Texas Education Agency
Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia		
Program authority:	Texas Education Code, 29.026 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 date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	*(received stamp)* DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2018 MAR -7 PM 2:27 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 #
Robstown Independent School District	**178909**		

Vendor ID #	ESC Region #		DUNS #
	2		**084828995**

Mailing address		City	State	ZIP Code
801 North First St		Robstown	TX	78380

Primary Contact

First name	M.I.	Last name	Title
Maria		**Vidaurri**	**Superintendent**

Telephone #	Email address	FAX #
361-767-6311	**Maria.Vidaurri@robstownisd.org**	**361-387-6311**

Secondary Contact

First name	M.I.	Last name	Title
Daniel		Ceballos	Assistant Superintendent

Telephone #	Email address	FAX #
361-767-6311	Daniel.Ceballos@robstownisd.org	361-387-6311

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
Maria		**Vidaurri**	**Superintendent**

Telephone #	Email address	FAX #
361-767-6311	**Maria.Vidaurri@robstownisd.org**	**361-387-6311**

Signature (blue ink preferred)　　　　　Date signed

Maria M. Vidaurri (signature)

Only the legally responsible party may sign this application.

701-18-108-008

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

READS
Region Two

COPY

Schedule #1—General Information

County-district number or vendor ID: 178909	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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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: 178909	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178909	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 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.
12.	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: 178909	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.	178909 Robstown ISD	Maria Vidaurri	361-767-6311 Maria.Vidaurri@robstownisd.org	$292,662
Member Districts				
2.	004901 Aransas County ISD	Mr. Joseph Patek III	361-790-2212 jpatek@acisd.org	$78,594
3.	178902 Bishop ISD	Mrs. Christina Gutierrez	361-584-3591 ext. 221 cgutierrez@bishopcisd.net	$78,594
4.	205901 Aransas Pass ISD	Mr. Mark Kemp	361-758-3466 mkemp@apisd.org	$78,594
5.	205903 Ingleside ISD	Mr. Troy C. Mircovich	361-776-7631 ext. 5 troy.mircovich@ingleside.org	$78,594
6.	178901 Agua Dulce ISD	Mr. Wayne Kelly	361-998-2542 wkelly@adisd.net	$78,594
7.	066902 San Diego ISD	Dr. Samuel Bueno	361-278-3382 ext. 2222 sbueno1@sdisd.us	$78,594
8.	178908 Port Aransas ISD	Ms. Sharon McKinney	361-749-1205 mckinney@paisd.net	$78,594

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 178909			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	066901 Benavides ISD	Mrs. Adell L. Cueva *Adell L. Cueva*	361-256-3003 acueva@benavidesisd.net	$78,594
10.	205906 Sinton ISD	Pari Whitten *Pari Whitten*	361-362-6800 pwhitten@sintonisd.net	$78,594
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
			Grand total:	$1,000,000

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 178909	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	$ N/A	$ N/A	$ N/A	$ N/A
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: 178909			Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 178909	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.

READS (Reading Excellence for All Dyslexic Students) **PARTNERSHIPS** will provide a regional **Coastal Bend** collaboration that seeks to implement new innovative programs that effectively address the unique academic and functional needs of students with Dyslexia specifically in rural schools that have little to no support for specialized Learning Disabilities (LD). The grant will work in tandem with the Autism Grant submitted by the group or separately if needed. **READS** Design Team Committee members met together but worked on separate grant resources, strategies and PD so that they could avoid duplication of effort if both grants were awarded. They will have some similarities with teaching tools, partnerships and adaptive technology devices but each will have their own set of goals and objectives for their respective special needs populations.

READS
Region Two

Project READS will provide innovative services to students, teachers and parents with Dyslexia in a school-wide program at **10 Region Two School Districts** located in the **Coastal Bend Area of South Texas** many of which have been severely devastated by **Hurricane Harvey** and are suffering the after effects of losing schools, libraries, technology resources, students, homes, businesses and teachers. READS will work within the Education Service Center (ESC 2) population that has on average **72%** Hispanic students, **65%** Economically Disadvantaged students, **42%** Students with Learning Disability (LD), and **13%** with Autism Spectrum Disorder (ASD) Students serving over **5,000 students with a Dyslexia or Autism problem**. Only 23% of Special Education Students (SPED) on average Met the 2017 STARR Standard on all subjects as compared to 39% of ESC 2 and 44% of Texas students. **READS** plans to increase this rate by 5% within the cycle of the grant and build the necessary foundational structure for long term.

Children with dyslexia do not "catch up" without specialized and explicit instruction. Such children don't "just need a little extra practice" or a tutor; they need a **specific type of teaching designed for the unique learning patterns of the dyslexic brain.** The Orton-Gillingham approach which is the foundation of dyslexia school work since the 1930s will provide new language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible **READS** services (Hughes, 2014). The collaborative efforts are led by **Robstown Independent School District (RISD)** in Partnership with **Texas A&M University Kingsville (TAMUK), Texas A&M University Corpus Christi (TAMUCC)** and **Educational Service Center 2 (ESC2)**. **READS** will serve all **Dyslexic students** who are between the ages of 3 and 9 years of age and who are enrolled in the third grade or a lower grade level. **READS** will demonstrate a solid basis in research-based best practice for students with Dyslexia, including significant opportunities for inclusion and appropriate interaction with non-disabled peers with robust plans for parent and stakeholder engagement. **READS** offers thoughtful replication planning for state implementation with shared collaborations among districts and open enrollment charter schools as many of the students are minority and economically disadvantaged. **READS** dyslexia approach boils down to three key elements:

1. **A commitment to training teachers**
2. **A well-stocked toolbox of options to meet the needs of every student**
3. **A consistent approach to monitoring student progress**

READ GOALS will offer new and innovative strategies and practices to remove barriers for effective teaching and learning. **READS** will provide student outcomes-based metrics that will affect positive impacts such as:

✓ **Attendance** by offering early intervention strategies so the child's evaluation is done early and timely, so students receive the proper interventions to keep them aligned and successful with grade level accomplishments. "Waiting Rarely Works" Late Bloomers Usually Just Wilt," among children who do not get help "there is nearly a 90 percent chance that a poor reader in first grade will remain a poor reader."

✓ **Improvements in Grades** as dyslexia help from **READS** will keep the student from losing ground or falling behind with reading and writing skills that are fundamental to all learning.

✓ **Timely SPED Evaluations** will occur with appropriate applications with a new dedicated full-time campus-based teacher at all 10 districts certified in **READS** early testing and screening as intelligent students with dyslexia often fall through the cracks for services as they test as developing readers in the early grades. They can get to third or fourth grade, still testing in the broad average range on psychoeducational measures, yet struggling.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 178909	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.

✓ mightily with basic language processing skills necessary for upper-level literacy. Early Testing will ensure that they qualify for public school services as their psychoeducational testing scores will indicate the arbitrary "gap."
✓ **Disciplinary issues** will be reduced as a SPED teacher will allow for small class sizes and a low student to teacher ratio with the use of multisensory teaching methods, and training for parents.
✓ **Professional Development** for teachers will be well-versed in many Dyslexia methods including Lindamood Bell, Barton, Alphabetic Phonics, Slingerland, Wilson, Spalden, Wired for Reading and Orton Gillingham.
✓ **Parent engagement** will increase as parents will be given training and support monthly to include a customized website for their child. Shared teaching strategies will be followed through at home with parents helping ensure that the child receives the necessary resources and skills for academic achievement.
✓ **Assistive Technology (AT)** will provide adaptive aids and software programs to increase self-reliance and sense of independence for students who struggle in school and often overly dependent on parents, siblings, friends and teachers for help with assignments. By using AT, students will experience success with working independently as a one to one device with school to home strategies are planned for all dyslexic students.
✓ **Regional Collaborations and Support center** will help districts learn from each other and work together to build higher level services for LD students and their families.

READS innovative design includes substantiated baselines with ambitious yet attainable goals for high levels of rigor and high expectations for all dyslexic students. **READS** will offer parents online resources that offer coaching and decision-making strategies for each grade level or problems occurring at home or in the classroom. READS will offer the integration of substantial feedback from partnership school districts, Colleges, parents, educators, and community members by meeting monthly with each district's assigned coordinator. The primary Goal of the grant is that 100% of targeted students increase measures in STAAR and or Individualized Educational Plans (IEP) evaluations while meeting performance measures for the annual campus performance data required by TEA. This will be accomplished with the following new and unique **READS** strategies:

- **Regional Autism& Dyslexia Center** for family support, training, and **Individualized Educational Plans (IEP)**
- **Regional Support Website** that customizes **parent training** per grade level, behavioral or academic issues
- **TAMUK/TAMUCC Accommodations Professional Development (PD)** for scientifically based research practices
- **TAMUK/TAMUCC Modifications PD** for **sustaining research-based practices** once grant cycle expires
- **Remedial Programs, Software, Applications and PD** with **Assistive Technology (AT)** for 1-to-1 devices
- **ESC 2 Instructional Intervention Professional Development** to include Capturing Kids Heart Training
- **Positive Behavior Intervention Strategic (PBIS) Plans** with **ABA Therapy Connections** Consultants
- **ESC 2 Differentiated Instruction Professional Development** with **Hand Over Hand Training**
- **Afterschool ACE Tutors** with **mentoring support** to include **Reverse Inclusion(RI)** practices
- **Model Classrooms** for Students with Learning Disabilities (LD) to include **AT Smart Labs**
- **Social Emotional Learning Strategies** with Special **'Bring a Friend Day Events'**
- **READS Collaborative Team Teachers** to support campus with new **SPED state certification requirements**
- **Universal Design for Learning (UDL)** for **Growth Mindsets** for challenging all LD students
- **Community Based Instruction (CBI)** Events **(Horse Therapy, Lexington, Aquarium, Early Scholars Academy)**
- **Assistive Technology (AT) Devices** with preloaded software and applications for **school to home usage**
- **Speech and Language Electropalatographic program** with **Smart Palette Technology** at each campus
- **READS Camp** at *Zephyr Encampment* targeting summer regression, social learning and parent training

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 178909				Amendment # (for amendments only):	

Program authority: Texas Education Code, 29.026, 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	$ 336,950	$ 0	$336,950
Schedule #8	Professional and Contracted Services (6200)	6200	$ 79,302	$ 0	$79,302
Schedule #9	Supplies and Materials (6300)	6300	$ 429,273	$ 150,000	$579,273
Schedule #10	Other Operating Costs(6400)	6400	$ 4,475	$ 0	$4,475
Schedule #11	Capital Outlay (6600)	6600	$0	$ 0	$0
Total direct costs:			$ 850,00	$ 0	$ 850,00
15% Admin includes RISD 2.88% % indirect costs (see note):			N/A	$ 150,000	$ 150,000
Grand total of budgeted costs (add all entries in each column):			$ 850,000	$150,000	$ 1,000,000

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$78,594	$ 0	$78,594

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: 178909			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			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	**Project READS Director**		1	$ 23,000
5	Project coordinator			$
6	**Teacher Instructional Specialist SPED facilitator** (10 districts @ 50% Split Funded Teacher for $50,000)		10	$ 250,000
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	**READS Family Facilitator**		1	$ 20,000
Other Employee Positions				
15	Title			$
16	Title			$
17	Title			$
18		Subtotal employee costs:		$
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$
20	6119	Professional staff extra-duty pay		$
21	6121	Support staff extra-duty pay		$
22	6140	Employee benefits (15%)		$43,950
23	61XX	Tuition remission (IHEs only)		$
24	Subtotal substitute, extra-duty, benefits costs			$43,950
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$336,950

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

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

Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 178909	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	$
	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 2 Training** (2) Hand over Hand and Reaching the Heart of a Student **Dyslexia Certification Center (Coordinator/Teacher trainings) 5.3 total trainings per district for $1,500 each to include Instructional Specialist at all 10 ISDS.** STAAR A: Accessing the Online Tools Dysgraphia: From Intervention to Identification (6 ALTA Hours Grading and Progress Monitoring for Students with Disabilities State Dyslexia Handbook, Word Recognition and Fluency: Effective Upper-Elementary Interventions for Students with Reading Difficulties Reading Strategies and Activities for Students at Risk for Reading Difficulties, Including Dyslexia Dyslexia Education Program for Parents (Training of Trainers) Dyslexia Academy for New Dyslexia Staff Multisensory Grammar Make & Take Dyslexia Evaluation Training Multisensory Spelling Dysgraphia & Related Disorders Conquering Reading Challenges Texas Dyslexia Identification Academy Module 2: Dyslexia Evaluation Texas Dyslexia Identification Academy Module 3: Considerations for English Language Learners	$ 79,302
b.	Subtotal of professional and contracted services:	$ 79,302
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	**$ 79,302**

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: 178909	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: ADO1 Alphabet and Dictionary Skills Guide $ 27.75 ADO2 Alphabet Wall Cards $ 18.57 ADO5 Alphabet Strip $ 2.60 HO2 Handwriting Masters $ 47.82 HO1 Easing into Cursive $ 31.90 MTA 100 MTA Kit 1 $249.84 ADO5 Alphabet Strip $ 2.60 RM 03 Procedures Booklet M07 Soundations! Games &Activities for Phono. Awareness RM05 Teaching a Process for Comprehension and Composition 411-W1 Instant Spelling Deck $ 13.55 413-W1 Initial Reading Deck $ 26.75 409-W1 Advanced Reading Deck $ 26.10 408-W1 Missing Letter Deck (2 decks per teacher required) $ 23.00 1459-W1 *Skeleton Dictionary (1 per student – see note below) $ 13.20 2150-W1 *Pencil Frame (1 per student – see note below) $ 11.80 Workshop Curriculum Materials Subtotal 599.66 408-W1 Missing Letter Deck (2 decks per teacher required) 23.00 1459-W1 *Skeleton Dictionary (1 per student – see note below) 13.20 2150-W1 *Pencil Frame (1 per student – see note below) 11.80 All-In-One Printer, Copier, Scanner, Fax HP 972A Magenta Ink Cartridge HP 972A Cyan Ink Cartridge HP 972A Yellow Ink Cartridge 85.99 HP 972X High Yield Black Ink Cartridge $150.99 Lakeshore XC341 Classroom Laminating Machine 129.00 Laminating Pouches 165.94 **READS Teacher Supplies Total $2452** SMART Board Interactive Whiteboard M680 - interactive whiteboard - USB - wh 5 @ $2,406 each w/installation/projector for $12,034 All in one computer touch screen for classroom i7 processor (10) $1,000 each. Apple iPad Air 2 Case $9.75 x30 292.50 Lakeshore PP509 Store & Charge Tablet Station 149.00 Lakeshore TB600 Tech Tub2 249.00 **READS Student Smart Lab Technology and Materials Total $23,974** Lakeshore Early Writing Folders 20@16.99 339.80 Primary Concepts Word Study Notebooks Set of 20 (1265) 2X29.95 59.90 Guided Reading Books 4,000.00 Heavy Plastic Student Tri-Folders 30x6.00 180.00 Lakeshore Can Do Reading Games K-3 2@149.00 297.00 Lakshore Phones (EE539) 49.97 Big Reading Guide Strips 39.80 Lakeshore Building Fluency 49.99		$$429,273 $150,000

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Lakeshore Classroom Magnetic Letters 44.99 Lakeshore Tricky Words & Phrases 49.99 Learning Zone Tabletop Easel (CEPTEE100) 89.95 Lakeshore (FF464) Library Storage Cart 129.00 Lakeshore (AA750x) Book Bins 79.00 Lakeshore Lapboard Supply Center LL437 34.99 Lakeshore Answer Board Supply PP708 29.99 Lakeshore JJ227 Magnetic Pocket Chart 29.99 Lakeshore AA343 Teach & Store Chart Stand 189.00 Lakeshore TT927 All Purpose Teacher Organizer 59.99 Lakeshore File & Store Cart FF688 169.00 Lakeshore Mobile Bin Storage FF347 199.00 Lakeshore Magnetic Word Builders LC148 29.99 Lakeshore Building Tiles Set 79.99 Lakeshore GG310x Sight Word Magnets 95.00 Lakeshore EE567 Sight Word Center 39.99 Lakeshore JJ185 All Purpose Teaching Cart 229.00 **READS Learning Classroom Environment Supplies Total $6,595** **Total Supplies $33021 per campus for total (13) $429,273** **$150,000 admin and indirect is to create smartlabs and model classrooms**	
Grand total:	**$579,273**

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: 178909	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval: State Autism Conference - Dallas, Texas (Hotel $89/night, Fligths @ $250 each 05 meals @ 25/day for 5 days) Hotel (5 nights) $2,225 Meals 250 flights 1250 Registration $750.00 $4,475	$4,475
	Grand total:	**$ 4,475**

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: 178909			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	$
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: 178909 | **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	662	40	16.5: 2
K	923	55	16.7: 2
1st	1028	61	16.8: 1
2nd	1053	60	17.5: 1
3rd	1244	63	20.7: 1

COMMENTS Total Students 5,471 Total Teachers 279	Campus data includes Robstown, Agua Dulce, Aransas County, Bishop, Sinton, Port Aransas, San Diego, Aransas Pass, Ingleside and Benavides all ESC 2 Independent School Districts located in the Coastal Bend Area. A subsubtantial loss in numbers indicate the after effects of losing families, teachers and students to a Hurricane Catastrophy with Hurricane Harvey. A&M researchers first gathered population and home statistics of the studied communities. In the Coastal Bend area in 2016, there were an estimated 45,489 residents. While the median age of the United States is 37.8 years, the median age of the Coastal bend area is 46.7, with one of the communities having an age median of 63.9. The total number of housing units in Coastal Bend estimated 27,897 before Hurricane Harvey hit. After Harvey hit, things changed drastically for Coastal Bend communities. **It is estimated that in the 9 communities that were studied in this research, a total of 7,397 homes were destroyed. That means that of the 27,897 homes that existed before Hurricane Harvey, only 74% of them exist today.** The total costs of the damage to housing units is estimated to have reached an unbelievable $1.35 billion dollars.

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	8:00 am – 3:45 pm (2 hours added for ACE 3:45-5:45 pm)	**Community Based Instruction (CBI) and the After school program (ACE) will add both afterschool and extended day learning to school hours on scheduled days.**
Number of days in school year	195 (21 days more for summer camp)	**Summer Camp will add Regression weeks into summer program.**
Minutes of instruction per school year	82,510 (10,800 hours added for normal school and 4,800 minutes for summer)	**Reverse Inclusion in ACE will add minutes of instructional time as tutors and mentors will be used for social cognitive learning. Smart Labs and Model Classrooms will be available for both students and parents to use under the supervision and coordination of the after school program.**

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Schedule #13—Needs Assessment

County-district number or vendor ID: 178909	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.

READS (Reading Excellence for All Dyslexic Students) Systematic Needs Assessment Plan was to target ten elementary campuses that failed to meet state standards and required substantial **Learning Disability (LD)** support for making improvements with both Autistic and Dyslexic students of which more than 5,000 reside in the Coastal Bend area. **READS** sites had drastically lower scores on the **2017 State of Texas Assessments of Academic Readiness (STAAR)MET scores (21% lower) for Special Education student** as compared to state standards of 44% in all Core Subjects to include Reading, Math, Science, Writing and Social Studies. **READS** targeted schools were also **selected due to severe weather damage as they are** in the Coastal Bend Region of the state where the wall of **Hurricane Harvey (Category 5)** devastated facilities and disrupted teaching and learning with some districts experiencing significant loss in revenue, students, teachers and resources not covered by insurance. Aransas County Independent School District (ACISD) alone lost approximately $53 million in facility and resource damages. The schools were selected and prioritized for participation in the grant based on **(1) their performance history; (2) needs assessments focused on both student and educator needs; (3) special needs family engagement and (4) willingness to work as regional team to implement new strategies for LD students.** The process then created special meetings, a design team, and collaborative invites to encourage participation. Most important all SPED Directors were asked for feedback first to ensure needs and input for willingness to participate. All stated an overwhelming excitement for these new opportunities and further encouraged their respective superintendents to be part of **READS**.

Current Achievement. All the elementary schools in **Robstown, Agua Dulce, Aransas County, Bishop, Sinton, Port Aransas, San Diego, Aransas Pass, Ingleside and Benavides** are significantly underperforming as **94% of the students failed mastery in 2017 STAAR Writing Test**. Student achievement during the 2016-2017 School Year is indicative of a long-term pattern of necessary changes for academic improvements as all scores were significantly below state standards. **Table 1** identifies key performance issues at targeted schools that clearly describe the needs among all students falling short of mastery standards in all core subject areas as compared to state scores.

Table 1: 2017 STAAR Percent at Masters Grade Level (Sum of All Grades Tested)											
Core Subject	**State**	**RO**	**AD**	**AC**	**BI**	**SI**	**PA**	**SD**	**AP**	**IN**	**BE**	**Areas of Concern**
All %	20	11	11	14	17	13	30	9	10	17	8	6% <than state
Reading %	19	10	14	12	16	12	26	8	9	14	9	6% <than state
Mathematics %	23	14	13	17	23	17	31	12	11	19	9	6.4% <than state
Writing %	12	6	*	6	13	5	21	4	6	7	13	92% failed Mastery
Science %	19	5	6	13	14	15	37	5	10	20	*	86% failed Mastery
Social Studies %	27	16	*	21	13	11	41	8	19	27	*	7.5%<than state

Prioritized Needs. Specific programmatic and special student needs of the schools were identified and prioritized through the campus improvement planning process and formative evaluations of the districts' Special Education Department Goals and Plans. This prioritizing process included a variety of needs assessment methodologies to include campus improvement plans, reviews of student climate surveys, research-based best practices for students with Dyslexia, age appropriate strategies and AT plans. Moreover, a comprehensive assessment confirmed the value of teacher specialized trainings and resources for Dyslexic students who require the right teaching and learning strategies in collaboration with model classroom tools fit for school to home learning.

Accomplishments. READS individual schools remain behind in Dyslexia training with limited funds prioritized for modernization of classroom needs with certification and testing requirements from teachers to meet state standards. **READS** will allow campus to gain a regional support center, full time trained teacher, parental support and training, AT devices, and creative new strategies to begin students earlier and making sure they do not fall behind. Goals are to increase all subject STAAR scores meeting standard by 5% in all core subject areas. Other accomplishments include Model Classrooms, Smart Labs, CBI events, College support, and parents as co-educators. The goal is to have all campuses share at monthly events to discuss their **READS** results and ideas for a continuous professional learning community that can operate beyond the grant cycle.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 178909	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.	**Resources:** As a result of category five Hurricane Harvey many of the districts near the coast had severe resource loss in buildings, libraries, technology impacting teacher and students' enrollments. These unfortunate losses had a direct impact on budgets and special needs funding to help offset lost instructional materials. Campuses will need new: • Instructional teaching resources • Library and multimedia tools • AT for special needs LD • New teacher training materials • Web and App resources for sustainability	Replacing and replenishing resources for the schools will be an ongoing venture for many more years to come but it is imperative that the districts recover and use whatever new materials that can be earned through creative and strategic grant competitions. Aransas Pass County alone lost $53 million in damages that are not recoverable by insurance claims. These new resources will immediately begin providing special need students with materials specifically tailored to meet their needs.
2.	**Instruction:** Schools are over reliant on dated Dyslexia special education standards and use normal instruction methods to evaluate grade level completion. These schools require new methods in: • Evaluation • Collaborative structures • Time allocation • Smart Labs and Model Classrooms • CBI and ABA, PBIS services	Replacing instructional methodologies and platforms for Dyslexia would create consistency amongst ESC 2 campuses. Additional investment in instructional leadership, professional development and cultivating leadership training on campus would strengthen student success rates as well as minimize unusually high retention rates in grades 1 through 3. To further grow, the schools may need to update curriculum, time allocation, and collaborative structures to disseminate Dyslexia best practices while introducing team teaching.
3.	**Climate:** The schools might have a few passing achievements in overall scores but struggle with SPED and ELL populations need new approaches for • Instructional leadership • Curriculum alignment • Time allocation • Collaborative structures • After School and regional support services	Targeting growth across ethnic subgroups and SPED, and ELL requires district-led approaches in providing schools with development in instructional quality and granting new strategies for meeting special needs. To further grow, the schools will update curriculum, time allocation, and collaborative structures to disseminate best Dyslexia practices for both students and their families.
4.	**Culture:** The schools with the lowest overall achievement have fundamental challenges in meeting the needs of the student population. They warrant new strategies for • organizational structures • Dyslexia instructional technology • Dyslexia curriculum alignment • staff modeling and training • Early Evaluation Testing and Screening • Campus Based SPED Teacher • ESC 2 SPED Professional Learning Team	A redesign of the special needs of the campuses would allow an overhaul of the Dyslexia systems that are impeding growth. With guidance from local colleges, the districts would devise strategies for appropriately trained teachers while also growing system structures built on accountability, implementation of new Dyslexia curriculum strategies, and its ability to oversee instructional learning and adaptation. Special education surveys indicate a significant disconnect between district, campus and family expectations. Family involvement will include community education and message delivery on goals, expectations and academic standards.

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Schedule #14—Management Plan

County-district number or vendor ID: 178909	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.	READS Program Director (1)	Master's Degree Preferred. Bachelor's degree required from an accredited college or university and seven years of related experience, including three years in a supervisor capacity.
2.	READS Instructional Specialists (12)	Master's Degree Preferred. Bachelor's degree from an accredited college or university and four years of related experience, valid SPED Texas Teacher Certificate including three years in a supervisor capacity.
3.	READS Family Facilitator (1)	Bachelor's degree from an accredited college or university, and three years of campus or family experience.
4.	READS Mentors (TBD)	College enrollment in local colleges with specialization in internships, student practicums or student teachers and three years of mentoring experience.
5.	Technology Specialist (10)	Master's Degree Preferred. Bachelor's degree from an accredited college or university and four years of related Technology experience including three years in a supervisor capacity.

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.	Hiring Director and staffing	1.	Launch Campaign conducted/Hire Admin Staff	5/01/2018	8/31/2018
		2.	Development of program marketing for campuses	5/31/2018	8/31/2018
		3.	Staff hired and trained/ Receive Job Descriptions	5/31/2018	8/31/2018
2.	Smart Labs, Model Classrooms and PD	1.	Purchase supplies, resources and AT devices	6/01/2018	7/01/2018
		2.	Create labs and Classroom with new supplies	7/01/2018	8/01/2018
		3.	New Modifications and Accommodations for LD	8/31/2018	10/31/2018
3.	Schedules and Operations for LD Families	1.	Schedule all Dyslexia Services for students	8/31/2018	9/31/2018
		2.	Schedule all Dyslexia Services for parents	8/31/2018	9/31/2018
		3.	Schedule all Dyslexia Services for teachers	8/31/2018	9/31/2018
4.	Services and Monitoring of READS grant	1.	Provide READS services for all Dyslexia Students	9/01/2018	8/31/2019
		2.	Provide READS services for Parents	9/01/2018	8/31/2019
		3.	Provide READS services for Teachers	9/01/2018	8/31/2019
5.	Evaluation and Improvements for Reports	1.	Conduct Data Collections	10/1/2018	8/31/2019
		2.	Complete Evaluations and Review Report	6/31/2019	8/31/2019
		3.	Submit Required APR and Continuation Targets	7/31/2019	8/31/2019

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 178909	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.

READS ensures an **effective process and procedures plan** for monitoring the attainment of goals and objectives as over **$16 million dollars** in discretionary awards have been funded by TEA to RISD for successful implementation of grants since 2003 while many of these grants have been successful shared services arrangements with local ESC 2 districts. The **Feedback and Continuous Improvement Plan** will be implemented by the **READS** staff (15) and supported by RISD Superintendent Dr. Maria Vidaurri (ESC 2 Superintendent of the Year), Diana Silvas, Assistant Superintendent for HR/Curriculum, Jake Salcines, Director of Secondary Curriculum, Dr. Daniel Ceballos, Assistant Superintendent of Student Support Services with consulting support with Grant Research and Evaluation. All **READS** principals will coordinate hires, daily services and proper data collections through their campus-based **READS** Instructional Specialist who will report directly to the **READS** Director for proper implementation of the grant objectives. They will also monitor the PD required for effective Teaching and Learning. **READS** staff will work with the entire grant process and the RISD Department of Assessment to tracks the district's general metrics (attendance, standardized test scores, demographics, disciplinary referrals, etc.) as well as program-specific measures (for example, incentive pay to teachers and administrators under the Teacher Incentive Fund grant) to ensure that **READS** is making progress towards district-wide goals and program-specific goals.

The **READS** Director will assume personal responsibility for the attainment of the goals and objectives for the program as well as monitor and implement all services for proper execution. **READS** staff will also assist in meeting the goals and objectives by having campus autonomy to adjust as deemed necessary to best customize the services to the respective differences between one campus and the next. Staff will communicate to administrative staff, teachers, students, parents, and members of the community the plan and changes that are made. The **Feedback and Continuous Improvement Plan** is created through careful organizational grant management that includes pre-grant design meetings, meeting with finance to setup all budgets and contracts, program meetings to include weekly staff meetings and daily task lists, grant refinements and post grant report reviews through evaluation and research.

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.

READS will coordinate with all ongoing, existing efforts that are similar or related to the planned project to maximize effectiveness of grant funds and to ensure that all project participants remain committed to the project's success.

Sustainable and Aligned Existing Activities for Fall (F) Spring (SP) and Summer (SU)				
Service (s)	**Schedule**	**Place**	**Funds**	**Needs**
Literacy Classes (F)	6-7 PM (TH)	READS Sites	Supplies	Low literacy rates
ESL Classes (SP)	6-7 PM (M)	READS Sites	Staff	Lack of English Speaking Parents
Computer Classes (F)	6-7 PM (TU)	READS Sites	Staff	Lack of Computer Skills
AT Classes/Internet (F/SP)	6-7 PM (TH)	READS Sites	Partners	No community access<80%
LD Parenting Classes (SU)	6-7 PM (M)	READS Sites	Partners	High Discipline Reports
Open House (F/SP)	B.O.Y.	READS Sites	Partners	American Dream Challenges
ARD Teacher Confer. (All)	6-7 PM (M)	Elem. School	Partners	Low Parent Advocacy/Training
Fathering Skills (all)	As needed	Elem. School	Partners	Poor Parenting Skills for LD
Mothering Skills (all)	As needed	Elem. School	Partners	Poor Parenting Skills for LD
PBIS Training (all)	Daily as needed	RISD	Partners	Low Community Engagement
Discipline Classes (all)	Daily as needed	RISD	Partners	Poor Parenting Skills for LD
Chess Support (All)	6-7 PM (M)	READS Sites	Supplies	Enrichment for LD life skills
Science Night (SP)	6-7 PM (TU)	READS Sites	Supplies	Enrichment for life skills
Parent Council Training (F)	6-7 PM (M)	READS Sites	Supplies	Enrichment for life skills

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Schedule #15—Project Evaluation				

County-district number or vendor ID: 178909				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.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Collect READS participant rosters for program evaluations to include pre and post data analysis of service impacts	1.	Effective Increase P > .05% in Grades between control groups
		2.	Effective Increase P > .05% in Attendance between control groups
		3.	Effective Increase P > .05% in Grade Promotion between control groups
2.	Provide evaluations and observations reports to include rosters, evaluation forms, and data collections	1.	Effective Increase P > .05% in Discipline Behavior between control groups
		2.	Effective Increase P > .05% in STAAR scores between control groups
		3.	Effective Increase P > .05% in IEP Evaluations between control groups
3.	Evaluations to include grades, attendance, promotion, discipline, and READS data	1.	Increase in READS PD with Dyslexia Teaching and Learning
		2.	Increase in READS Assistive Tech (AT) usage between School to Home
		3.	Increase in READS Parent Participation and Guidance with website
4.	PD and staff report to include rosters, evaluation forms, and data collections	1.	Increase in READS Sustainability Funds for Continuation funding
		2.	Increase in READS Partnerships with local colleges and ESC 2
		3.	Increase in READS Regional Professional Learning Community
5.	Evaluation recommendations and reports to include budgets, forms, and data collections for sustainability purposes	1.	READS Evaluation Reports include CIP Recommendations
		2.	READS Evaluation Reports indicate yearly gains
		3.	READS Evaluation Reports are reviewed by Boards and Administration

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.

Documentation Collection Process (N=300)	Freq.	Personnel Accountable	Data
Program Activities data collected and analyzed for refinements and corrections	Daily, Weekly	**READS staff accountable for adjustments to meet goals**	Program Activities
Homework records/call logs & home visits	Daily	Instructional Specialist/Teachers/CIS	Grades
After school reports, ACE Tracking System	Monthly	Director, Sec., Coordinators	Promotions
Lesson plans, quizzes, referrals reports, course schedules, instructor interviews, family	Quarterly	Instructors, Coordinators, Evaluator for Modifications/Accommodations/Intervention	PD Academics
Teacher, parent trainings, Activity schedules	6 weeks	Principal, Family Facilitator	FES
Student Grade Reports, District discipline and police records, Truancy Records	6 weeks	District Police Department, Grant Administration, Instructional Specialist	Behaviors Academics
Course evaluations, Instructor evaluations	6 weeks	Principal, Director, READS IS	C&I
Yearly grade reports/STAAR/ CIP Data	Yearly	Principals, Instructional Specialist	STAAR
STAAR, TPRI, STAAR ALT, CLI, CPSI with Modifications/Accommodations/Interventions	Yearly	Principal, READS Instructional Specialist (IS) /Teachers	State Scores
READS Annual Performance Report Fall Report with adjustments made to meet goals	2/1/19	Director &Instructional Specialist, Family Facilitator	READS Goals
READS Annual Performance Report SP Report with adjustments made to meet goals	6/1/19	Director &Instructional Specialist, Family Facilitator	READS Goals
READS Annual Performance Report Sum Report with adjustments made to meet goals	9/1/19	Director &Instructional Specialist, Family Facilitator	READS Goals
Expenditure Reports/ READS Evaluation; *Qtly Monthly Reviews with Stakeholders*	5/31/19	RISD Business Manager/External Consultants/ READS Stakeholders	READS Goals

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 178909	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.

READS will incorporate evidence-based and research-based design to include effective use of Assistive Technology (AT) by adding strategies that make Smart Labs at each campus. Smart Labs will introduce a wide variety of new AT devices and resources with schools to home applications. **AT for kids with LD is defined as any device, piece of equipment or system that helps bypass, work around or compensate for an individual's specific learning deficits.** Over the past decade, several studies have demonstrated the efficacy of AT for individuals with LD. AT doesn't cure or eliminate learning difficulties, but it can help students reach their potential allowing them to capitalize on strengths and bypass areas of difficulty. In general, AT compensates for a student's skills deficits or area(s) of disability. **READS** will supplement AT with remedial instruction aimed at alleviating deficits (such as software designed to improve poor phonic skills). A student will use remedial reading software as well as listen to audio books. In fact, research has shown that AT can improve certain skill deficits (e.g., reading and spelling).[1,2] The term "assistive technology" has usually been applied to computer hardware and software and electronic devices. However, many AT tools are now available on the Internet. **READS** AT tools that support kids with LD (K., Stanberry & M., H., Raskind, 2009). **READS** will include: Abbreviation expanders, Alternative keyboards, Electronic math work sheets, Freeform database software, Information/data managers, Optical character recognition, Personal FM listening systems, Portable word processors, Proofreading programs, Speech-recognition programs, Speech synthesizers/screen readers, Talking calculators, Talking spell checkers and electronic dictionaries, Variable-speed tape recorders, Word-prediction programs, Smart Palate Speech and Language Electropalatographic program, Personal 1-1 Devices. Research has identified a 75% co-occurrence of social communication difficulties in children with learning disabilities (Forness and Kavale, 1996). Research shows that a toolbox of approaches can be effective (Baker, 2010), with proven approaches designed to be individually tailored to the needs of each student, incorporating the best treatment methodologies.

1 Higgins, E. L. & Raskind, M. H. (2000). *Speaking to Read: The Effects of Continuous vs. Discrete Speech Recognition Systems on the Reading and Spelling of Children with Learning Disabilities*. Journal of Special Education Technology, 15 (1), 19-30.
2 Raskind, M. H. & Higgins, E. L. (1999). *Speaking to Read: The Effects of Speech Recognition Technology on the Reading and Spelling Performance of Children With Learning Disabilities*. Annals of Dyslexia, 49, 251-281.

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.

READS will collect empirical data such as STAAR, STAAR ALT, TPRI and CLSI with program activities and usage with measurable instruments such appropriate State approved screeners for dyslexia student achievement and improvement. Instructional Specialist will use Benchmark testing and state testing data to support effective program implementation. The program director will follow the evaluation process by which baselines for the **READS** metrics will be established. The new House Bill 1886 will require changes in Dyslexia Evaluations. **READS** will use the TPRI Screener for K -3rd grade with end of year results for the required screener. Currently RISD uses the Project Read Program for Dyslexic students but will change to the Multisensory **Teaching Approach (MTA) Program** based on grant funding.

Effectiveness Measures: READS will be based upon effectiveness measures with assessment of objective empirical data regarding the need for **READS** activities at the schools and communities. Attainable and Ambitious Performance measures are established at ensuring the availability of high quality academic LD opportunities. The program design is aligned with the principles of effectiveness to overcome educational failures in an economically disadvantaged community that lacks resources to support a comprehensive and supportive Dyslexia program. The approach recognizes that a new guidance plan must incorporate the entire community and provide intensive intervention models to program participants and their families in diverse areas with stimulating LD activities. **READS** was designed around scientifically based research and effective practices from successful Dyslexia programs in Texas and the nation. Objective Measures were completed by the design team through surveys and parent meetings to evaluate current LD programming and customized future activities. Disaggregated STAAR data was used to determine which core subject areas were needed and for what grades. Data driven decisions will continue to be used for objective data that leads to continuous improvements and improved LD academic strategies for program quality. The program evaluation and **READS** report will help establish benchmarks for capacity and quality of services to ensure replication and sustainability.

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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.

READS will incorporate parental support and collaboration by hosting Dyslexia trainings, online web programs, support groups and school to home strategies. Understood organization will be used for registering parents to this valuable online support system of guidance trainings for special needs students.

READS Parent Monthly Training topics include (sample only): Start kindergarten now or wait a year? Move up or repeat a grade? Ready to request an evaluation? Evaluation in school or out of school? Ask for testing accommodations? Change your child's classroom placement? Push for more resources? Is My Child Ready? Ready for sleepaway camp? Considering getting a tutor? Considering ADHD medication?

READS Parent Services Include(sample only): A Regional Autism & Dyslexia Center for family support, training, and learning how to participate in the Individualized Educational Plans (IEP); Regional Support Website that customizes parent training per grade level, behavioral or academic issues; Learning Accommodations for homework support, Learning Modifications for remedial Programs; Software, Applications and PD with Assistive Technology (AT) with 1-to-1 devices; Learning Instructional Intervention as tutoring at home , Understanding Positive Behavior Intervention Strategic (PBIS) Plans; Participation in Afterschool Tutors with mentoring support to include Reverse Inclusion (RI) practices; Touring new Model Classrooms for Students with Learning Disabilities (LD) to include AT Smart Labs; Learning Social Emotional Learning Strategies with Special 'Bring a Friend Day Events'; Understanding new Collaborative Team Teachers to support campus with new SPED state certification requirements; Learning new Universal Design for Learning (UDL) for Growth Mindsets for challenging their LD child; Attending Community Based Instruction (CBI) Events such as Beach Horse Therapy, Lexington Museum, Corpus Christi Aquarium, ESC 2 Early Scholars Academy with their child; Learning new Assistive Technology (AT) Devices with preloaded software and applications for school to home usage; Understanding Speech and Language Electropalatographic program with Smart Palette Technology at each campus; Participating in Camp at Zephyr Encampment targeting summer regression, social learning and parent training.

Statutory Requirement4: 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.

READS reflects the diversity of the state and can be replicated for students statewide as the problems associated with Dyslexia mirror the demographics of the state with race, economic background, campus size, and parent needs.

READS Early Intervention Strategies with a full time instructional specialist at each campus is the most prevalent replication of the design for possible state adoption as K-3rd grade teachers are overwhelmed with SPED training, state requirements and best practices for Dyslexic students while maintaining all other classroom expectations. Early evaluations also mean the students and families get help early before long-term damage occurs. These replicable strategies are based on the increasingly clear research that early intervention is critical for educating children with Dyslexia, Autism or any other special needs. The program will begin offering substantial Early Intervention Testing, Teacher Training and Parent Resources for targeted students and will prepare for the upcoming HB 1886 that is projected to require 1st -3rd grade screening and testing for SPED evaluations placing a significant burden of schools as they already have difficulty meeting the current state requirements. This will be accomplished with one well trained "trainer of trainer SPED READS teachers" at each campus Many times, parents are given a variety of reasons why they should "wait and see" and hope that their child's reading will improve with time. However, research shows that children who struggle with reading and pre-reading skills in preschool and kindergarten will not catch up to their peers without intensive intervention, especially if there is a family history of Dyslexia or undiagnosed learning challenges. Unfortunately, the most effective window for this early intervention comes well before students in traditional learning environments are identified and diagnosed with dyslexia. Early versus late intervention research studies indicate that there is a larger effect sizes in kindergarten/1st grade than in 2nd and 3rd grades (Wanzek & Vaughn, 2007; Wanzek et al., 2013). When "at risk" beginning readers receive intensive instruction, 56% to 92% of at-risk children across six studies reached the range of average reading ability (Torgesen, 2004). Overall, converging research points to the importance of early and individualized interventions for "at risk" students for improving the effectiveness of remediation (Denton & Vaughn, 2008; Flynn, Zheng, & Swanson, 2012). Educational Strategies will build on benefiting from early diagnosis and applications of a student's learning disability and follow-up with specialized support services for teachers, parents and students.

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Schedule #17—Responses to TEA Program Requirements	
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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.

READ S will use innovative approaches to effectively address the unique academic and functional needs of students with Dyslexia by providing new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices. **READS** will use evidence-based social instruction for students, providing significant improvements in both self-esteem and knowledge of social skills. The program will call on students to use higher-level cognitive strategies to improve their social skills — understand the "why" and "how" that motivates socialization and target "generalization" as the highest goal. By offering students this service in a school setting, skills can quickly be applied to daily life, allowing students to see that they can utilize the skills they learn in any environments specifically at home. Parent Training will reinforce the lessons, techniques and understanding as well.

READS Strategies Based on Dyslexia Types: There is no official list of dyslexia types. Some types are more widely recognized than others. Knowing what type of dyslexia kids have can help professionals come up with the best teaching strategies. Kids with dyslexia have trouble reading. But their reading challenges aren't all the same. Some may not be able to match sounds with letters. Others find it hard to recognize words by sight. Some read very slowly. Most have difficulty in more than one area. Different types of dyslexia are more like pieces in a puzzle. Together, they form a unique profile of what someone's reading challenges are. Instructional Specialist will create a **READS** treatment plan that suits each student's needs. These includes but not limited to the following approaches to effectively address the unique academic and functional needs of students with Dyslexia.

- **Phonological Dyslexia:** Since students can't break down individual sounds of language (phonemic awareness) and match them with written symbols teachers will help find appropriate AT to sound out or "decode" words. Smart Labs will use **Smart Palete** to help students understand linguistic support as mouthpiece software will help child understand proper tongue placements. AT software with apps and websites will also be personalized.
- **Surface Dyslexia:** Students who have a hard time to remember whole words by sight and can't pronounce using the normal rules of pronunciation will get help with tutoring, AT devices and e-readers. Decoding issues keep kids from encountering words often enough to begin to recognize them. Model Classrooms will have new supplies dedicated to decoding words and working with Surface Dyslexia Students (See Budget). It's not uncommon for kids to have both surface and phonological dyslexia.
- **Rapid Naming Deficit:** Students with this type can't rapidly name letters and numbers when they see them. They can say the names, but it takes them longer to name many of them in a row. Experts think this problem reflects an issue with processing speed. They also think it's linked to reading speed. Tutoring, Mentoring, and AT devices will assist with reading speeds and practice with words as 1 to 1 devices are taken home for extended learning.
- **Double Deficit Dyslexia:** Experts believe that issues with naming speed are separate from problems with phonemic awareness, but some kids have both. The "double deficit" refers to a mix of phonological dyslexia and rapid naming deficit. Students with this double deficit have trouble isolating sounds and they can't quickly name letters and numbers when they see them. This severe form of dyslexia is particularly challenging to remedy so READS contracted Therapy Connections to build the right IEP for each student and help identify problems and strategies early. Parents will be trained in monthly support groups on proper reinforcement of day school strategies.
- **Visual Dyslexia:** Students with visual dyslexia can refer to a range of things, often suggesting an unusual visual experience when looking at words. Students can't recognize whole words by sight as their brain finds it difficult to remember what the word looks like. They think reading issues have to do with the eyes. Some claim reading can be improved through eye exercises or tinted lenses. The American Academy of Pediatrics doesn't endorse these approaches because there isn't enough evidence to back them up.
- **Other Types:** Directional dyslexia refers to difficulty telling left from right and with sense of direction. Most experts recognize this as a common problem for people with dyslexia. But they don't see it as a type of dyslexia on its own. Some people also refer to something called math dyslexia. This is an inaccurate name for a brain-based math learning issue called dyscalculia, which is not a form of dyslexia. When reading specialists know the types of dyslexia the student has, they can come up with strategies to help. READS will do a full evaluation to identify these types and create the support strategies to help a student at both school and home.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Describe coordination of services with private or community-based providers.

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

READS Coordination of Services Plan with private and community-based partners will build on new unique partnerships to include specialized Dyslexia support services for teachers and students while capitalizing on many grant partners already secured with existing funding streams. These new services include partnership regional services unavailable before in the regional area to include ten ESC 2 districts, community-based organizations and local Institutions of Higher Education (Texas A&M Kingsville, Texas A&M Corpus Christi), private business and many nonprofits. **READS** will also rely on local partnerships, state and federal funds to sustain components after the funding period ends. **Table 2** indicates the partnership elements in the READS grant with emphasis on ongoing, existing partnerships to include: Texas State Aquarium, ESC Region 2, college work-studies, parents, business leaders, volunteer teachers, coaches, professors, guest dyslexia speakers, mentors, tutors, reading partners, RIF, National Honor Society, high school service clubs, community organizations, churches, Community in Schools, Community Grant programs, disability services, Literacy centers, AmeriCorps, Wal-Mart, Alumni and County Workforce Solutions for integrated Childcare latchkey services.

Table 2: READS Partnership Elements		
Effective Leadership Partnership Elements	**Funds**	
Regional Dyslexia Center	Trained ESC 2 Dyslexia Center	LEAs
Professional Teaching &Learning Districts (10)	READS Teams, Professional Learning Communities	partners
Coaching for SPED Educational Leaders	Trained Instructional Specialist Coaches	LEAs
Quality Teaching & Learning Partnership Elements	**Funds**	
AT Technology for Instruction	Student devices with online capabilities	parents
*Teaching Learning Strategies	TAMUK (Dr.Fiestas, Dr. Oiler) /TAMUCC (Dr. MCCaleb, Dr. Robertson);/ESC 2	colleges
*Community Based Instruction (CBI) & Bring a Friend Special Days for Reverse Inclusion	Beach Horse Therapy, Lexington, Aquarium, Early Scholars Academy, King/Queen for Day	LEAs
Universal Design for Learning (UDL)	Growth Mindsets for challenging all LD students	Partners
Culture of Success Partnership Elements	**Funds**	
Working & Understanding families with LD	Adult ESL, GED, Parenting, LD Training, Computers	federal
*Culturally Proficient Schools	Extra-Curricular Services and Community Learning	partners
Planning & Implementing Family Literacy Events	CSL, Parenting Classes, Adult Education classes	partners
*LD Parent Counseling and Guidance	ABA Therapy, Understood.org, Parent Depts.	partners
Established Partnerships with local college	LD center for ongoing research and developments	partners
Effective Processes & Systems Partnership Elements	**Funds**	
Roles & Responsibilities of Instructional Specialist	New HQSPED teachers at each campus	LEAs
High Quality District & Campus Improvement Plan	Effective CIP, DIP and READS Teams	partners
*School-wide Positive Behavior Support	Creating Campus Incentives with College tours	partners
Summer Camp Regional Training	Zephyr Encampment for summer regression	partners
Data Driven Decision-Making Partnership Elements	**Funds**	
Testing Accountability & Disaggregation of Data	Timely Early Warning Reviews of At Risk Students	partners
Benchmarking (Best Practices)	Classroom Specialized Tutoring/Smart labs	Federal
Data Management Mapping: Timely Data	Teacher Weaknesses/Model Classrooms	Federal
*Effective Use of the Data Management System	HQ Leadership and CIP Team	partners
*Indicates ongoing, existing efforts that are similar or related to the planned project		

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