

# Texas Education Agency Standard Application System (SAS)

## 2018-2019 Services to Students with Dyslexia

<b>Program authority:</b>	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR - 6 AM 9:10 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Contact information:</b>	Karin Miller, <a href="mailto:karin.miller@tea.texas.gov">karin.miller@tea.texas.gov</a> , (512) 463-9581	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #	Amendment #
La Vega ISD	161-906	
Vendor ID #	ESC Region #	
	12	
Mailing address	City	State      ZIP Code
400 E. Loop 340	Waco	TX      76705-
<b>Primary Contact</b>		
First name	M.I.	Last name      Title
Dr. Peggy		Johnson      Director of Elementary Ed & Special Programs
Telephone #	Email address	FAX #
254-299-6700	<a href="mailto:Peggy.johnson@lavegaisd.org">Peggy.johnson@lavegaisd.org</a>	254-799-8642
<b>Secondary Contact</b>		
First name	M.I.	Last name      Title
Diane		Roepke      Deputy Superintendent for Finance
Telephone #	Email address	FAX #
254-299-6700	<a href="mailto:Diane.roepke@lavegaisd.org">Diane.roepke@lavegaisd.org</a>	254-799-8642

#### 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. Sharon	M.	Shields	Superintendent
Telephone #	Email address		FAX #
254-299-6700	<a href="mailto:Sharon.shields@lavegaisd.org">Sharon.shields@lavegaisd.org</a>		254-799-8642
Signature (blue ink preferred)		Date signed	



3-2-18

Only the legally responsible party may sign this application.

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

701-18-108-002

**Schedule #1—General Information**

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

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

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

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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: 161-906

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

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

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

County-district number or vendor ID: 161-906

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: 161-906

Amendment # (for amendments only):



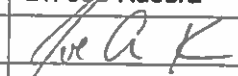
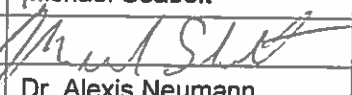

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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
<b>Fiscal Agent</b>				
1.	161-906	Dr. Sharon M. Shields	254-299-6700	\$320,274.00
	La Vega ISD		sharon.shields@lavegaisd.org	
<b>Member Districts</b>				
2.	073-901	Brandon Hubbard	254-546-1200	\$114,281.50
	Chilton ISD		bhubbard@chiltonisd.org	
3.	161-907	Dr. Joe Kucera	254-857-3239	\$202,681.50
	Lorena ISD		JoeKucera@lorenaisd.net	
4.	073-903	Michael Seabolt	254-883-3585	\$181,381.50
	Marlin ISD		mseabolt@marlinisd.org	
5.	161-802	Dr. Alexis Neumann	254-754-8000	\$181,381.50
	Rapoport Academy		aneumann@rapswaco.org	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	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	
<b>Grand total:</b>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	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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By TEA staff person:

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

County-district number or vendor ID: 161-906

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: 161-906

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.

La Vega Independent School District (LVISD) is applying for the Services to Students with Dyslexia grant to build capacity for identified instructional staff within all collaborating districts to better support effective instructional delivery to students with dyslexia and students with dyslexic tendencies. Participating districts are Chilton ISD, Lorena ISD, Marlin ISD and Rapoport Academy. A Shared Service Agreement (SSA) has been established among all participating LEAs. Authorized Officials have signed the SSA and copies are on file with the Fiscal Agent. As a collaborative we have identified the need to effectively serve our students identified with dyslexia or with dyslexic tendencies. According to the International Dyslexia Association, dyslexia can make reading more difficult, but with the right instruction, almost all individuals with dyslexia can learn to read (dylsexiaids.org, 2017). This grant will enable the collaborative to meet the unique needs of students with dyslexia and dyslexic tendencies by providing resources to secure dedicated dyslexia staff and necessary training. In each LEA, the grant will support a **"Dyslexia Center"** to serve as a hub where highly-qualified dyslexia specialists will provide explicit instruction to dyslexic students in groups of no more than six. This center will be a separate school within a school in each of the collaborating LEAs. Training for dyslexia staff will be ongoing and job-embedded for support throughout the year and adjustments will be made when necessary. If awarded this grant, collaborating LEAs will have the opportunity to work across districts to share new and innovative ways to support and remove barriers for students identified with dyslexia or dyslexic tendencies.

**Budget Development:** Stakeholders met to develop a proposed budget to include reasonable staffing, contracted provider(s), and supplies for the program. The first meeting included a general overview of grant requirements, allowable and unallowable uses of funds, and anticipated professional learning. A Program Coordinator will be shared with all LEAs to maximize grant funds. This will allow funds for direct teaching staff and necessary supplies. Staff salaries are based on the current teacher pay scale with additional days as appropriate. Contracted provider(s) costs are reasonable and services provided are aligned with grant goals. Fixed costs were established and discretionary amounts were allocated using percentage of LEA student population. Discretionary costs will be used for additional professional development that will support the grant goals.

**Demographics relative to goals and purposes of the grant:** LVISD and the collaborating LEAs are suburban and rural school districts in and bordering Waco, Texas serving approximately 6,991 students total. The collaborative encompasses the communities of Bellmead, Chilton, Lorena, Marlin, Rapoport, and Waco. These communities have a combined total of over 148,000 residents of which 50% are Hispanic and 51.5% live in poverty. At least 20% of this population speaks a second language at home. The median household income for this area is \$31,048 with at least 23% living below the poverty line. This area is characterized by extreme poverty. The five LEAs currently serve 6,991 students of which 68% are considered economically disadvantaged. At least 40% of the students in the collaborative have been identified as dyslexic or as having dyslexic tendencies. All students who will participate in the grant have been identified as having dyslexia or dyslexic tendencies.

**Needs Assessment Process:** All LEAs in this collaborative met to share needs of each LEA relative to serving students with research-based best practice strategies for students with dyslexia. Based on the number of students in each LEA who are identified as dyslexic, a need exists to provide ongoing job-embedded professional development for teachers to increase their learning to better support these students. Lack of funding and specialized dyslexia staff create a gap between current resources and student needs. A Program Coordinator will be hired to work with each dyslexia specialist to implement pre-determined milestones, assess needs, and develop a plan of action toward necessary adjustments.

**Management Plan:** The Director of Elementary Education for La Vega ISD will oversee the project coordinator, the grant process, and manage the funding. There is no additional cost to the grant budget for this position. Identified dyslexia trained staff will collaborate with the Project Coordinator to fulfill the goals of the grant.

Services to Students with Dyslexia Grant Full Time Staff		Program Staff	
Qualifications	Project Coordinator	Dyslexia Specialist	Dyslexia Paraprofessional
Education/Certification	<b>Minimum:</b> Bachelors Degree in education <b>Preferred</b> – Masters Degree in education; Master Reading Teacher; Dyslexia, Special	<b>Minimum:</b> Bachelors Degree <b>Preferred</b> – Master Reading Teacher; Dyslexia, Special	<b>Minimum:</b> Highly Qualified Status <b>Preferred</b> – Bilingual

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	Education, and Bilingual Certification	Education, and Bilingual Certification	
Special Knowledge/Skills	<input type="checkbox"/> Strong communication and interpersonal skills <input type="checkbox"/> Strong knowledge of understanding the needs of students with dyslexia and dyslexic tendencies <input type="checkbox"/> Ability to provide hands on coaching with participating teachers <input type="checkbox"/> Strong organization and time management skills <input type="checkbox"/> Excellent written and verbal communication skills <input type="checkbox"/> High degree of computer proficiency using Microsoft Office	<input type="checkbox"/> Demonstrated effectiveness as a classroom teacher as measured by student academic progress results such as STAAR, local data, TPRI, etc. <input type="checkbox"/> Demonstrated effectiveness with struggling students who are of high poverty	<input type="checkbox"/> Experience with children in an instructional setting
Experience	<input type="checkbox"/> Five years classroom experience in an elementary public school setting <input type="checkbox"/> Supervisory experience <input type="checkbox"/> Knowledge of data disaggregation and reporting <input type="checkbox"/> Demonstrated competence in program development, marketing, implementation, and evaluation	<input type="checkbox"/> Three years classroom teaching experience <input type="checkbox"/> Experience working with high needs students	

**Program Evaluation:** The LEAs will utilize several metrics to evaluate the program. Staff and students will be evaluated to determine the impact of instructional implementation as well as student learning. The staff will be trained in the Take Flight program, which was developed by Texas Scottish Rite Hospital for Children. The staff will receive on-going job-embedded professional learning and support over a two-year timeframe. As a result of the treatment, the Dyslexia Specialists gains should be achieved in the areas of phonological awareness, decoding, word reading, comprehension, word efficiency, oral reading, and math skills for participating students. The Beginning, Middle, and End of Year assessments will provide trained dyslexia staff with data to determine the level and intensity of intervention each student needs as well as the progress that has been made.

**Statutory Requirements:** The LVISD Dyslexia Program will incorporate **evidence-based and research-based design** by implementing strategies learned from the Take Flight program. This program also offers a **technology** component that will allow dyslexia staff to effectively incorporate technology with instruction. **Empirical data** will be collected directly and indirectly to identify student progress and used to determine how instruction needs to be adjusted. Qualitative and quantitative data will be considered. **Baseline metrics** will be established by, at a minimum, using BOY, MOY, and EOY data points. LEAs will also review student performance data on a six-week basis. This will provide an opportunity to compare growth of dyslexic students with the other student populations. **Parent** meetings will be held to inform and allow parent input on student progress, as well as how the parent may support learning at home. The student **diversity** in all participating LEAs closely mirrors that of the state. Almost 70% of these students are majority minority with 23% African American, 39% Hispanic, and 35% White. A little more than 70% of the students statewide are minority, with a majority being Hispanic. Therefore, the dyslexia model implemented in LVISD and collaborating LEAs will be designed to support all student groups, which will allow for the potential for any LEA across the state to replicate the program model.

**TEA Requirements:** Many districts the size of LVISD do not possess the resources to collaborate across districts. However, the Services to Students with Dyslexia program will afford the opportunity to share expertise and provide highly specialized training for several staff to serve more students. Partnering with the Take Flight program will provide access to **new and innovative approaches** and remove barriers of minimal resources to meet the unique needs of a growing population. Time will be provided for "WIN-WIN" (What Is Needed, When It's Needed.) This time is used each day for identified students to receive remediation or acceleration based on the need. During this time, some of the most innovative research-based techniques will be used to help the students make connections in the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Based on the latest research, the

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 161-906

Amendment # (for amendments only):

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

Grant period: May 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 429/459

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$665,000	\$	\$665,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$22,400	\$	\$22,400
Schedule #9	Supplies and Materials (6300)	6300	\$215,508	\$	\$215,508
Schedule #10	Other Operating Costs (6400)	6400	\$75,000	\$	\$75,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$
Total direct costs:			\$977,908	\$	\$977,908
2.209% indirect costs (see note):			N/A	\$22,092	\$22,092
Grand total of budgeted costs (add all entries in each column):			<b>\$977,908</b>	<b>\$22,092</b>	<b>\$1,000,000</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$679,276	\$0	\$679,276
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$
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:	\$

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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On this date:

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By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 161-906

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	8	8	\$400,000
2	Educational aide	5	5	\$90,200
3	Tutor (Afterschool)			\$
Program Management and Administration				
4	Project director/administrator			\$
5	Project coordinator	1	1	\$61,500
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$551,700
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		\$113,300
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$113,300
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$665,000

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

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By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 161-906		Amendment # (for amendments only):
<b>NOTE:</b> 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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Take Flight Consultant Fees (\$2,800 per person)	\$22,400
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$22,400</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 161-906		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$215,508
<b>Grand total:</b>		<b>\$215,508</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 161-906		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$75,000
<b>Grand total:</b>		<b>\$75,000</b>

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

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

### Conferences

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 161-906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

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: 161-906

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			
K			
1 <sup>st</sup>	10	2	5/1
2 <sup>nd</sup>	40	4	6/1
3 <sup>rd</sup>	79	5	6/1
<b>COMMENTS</b>	These numbrs are based on current Dyslexia projections. Dyslexia program teachers schedules will reflect the 6:1 ratio and a paraprofessional will support under the direction of the certified teacher when needed.		

**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
<b>School day hours</b> (ex) 8:30am – 4:30pm	7.25	7:00 -3:00
<b>Number of days in school year</b>	174	
<b>Minutes of instruction per school year</b>	83,520	These minutes are not exhaustive, as they do not include the after-school tutorial hours.

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Need

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 161-906

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.

All LEAs in the collaboration receive Title funds. Therefore, the broad needs assessment process begins with a Comprehensive Needs Assessment that includes several elements of student achievement data. After reviewing current achievement against desired outcomes, goals and strategies to reach the goals are developed. A committee of campus and district staff focus on how to prioritize identified needs in a way to ensure the greatest needs are at the forefront. LVISD will be the fiscal agent, and recognizes that other surrounding LEAs are experiencing the same challenges. Of the LEAs invited, (Chilton ISD, Lorena ISD, Marlin ISD, Rapoport Academy, and Riesel ISD), four expressed an interest in participating due to the needs of this population of students. Each LEA who will participate in the collaborative has determined which campus(es) will be served, all housing students between the ages of three to nine years old. These campuses were selected due to earlier comprehensive needs assessment processes indicating that the number of struggling students was increasing. Further data mining led to the understanding that reading was the major struggle. Within campus-based intervention groups most students were screened and presented with dyslexia tendencies. This data provided evidence that a gap existed between the identified need and the ability to effectively meet the need. This gap continues to grow due to a limited number of specialized staff who are experienced and qualified to provide intervention services to these students. Consequently, low identification, low performance, and limited access to intervention services and programs for students with dyslexia are the result of a lack of adequate funding. Thus, it is difficult to implement the most effective programs and have appropriate staffing of highly trained dyslexia teachers who specialize in the needs of dyslexia students.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161-906

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.	Increase student access to a dyslexia program and services.	The creation of a "Dyslexia Center" would increase the opportunity to identify and serve those with dyslexia and dyslexic tendencies.
2.	Teachers trained in Dyslexia	Resources will be available for teachers to become highly-qualified dyslexia specialists.
3.	A specific program that is designed to meet the small group intervention needs of students with dyslexia.	Staff will be trained in the Take Flight Program and receive job-embedded professional learning over two years to be able to meet the unique needs of students participating in the created center.
4.	Lack of funding	There are a number of students with dyslexia or dyslexic tendencies across collaborating LEAs. Grant funds will provide additional resources such staffing and specialized training.
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 161-906

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.	Director of Elementary Education and Special Programs	Elementary school teaching experience; campus assistant and principal experiences and district level leadership experiences; Doctoral degree held in education leadership.
2.	Project Coordinator	Bachelors degree; Preferred masters degree in education; Master Reading Teacher, and dyslexia certification. Dyslexia Specialization; position could be an ESC representative
3.	Dyslexia Specilast	Bachelors degree; Master Reading Teacher preferred; Bilingual preferred
4.	Dyslexia Instructional Paraprofessionals	Meets Highly Qualified status; some experience working with children in an instructional setting
5.	External Consultants	Take Flight representative Bachelors degree; Preferred masters degree in education; Master Reading Teacher, and dyslexia certification. Specialization in dyslexia-related services

**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 and staffing	1. Establish the budget	05/1/2018	05/15/2018
		2. Hire Program Coordinator and Specialists	05/15/2018	06/01/2018
		3. Staff Dyslexia Centers at each Site	05/15/2018	06/01/2018
		4. Identify Space(s) for The Dyslexia Center	05/15/2018	06/01/2018
2.	Program Resources	1. Purchase materials for each Specialist	05/30/2018	08/01/2018
		2. Schedule Take Flight Training	07/01/2018	08/01/2018
		3. Schedule additional professional learning	08/01/2018	08/15/2018
		4.		
3.	Used prescribed tools to measure Basic Early Literacy Skills such as TPRI, iStation, DIBELS	1. Assess early acquisition of early literacy skills	08/15/2018	05/24/2019
		2. Determine student groupings	08/15/2018	05/24/2019
		3. Schedule student interventions	08/15/2018	05/24/2019
		4.		
4.	Quarterly LEA collaborative	1. Meet with SSA member districts every 3 months	05/01/2018	8/31/2019
		2.		
		3.		
		4.		
5.	Video record dyslexia specialists & use for self-reflection	1. Bi-monthly self-reflections of specialists	08/15/2018	05/24/2019
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

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

County-district number or vendor ID: 161-906

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.

A common thread among all collaborating LEAs is the strong line of communication with the superintendent to review the district's educational goals, objectives, and major district-wide classroom instructional programs identified by the process of a needs assessment. Leadership teams vary based on the work and may include Assistant Superintendents, Directors, Principals, Assistant Principals, and/or Teacher Leaders. Through a series of meetings and robust dialogue, decisions are made to identify district needs and greatest priorities among those needs. After needs are identified and aligned, various district and campus groups develop a plan of action to ensure a continuous process of teacher learning to improve the instructional programs and interventions.

**Processes and procedures** currently exist to **monitor the attainment of goals.** They include establishing and reviewing the campus' educational goals, objectives, and major instructional programs identified by current and trend data. Routinely, campus administrators conduct classroom walkthroughs to ensure that teachers are teaching Texas Essential Knowledge and Skills (TEKS). To ensure student mastery, benchmarks are administered at a minimum of every six weeks. During this window, teachers are meeting with campus administrators and reviewing the data to ensure appropriate adjustments are made for student mastery. Campus stakeholders meet regularly to discuss trends in data and prepare to make necessary adjustments if needed. Goal-setting for students are monitored on a weekly basis and District goals are monitored by campuses every six weeks. All LEAs use various tools to monitor student progress. However, BOY, MOY, and EOY are consistent among the collaborative. This data is usually a holistic picture that encompasses benchmarks, special programs, RTi, and report cards. All information is readily available to community members via the districts' website, campuses, and board meetings.

**Compliance:** Ongoing, internal monitoring, and review of program data will be done by the Director of Elementary Education and Special Programs, a Consultant, and the Project Coordinator. Internal monitoring of the program to ensure compliance will be accomplished by the following : 1) review of data summaries and details about programming, regular participant attendance, and suspect or missing data; 2) center and activity observations will be done regularly to monitor student and family engagement, best practices in center management, and identify both effective instructional strategies and areas of growth for staff; 3) conduct data review meetings with staff to reflect on program goals and objectives and make program adjustments as needed; 4) review data on a regular basis to ensure data accuracy and integrity; 5) analyze EOY data to report to TEA in the Final Yearly Report. **Provide Feedback to programs and stakeholders:**

In addition to continuous feedback throughout the program, the District Improvement Plans (DIP) and Campus Improvement Plans (CIP) will be a guide in reviewing stated goals and measuring outcomes from progress report data. The student achievement data will be a valuable tool for the SSA to communicate program successes or identify areas for growth and adjust plans.

**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.

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### Schedule #15—Project Evaluation

County-district number or vendor ID: 161-906

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.	Beginning of the Year Baseline	1.	Determine GoPhonics entry level
		2.	Use Dyslexia Target Listing report from TPRI BOY data
		3.	iStation
2.	Middle of the Year Progress	1.	Review DIBELS Parent Report at Student Intervention Team meeting
		2.	Evaluate fluency & comprehension progress using DIBELS
		3.	Use MOY scores to determine TPRI reading accuracy; iStation
3.	End of the Year	1.	TPRI Individual Student Record Sheet and Summary
		2.	DIBELS Summary of Effectiveness Report
		3.	TPRI Campus Comparison Reports; iStation
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

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

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

County-district number or vendor ID: 161-906

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 LVISD Dyslexia Program will incorporate **evidence-based and research-based design** by implementing strategies learned from the Take Flight program. Take Flight is a comprehensive intervention for students with dyslexia that includes a multisensory approach to teaching phonemic awareness, phonics skills, vocabulary, fluency, comprehension, spelling, and handwriting. This program also offers a **technology** component that will allow dyslexia staff to effectively incorporate technology with instruction. Additionally, iPads and SmartBoards can be used to engage in a more hands-on approach to learning.

**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.

TPRI will be administered to all 1<sup>st</sup> to 3<sup>rd</sup> grade students at BOY, MOY, EOY to screen students who may have reading difficulties and to diagnose specific deficiencies in the area of phonological awareness, graphophonemic knowledge, vocabulary, fluency, and comprehension. DIBELS is also given every two weeks as the progress monitoring tool for the identified students in dyslexia and those with dyslexic tendencies. GoPhonics, a systematic, multi sensory phonics reading program which is compatible with the Orton-Gillingham approach will be utilized to effectively teach students who struggle, or have dyslexia. At the beginning of the year, students will be assessed to determine what level in the program the students should be placed. They are then monitored at the end of each level to determine if they should keep reviewing or move to the next level.

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

County-district number or vendor ID: 161-906

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.

Parent meetings will be held to inform and allow parent input on student progress, as well as how the parent may support learning at home. LVISD and collaborating LEAs are committed to parent engagement in the education process, as we understand that the parent is a child's first teacher. LVISD, as the fiscal agent, has demonstrated the ability to involve parents as new initiatives or programs are implemented and will provide any necessary support to participating LEAs. A recent example of engagement at LVISD included inviting parents of English Learners to learn about, ask questions, and provide input about a revamped Bilingual program. Parents expressed appreciation and provided pertinent information that enabled LVISD to make minor changes. Parent and teacher seminars about the Take Flight program and the "Dyslexia Center" will be conducted in the Spring of 2018 at all LEAs. Using the latest research, parents will be trained about the Take Flight program and how the Dyslexia Centers will operate. Parents often do not understand dyslexia; therefore, it seems an insurmountable task for their child to overcome. By helping parents to understand the the program that students will take part in, they will receive tools to reinforce the skills at home. In coordination with all LEAs, ongoing professional development will be shared among schools and sustainable ideas generated for improving instruction, creating partnerships with parents and mentors and identifying best practices and high yield strategies to improve student performance.

**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 student **diversity** in all participating LEAs closely mirrors that of the state. Almost 70% of these students are majority minority, with 23% African American, 39% Hispanic, and 35% White. A little more than 70% of the students statewide are minority, with a majority being Hispanic. Therefore, the dyslexia model implemented in LVISD and collaborating LEAs will be designed to support all student groups, which will allow for the potential for any LEA across the state to replicate the program model.

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

County-district number or vendor ID: 161-906

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.

Many districts the size of the collaborating LEAs do not possess the resources to network across districts. However, the Services to Students with Dyslexia program will afford LEAs the opportunity to share expertise and provide highly specialized training for several staff to serve more students. Partnering with the Take Flight program will provide access to **new and innovative approaches** and remove barriers of minimal resources to meet the unique needs of a growing population. Time will be provided for "WIN-WIN" (What Is Needed, When It's Needed.) This time is used each day for identified students to receive remediation or acceleration based on the need. During this time, some of the most innovative research-based techniques will be used to help the students make connections in the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Based on the latest research, the specialist and students will work on memory techniques, word building and using all of their senses to process sounds, words, sentences and paragraphs. A deficit of phonemic awareness is one of the root causes of dyslexia and so the activities in the "**Dyslexia Center**" will be designed to build those skills early in the program and give students the knowledge that they need in this important reading component. Micro-credentialing will be an innovative practice we will establish for sustainability to ensure instructional strategies are continually implemented with fidelity.

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

County-district number or vendor ID: 161-906

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.

Click and type here to enter response.

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