Texas Education Agency
Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia

Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85th 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:	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: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY
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 #
Judson Independent School District	015916		
Vendor ID #	ESC Region #		
1741556846	20		

Mailing address		City	State	ZIP Code
8012 Shin Oak		Live Oak	TX	78233-

Primary Contact

First name	M.I.	Last name	Title
Sharon		Roddy	Director of Federal Programs
Telephone #	Email address		FAX #
210-945-5325	sroddy@judsonisd.org		210-945-6903

Secondary Contact

First name	M.I.	Last name	Title
Elida		Bera	Deputy Superintendent
Telephone #	Email address		FAX #
210-945-5333	ebera@judsonisd.org		210-945-6947

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
Dr. Carl	A.	Montoya	Superintendent of Schools
Telephone #	Email address		FAX #
210-945-5402	cmontoya@judsonisd.org		210-945-6900

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

03/08/18

701-18-108-045

Schedule #1—General Information

County-district number or vendor ID: 015916	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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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: 015916	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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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: 015916	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: 015916	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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#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 015916		Amendment # (for amendments only):		
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: 015916	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: 015916		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: 015916	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.

Research indicates that early identification and intervention can vastly improve a child's academic success. Many children miss early opportunities for assistance due to not being identified soon enough. Many enter Kindergarten with oral language and vocabulary deficits. Currently, JISD has identified 6% of our student population as dyslexic; average grade of identification is 4th grade. With this grant, Judson ISD will implement a scientifically research –based early strategic innovative intervention program called "Building Foundations" that targets PK-2 students. **The innovative school-wide program** will provide a reading program, "Building Foundations" designed to address the deficiencies that are characteristic of dyslexia. Screening information will be utilized to identify students who display weaknesses in areas that are characteristic of dyslexia and/or dysgraphia and provide instruction that has proven to be effective for students with dyslexia. Interventions will occur through small group classroom instruction and after school programs with free transportation being provided. Targeted students are enrolled on four school-wide Title I campuses with poverty levels up to 86%.

Background & District Demographics

Judson ISD, created by voters in 1966, is the youngest independent school system in Bexar County, Texas. The JISD encompasses 56 square miles and currently serves the incorporated cities of Converse, Kirby, and Selma as well as portions of Live Oak, Universal City, San Antonio, and Schertz. With 23,064 students and 30 campuses, it is the fourth largest school district in Bexar County. The racial composition of the student population is 56% Hispanic, 21% African American, 16% White, 2% Asian/Pacific Islander, and 4% are of other ethnic origins. Sixty-six percent (66%) of the District's students are identified as socio-economically disadvantaged, 73% are classified as at-risk, and 9.5% are Limited English Proficient.

Curriculum

The Dyslexia Grant program is purposely designed to address dyslexia in the early stages by targeting the needs of our students before they are formally identified. The "Building Foundations" program will address the literacy needs of the students in small group settings using multisensory instruction. Our program is designed to address dyslexia in the earliest stages by targeting the needs of our students before they are identified. The Building Foundations program will address the literacy needs of these students in a small group setting. It will also provide training for parents so that they may supplement the instruction occurring at school. Building Foundations would also incorporate technology in providing access to programs designed to improve reading, writing and handwriting. This increased level of support at the earliest stages of reading development will assist with our district goal of increasing student achievement to the highest academic level by addressing instructional needs for students who may be dyslexic.

Budget Development

In developing a budget for this grant program, a Dyslexia Committee was formed and tasked with reviewing the campus-wide Dyslexia program components and developing a needs assessment to guide decisions on how funds will be best used. The Committee, comprised of campus-level and district-level staff, met several times and needs were identified and used to determine budget parameters. Committee members researched possible expenses relating to required resources to support the program. Such as, professional development, staffing, curriculum, technology, materials, and supplies in order to determine budgetary needs. All purchases were deemed allowable activities and use of funds as per grant purposes and TEA guidelines related to specific costs. Grant budget was developed based on the above-identified required resources to support the program.

Needs Assessment

As per HB1886, Judson Dyslexia program is currently screening PreK-2 students for dyslexia characteristics; however there is no program in place for referral to the dyslexic program for PreK-2 students. This grant will provide the opportunity for the district to implement a program that is designed to develop skills necessary for academic, as well as implement an effective and efficient referral dyslexic program for PreK-2 students school wide.

The curriculum will be a high quality, developmentally appropriate, and rigorous program of instruction. The instructional system will be implemented in prek-2 classrooms, as well as with Head Start, our collaborating partner. Children of poverty typically have deficiencies in oral language skills. Therefore this grant will address the needs of students on campuses with the highest poverty levels.

Judson Executive Team designs the comprehensive needs assessment process, monitors and updates as needed. **The program is designed to do the following:**

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- Increase teachers' knowledge of characteristics of dyslexia in PreK-2 grade students for instructional effectiveness in order to improve performance for students who would otherwise struggle and be at risk of failing to meet grade level standards upon entering third grade.
- Equip school leaders to support and facilitate teachers' efforts to provide interventions to PreK-2 students with dyslexic characteristics
- Provide training to parents on dyslexic characteristics to empower them to help their children.
- Provide targeted intervention services to Prek-2 students identified through early screening

The program goals of the Dyslexia grant are to do the following:
1. Increase the number of PreK-2 students identified as having dyslexic characteristics and provides interventions that are academically ready to meet the passing standard on the STAAR assessment.
2. Provide teachers and parents with opportunities to communicate more frequently about student progress.

External Evaluator An external evaluator will do the evaluation of the project. The Coordinator will review the evaluation activities with the evaluator. They will meet a minimum four times a year and as needed. For the quality data collection purposes the evaluator will also communicate with the Dyslexia Committee and grant implementation team any time during the grant period.

Management
Campuses implement CLI Engage for PreK and iStation for K-2 students to monitor progress toward goals and objectives. Student and campus performance is then used to establish goals and objectives within the Campus Improvement Plan and District Improvement Plan. Data is used to adjust and analyze progress; at the campus level, information is disseminated through faculty meetings, campus site-based committee meetings, which includes parents and community members, and campus improvement plan committees. Parents are provided information at PTO meetings and during parent-teacher conferences as well as the campus website.

Parental Outreach
An indispensible element for JISD Dyslexia innovative school-wide program success will be parental involvement. We believe that when parents, communities, and schools work together, children succeed and that's when families take part in their children's education, children do better at school. For this reason, JISD Dyslexia program will create a Parent Connect website, both English and Spanish, to provide information on the innovative services to students with dyslexia in a school-wide program. Such as, list of resources for the dyslexic including online access for curriculum materials as well as other online resources that enhance learning beyond school hours. Parents of JISD Dyslexia innovative school-wide program will have access to those amazing online resources free of charge. Parents will be provided opportunities to be screened for dyslexic traits themselves and will be provided training quarterly on pre-literacy skills, and how to provide support to their children at home. The program Coordinator will work with the four school-wide high poverty elementary campuses to coordinate the family engagement activities that are critical to the success of the program. They will provide out reach and recruitment to make students and parents aware of the program and to advertise the available services, including programs operated at our collaborating partners, ESC 20 and Family Services Head Start. The four schools will have periodic parent teacher meetings where parents and teachers get together to get to know one another and discuss the students' needs, concerns and academic performance. JISD Dyslexia program will employ a home visit program which encourages teachers make home visits to discuss student progress with the parents. In addition, the school will communicate school news and available programs to parents via e-newsletters.
Judson ISD will maximize effectiveness and sustainability by providing teacher and parent training through this grant. Observations and ongoing training will ensure fidelity of program implementation. Progress measures will provide us with data to determine if adjustments to levels of intervention are necessary.

Statutory Requirements: Judson ISD Superintendent assures TEA that this application meets and has adequately responded to Statutory Requirements 1–4.
State TEA Requirements: Judson ISD will work to ensure compliance with all state and federal Requirements 1& 2 for this grant. JISD meets and has adequately responded to all TEA Requirements, including unique academic and functional needs of students with dyslexia, eligibility, as evidence by responses to each required section, form, table and chart in this application.

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RFA #701-18-108; SAS #292-18   Page 10 of 10
2018–2019 Services to Students with Dyslexia

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015916		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	$824,653	$	$ 824,653
Schedule #8	Professional and Contracted Services (6200)	6200	$108,900	$	$108,900
Schedule #9	Supplies and Materials (6300)	6300	$32,347	$	$32,347
Schedule #10	Other Operating Costs (6400)	6400	$20,420	$	$20,420
Schedule #11	Capital Outlay (6600)	6600	$0	$	$0
Total direct costs:			$986,320	$	$986,320
Percentage% indirect costs (see note):			N/A	$13680	$13680
Grand total of budgeted costs (add all entries in each column):			**$986,320**	**$13680**	**$1,000,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0	$0	$0

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: 015916			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	13	0	$669,500
2	Educational aide	0	0	$0
3	Tutor	0	0	$0
Program Management and Administration				
4	Project director/administrator	0	0	$0
5	Project coordinator	1	0	$65,000
6	Teacher facilitator	0	0	$0
7	Teacher supervisor	0	0	$0
8	Secretary/administrative assistant	0	0	$0
9	Data entry clerk	0	0	$0
10	Grant accountant/bookkeeper	0	0	$0
11	Evaluator/evaluation specialist	0	0	$0
Auxiliary				
12	Counselor	0	0	$0
13	Social worker	0	0	$0
14	Community liaison/parent coordinator	0	0	$0
Other Employee Positions				
15	Title			$
16	Title			$
17	Title			$
18		Subtotal employee costs:		$734,500
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$0
20	6119	Professional staff extra-duty pay		$0
21	6121	Support staff extra-duty pay		$0
22	6140	Employee benefits		$90,153
23	61XX	Tuition remission (IHEs only)		$0
24		Subtotal substitute, extra-duty, benefits costs		$90,153
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$824,653**

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: 015916		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		

Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land	$0
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	ESC Region 20 provides professional development to teachers and parents	$6,900
2	Program Evaluator	$102,000
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$108,900
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$108,900

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: 015916	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$32,347
	Grand total:	**$32,347**

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: 015916	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.	$0
	Subtotal other operating costs requiring specific approval:	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$20,420
	Grand total:	**$20,420**

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)**

Schedule \#11—Capital Outlay (6600)

County-District Number or Vendor ID: 015916 | Amendment number (for amendments only):

\#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$0
66XX—Computing Devices, capitalized				
2			$	$0
3			$	$0
4			$	$0
5			$	$0
6			$	$0
7			$	$0
8			$	$0
9			$	$0
10			$	$0
11			$	$0
66XX—Software, capitalized				
12			$	$0
13			$	$0
14			$	$0
15			$	$0
16			$	$0
17			$	$0
18			$	$0
66XX—Equipment or furniture				
19			$	$0
20			$	$0
21			$	$0
22			$	$0
23			$	$0
24			$	$0
25			$	$0
26			$	$0
27			$	$0
28			$	$0
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				$0
			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: 015916	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	37	3	4:1
K	95	3	4:1
1st	99	3	5:1
2nd	104	4	5:1
3rd	0	0	

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	7:30-4:00	
Number of days in school year	187	
Minutes of instruction per school year	75,600	

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Need

Schedule #13—Needs Assessment	
County-district number or vendor ID: 015916	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment

Oral language is a preliteracy skill that is highly dependent upon the circumstances into which you were born. "Economically and educationally disadvantaged children may have one-half the oral language vocabulary that is typical of children from middle-class homes with educated parents (Biemiller, 1999; Hart & Risley, 1995)

By the intermediate grades, the majority of the lower SES children in a study sample were poorly prepared for the demands of academic, expository writing (Moats, Foorman,&Taylor,2006).

As per HB1886, Judson Dyslexia program is currently screening PreK-2 students for dyslexia characteristics; however there is no program in place for referral to the dyslexic program for PreK-2 students.
- This grant will provide the opportunity for the district to implement a program that is designed to develop skills necessary for academic success for the Prek-2 students with dyslexia characteristics;
- Will address the needs of students on four campuses with the highest poverty levels.
- Will implement an effective and efficient referral dyslexic program for PreK-2 students school wide with an emphasis on vocabulary, phonics, phonological awar3eness, .

The curriculum will be a high quality, developmentally appropriate, and rigorous program of instruction. The instructional system will be implemented in prek-2 classrooms, as well as with Head Start, our collaborating partner.

Children of poverty typically have deficiencies in oral language skills. The Judson Executive Team designed the comprehensive needs assessment process, monitors and updates as needed.
The program is designed to do the following:

- Increase teachers' knowledge of characteristics of dyslexia in PreK-2 grade students for instructional effectiveness in order to improve performance for students who would otherwise struggle and be at risk of failing to meet grade level standards upon entering third grade.
- Equip school leaders to support and facilitate teachers' efforts to provide interventions to PreK-2 students with dyslexic characteristics
- Provide training to parents on dyslexic characteristics to empower them to help their children.
- Provide targeted intervention services to Prek-2 students identified through early screening

The program goals of the Dyslexia grant are to do the following:

1. Increase the number of PreK-2 students identified as having dyslexic characteristics and provide interventions that are academically ready to meet the passing standard on the STAAR assessment.
2. Provide teachers and parents with opportunities to communicate more frequently about student progress.
3. Provide training to parents which will allow them to work with their children at home.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015916	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.	Implement an effective and efficient program to address literacy needs of PreK-2 students with dyslexic characteristics on high poverty campuses	The grant will allow the district to use screening data to identify Prek-2 students with characteristics of dyslexia and provide supplemental intensive instruction that has proven to be effectivce for students with dyslexia.
2.	Students of poverty in our district on four campuses with the highest poverty levels in PreK-2 have deficiencies in language acquisition.	Grant funded teachers will work with students in small groups using intensive instructional strategies to ensure academic success.
3.	Focus on assessment and interventions	The outside evaluator will work with the Dyslexia Committee to develop, test and refine an evaluation tool for the program. District will implement progress measures to collect data to determine if adjustments of level of intervention are necessary.
4.	Recruit, develop, and retain a trained targeted staff	A highly effective staff of administrators, teachers, and support staff will be recruited to conduct the activities of the grant program. Their efforts will be enhanced and supported by representatives of Region 20, who will provide professional development, by Head Start, parents, volunteers, and business and community leaders.
5.	Build strong parent involvement and Public/Community Support	The District, in collaboration with ESC Region 20, will provide training and dyslexia screening to parents so they are better able to assist their children. Campuses will host literacy nights and include the community for additional support to parents.

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Schedule #14—Management Plan	
County-district number or vendor ID: 015916	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.	Program Coordinator	Early childhood certification, minimum of 3-5 years of teaching/experience working with Early Childhood education programs.
2.	EC-5 Instructional Specialist	EC-12 reading specialist certification, 19 years of experience in education, 11 years campus level experience working with primary students.
3.	Dyslexia Coordinator	Certified academic language therapist, 11 years of experience in the field of dyslexia. 10 years experience as an elementary campus teacher.
4.	Director of Federal Programs and Grants	Master's degree; former middle school principal; former elementary school assistant principal; former middle and high school educator (teacher certification); 27 years of education experience.
5.	Teachers	Early childhood certification, minimum of 3 years experience working with primary grades, experience working with dyslexic students.

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.	Convene Dyslexia Program Advisory Committee	1.	Review grant goals, objectives, and activities.	02/15/2018	03/06/2018
		2.	Review district data, and needs assessment, develop plan	02/15/2018	03/06/2018
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
2.	Program Coordinator purchases materials	1.	Request vendor quotes	05/07/2018	05/11/2018
		2.	Purchase materials and supplies	05/21/2018	06/01/2018
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
3.	Identify and hire teachers	1.	Recruit 13 highly effective EC teachers for project	06/04/2018	06/29/2018
		2.	Hire 13 highly effective EC teachers	07/1/2018	07/31/2018
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
4.	Sustainability of program	1.	Dyslexia Advisory Committee convenes quarterly	05/01/2018	08/31/2019
		2.	Communication and ongoing monitoring	05/01/2018	08/31/2019
		3.	Coordinator updates data and other project records quarterly with outside evaluator	05/01/2018	08/31/2019
		4.		XX/XX/XXXX	XX/XX/XXXX

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015916	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.

Campuses implement CLI Engage for PreK and iStation for K-2 students to monitor progress toward goals and objectives. Student and campus performance is then used to establish goals and objectives within the Campus Improvement Plan and District Improvement Plan. With continuous monitoring of student progress in the classroom; and professional development, including mentoring, student achievement is promoted and meeting the goal of dramatically improving early literacy, and oral language skills is anticipated. Data is used to adjust and analyze progress; at the campus level, information is disseminated through faculty meetings, campus site-based committee meetings, which includes parents and community members, and campus improvement plan committees. Parents are provided information at PTO meetings and during parent-teacher conferences as well as the campus website.
The Annual Evaluation Budget below shows a breakdown of costs associated with the proposed evaluation of the program to support students with dyslexia. The budget includes the major tasks and activities to be accomplished to carry out the evaluation. The person days and the total amount attributed to each activity or task are also included. IDRA changes $1,500 a person per day. The evaluation will require 68 person-days for a total budget of $102,000. Following is a description of each task and activity outlined in the evaluation budget.

COORDINATION MEETINGS: There will be regular coordination meetings with the project director and other personnel to review the project activities. At least four regular meetings are estimated. INSTRUMENT DEVELOPMENT Instruments to be developed, tested and refined. DATA COLLECTION Data: collection to carry out the evaluation. This includes both qualitative data from the interviews and observations and quantitative data derived from the surveys.
DATA PROCESSING: This includes data processing activities required to convert collected data into useful digital format, including of data entry, data validation and data base development. END-OF-YEAR REPORT AND REGULAR FEEDBACK: Report process and outcome evaluation regarding the project progress, accomplishments and recommendations. These activities are all integral part of the type of process and outcome evaluation required by the project. Costs associated with these activities are appropriate and reflect the required resources necessary to evaluate all aspects of the project as envisioned in the implementation plan

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.

As per HB1886, Judson is currently screening PreK-2 students for dyslexia characteristics; however there is no program in place for referral to the dyslexic program for PreK-2 students. This grant will provide the opportunity for the district to implement a program that is designed to develop skills necessary for academic. The curriculum will be a high quality, developmentally appropriate, and rigorous program of instruction. The instructional system will be implemented in prek-2 classrooms, as well as with Head Start, our collaborating partner. Judson ISD will maximize effectiveness and sustainability by providing teacher and parent training through this grant. Observations and ongoing training will ensure fidelity of program implementation. Progress measures will provide us with data to determine if adjustments of level of intervention are necessary. As program coordinators observe growth in their students, it will serve to motivate and encourage continued participation.

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Schedule #15—Project Evaluation	

County-district number or vendor ID: 015916	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.	Program Advisory Committee, in collaboration with the outside evaluator, will develop and implement an evaluation design that will include qualitative and quantitative methods that lead to formative evaluation of the grant project's activities.	1.	Determine whether project met district stated goals and objectives
		2.	Achieved desired results based on performance indicators
		3.	Qualitative data measured the quality of the project's activities and services rendered Quantitative data measure of the number of students served
2.	The program evaluation will address these three major questions: (1) To what extent were the activities of the project implemented as planned? (2) How effective were the activities in achieving the main goals and objectives of the project? (3) What was the impact of the activities of the project on the participants?	1.	Formative evaluation to include documenting, collecting data, and reporting progress throughout the project
		2.	All planned activities were implemented
		3.	• Number of participants, including parents, in the project • Materials and processes developed, and their impact on participants • Ongoing monitoring/observations of students progress • Ongoing consultation with outside evaluator
3.	Staff professional development	1.	Number of seminars, workshops, and other professional development attended
		2.	Program coordinator's evaluations
		3.	Teacher self-reports
4.	Parent Training with collaborating partner ESC Region 20	1.	Parent surveys reflect positive experience
		2.	Sign-in rosters
		3.	Program Coordinator's obervations and feedback

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.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015916	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 progress monitoring approach for the Early Childhood Program will be early detection screening measures, progress monitoring measures, and/or diagnostic assessments.

For screening measures and progress monitoring, Judson ISD will utilize the following:
 (1) Assessing Prekindergarten Students Emergent Literacy in English and Spanish (literacy)
 (2) Woodcock Munoz Language Survey Revised (bilingual/ESL students oral proficiency test)

The Diagnostic Assessments will enable the teachers to determine what the children are most interested in, what they are learning, what they are having difficulty learning, and how they are changing over time. Armed with this knowledge, teachers can choose a pedagogical approach and curricular materials that will support the child's further learning and development. Evidence and research-based programs with an emphasis on oral language, vocabulary, alphabetic principle, and handwriting will be used to develop the curriculum for the program. Technology will be used in small group settings to support instruction on vocabulary building strategies, letter recognition phonological awareness, oral language, letter introduction, fluency, comprehension, and handwriting. The program will also provide literacy take-home activities/books to reinforce learning in the home environment.

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.

The program will collect empirical data on student achievement and improvement using CLI Engage/Circle for PreK and iStation K-2 to monitor student progress toward goals and objectives. Baselines are included in the assessments. IStation has monthly assessments, CLI Engage is beginning of year, middle and end of year assessments. Student and campus performance data will be evaluated and analyzed to determine effectiveness and/or need for adjustments to the program.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015916	Amendment # (for amendments only):

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

The "Building Foundations" Program will provide outreach and recruitment to make students and parents aware of the program and to advertise the available services, including programs operated at our collaborating partners, ESC 20 and Family Services Head Start. The four schools will have periodic parent-teacher meetings where parents and teachers get together to get to know one another and discuss the students' needs, concerns and academic performance. The project will employ a home visit program which encourages teachers to make home visits to discuss student progress with the parents as well as host parent-teacher conferences on campus. In addition, the school will communicate school news and available programs to parents via e-newsletters.

Parents will also be included in workshops and training provided by our collaborative partner ESC Region 20. The trainings will provide the parents with information on dyslexia characteristics and empower them to work with their children at home.

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 "Building Foundations" Dyslexia Grant Program will provide high-quality literacy services to students who exhibit dyslexia characteristics. The program is designed to achieve this goal through its support of coordinated collaborative partnerships that build on existing local resources to provide instructional services that help children reach their full potential as learners. Targeted students, are from high-poverty, low achieving campuses who reflect the state's ethnic diversity. Program will provide services to students with academic need including LEP and special ed students. Because the program is based on proven effective and research based instructional strategies, includes screening, progress monitoring, assessment of student achievement, and builds on existing campus resources, it can easily be replicated for students statewide.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015916	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.

Build Foundation by implementing a specialized tutoring program that focuses on dyslexia strategies for identified preK-2nd grade students.

Using Pre-dyslexia research based programs Pre-flight, tablets, with wi-fi access, headphones, and providing transportation.

Curriculum will include:
- Daily 5 Language Foundations,
- Reading Readiness,
- Intensive phonological awareness,
- Lexia Core5, Letter knowledge,
- vocabulary and handwriting, electronic resources subscriptions with Bilingual component for ELL students.

Social workers and counselors will provide:
- Social and emotional support for students.
- Parents will be provided training through Literacy Nigths, community library on campuses, take home activity bags for the students and summer day camps provided by our collaboration partner ESC 20.

This support this grant provides will remove barriers students from low SES families often experience due to financial constraints.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015916	Amendment # (for amendments only):

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

Judson will collaborate and partner with ESC Region 20 to provide professional development to teachers and parents throughout the grant period. In addition, Family Services Head Start program will also partner with Judson on this grant. Head start students will be screened for dyslexia characteristics and be provided with effective, research-based instructional strategies working with grant funded teachers.

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