia who may not be able to pronounce the words that are newly added to their vocabulary. Students will have two chances at acquisition when both reading and hearing the new word at the same time. A student at the 30th percentile who spends an extra ten minutes a day on reading will read 700,000 words each year, surpassing the amount of reading currently done by students in the 70th percentile.

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.

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The program will collect data to ensure students and teachers are demonstrating progress over the course of the year. All stakeholders (i.e. teachers, parents, and community members) implementing the program will have the opportunity to provide feedback about the content and success of the program. First, quantitative data will be collected at the beginning, middle, and end of year for areas of literacy such as spelling, vocabulary, listening comprehension, and reading comprehension. This data will be collected from the district's approved computerized adaptive test. Students will also maintain a log of the number of pages read and how many books were completed. This information will be charted by the teacher and the student. Tracking this data serves two purposes: 1) Allows for quantitative data to be collected 2) Promotes positive emotions for reading among students who otherwise would not find reading enjoyable.

The program's quantitative data will be individualized to support the individual baseline of student's and for proof of academic growth. Individualized achievement data collected for each student will be shared with the student, teacher, and parent to keep all stakeholders aware of each student's progress throughout the course of the program. Qualitative data will also be collected in the form a program- made teacher knowlege and practice pre-test and post test. This measures a teachers increasing understanding of foundational reading skills and the Section 504 process. Students, teachers, parents, and participating community members will be asked to complete a survey at the middle and end of the year, or after an educational event to provide feedback about the program. Key areas that will be addressed in the survey will include questions that ask for feedback on how easy the program is to facilitate, academic content of the program, student engagement in the program, perceived success of the program, and areas for improvement. All survey responses will be provided on a scale from 1 to 5 with additional areas for written responses. Both quantitative and qualitative data will be collected and reviewed by the grant committee for the entire district, as well as by the dyslexia interventionists on each participating campus.

District/Grant personnel will meet with participating dyslexia interventionists to review all collected data in order to make improvements to the quality and usability of the program with the additional goal of increasing the use of the program area in following years.

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

County-district number or vendor ID: **057905** | Amendment # (for amendments only): **N/A**

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

A vital aspect to the program's success is the opportunity to harness the support of parents' formal (i.e. school-based) and informal (home-based) involvement. A longitudinal study of specifically Latino parent participation found that both forms of support were significant predictors of student achievement, and that the impact of the informal support was nearly as great as that of formal support. (LeFevre and Shaw, 2012) A parent's time spent in the lab will provide greater familiarity with the kinds of foundational activities that can be done at home to help develop their child's areas of weakness. Whether or not parents are able to support in the lab on a regular, formal basis, parents will be equipped through various means to support students informally by increasing reading at home.

Parental support and collaboration is one of the key pillars for the success of Project LIBRO. Not only will parents play a key role in providing feedback on the value and success of the program, they will also play a role in utilizing the program space frequently and effectively. After surveying parents in the district, responses indicated how parents are unclear about the importance of RTI, Section 504, and IDEA. Survey results also demonstrated parent interest in partnering with teachers in facilitating a literacy lab on their campus. Therefore, parents will be able to use the program space and resources as a means for self-education. They will be invited to join parent academy events to learn about strategies and resources to use at home, the differences between RTI, dyslexia interventions, Section 504, and IDEA. Parents will also be able to utilize the program space to work one-on-one with their student before or after school, or by volunteering to work with a small group of at-risk students while the lab is open. Learning connection activities and technology applications will help students practice key areas of literacy in a multisensory format that reinforces previous learning with their teacher. After working with their student or a small group of students, parents will be given the opportunity to provide feedback on the success and concerns of the learning connection and technology activities. Collaboration with other stakeholders (i.e. teachers, dyslexia interventionists, and community members) will take place at Project LIBRO meetings throughout the course of the year.

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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.

Dallas Independent School District is the 15th largest school district in the country, home to 244 campuses and has over 3,822 students identified with dyslexia. Of the 160,000 diverse students in Dallas ISD, 70% are Hispanic, 22.6% African American, 4.8% White, 1.3% Asian, and .3% are American Indian. In addition, Dallas ISD has a growing number of refugees and newcomer students. Over the last three years, 5,483 students from 101 different countries that speak 83 different languages, have registered through the Margaret and Gilbert Herrera Student Intake Center. Dallas ISD serves a diverse population of students with unique socio-economic and learning challenges such as dyslexia, language acquisition, and other learning disabilities, and the number of students with dual identification is on the rise. On the most recent CAT report, approximately 35% of kindergarten through third grade students are identified at risk for reading success based on those who scored at Tier 3. Studies show if not targeted prior to third grade, they are unlikely to perform at the same-rate as their peers in upper grades. With such a large population of at-risk students in our district, it is imperative that we support remediation for students with dyslexia and be proactive in supporting other at-risks populations that are not yet identified. Project LIBRO is a way to support all at-risk students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057905	Amendment # (for amendments only): N/A
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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 Dallas Independent School district is seeking a grant to initiate a new program; Project L.I.B.R.O: Learning Independently by Reading Often. The objective of Project LIBRO is designed to help improve the reading performance of students with dyslexia by increasing access to audiobooks and high-quality, multisensory instruction in both English and Spanish. In addition, Project LIBRO will offer professional development to participating teachers which will promote the use of foundational literacy strategies for students with dyslexia in their classroom while simultaneously increasing their awareness about dyslexia and other literacy deficits. By the end of the year, May 30, 2019, students will have demonstrated growth in academically appropriate areas of literacy such as phonics, decoding/encoding, and comprehension as demonstrated on the district approved computerized adaptive test. Students will also increase time spent reading quality literature by utilizing audio-assistive reading technology a minimum of twenty hours throughout the course of the program as documented through individual student reading logs. Funding in the amount of \$1,000,000 is requested for staff training and stipends, as well as to purchase the required manipulatives, electronic devices, assistive-reading applications, books, and supplies for the program's literacy labs.

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

County-district number or vendor ID: **057905**

Amendment # (for amendments only): **N/A**

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.

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