

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia				
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019			<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR -6 AM 9:10 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, March 8, 2018			
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			
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 #
CANTON ISD		234-902		
Vendor ID #		ESC Region #		
		10		
Mailing address			City	State ZIP Code
1045 S. BUFFALO ST			CANTON	TX 75103-
Primary Contact				
First name	M.I.	Last name		Title
BRENDA		SANFORD		CURRICULUM DIRECTOR
Telephone #	Email address			FAX #
903-567-4179	BSANFORD@CANTONISD.COM			903-567-2370
Secondary Contact				
First name	M.I.	Last name		Title
DENISE		STONE		BUSINESS DIRECTOR
Telephone #	Email address			FAX #
903-567-4179	DSTONE@CANTONISD.COM			903-567-2370
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
Brenda	S	Sanford	Director of Curriculum
Telephone #	Email address		FAX #
903-567-4179	bsanford@cantonisd.com		903-567-2370
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

03/02/2018

Schedule #1—General Information

County-district number or vendor ID:

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: 234902

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: 234902

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: 234902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 234902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 234902

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: 234902

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: 234-902

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.

The program will be separate from the campus in which the program is located and operate within a separate budget as required by guidelines. The program will service students in grades K-2 which will fall within the guidelines of ages 3-9 and 3rd grade or lower. If a student is in the program and turns nine years of age during the course of the year, then the student will remain in the program until the end of the school year. There will be no fee for the program, and there will be no requirement for a parent to enroll the child into the program. Further our district will not allow an ARD Committee to place a student in the program without the written consent of the student's parent or guardian, and if a parent or guardian revokes consent in writing, the student will not continue in the program.

The program will be under the direction of a certified teacher who will be trained and certified in the Take Flight, which is a comprehensive intervention for students with Dyslexia that is based on research of Dr. Samuel T. Orton, neuropsychiatrist and the educational and psychological insights of Anna Gillingham. The program will incorporate multi-sensory teaching techniques, current findings in learning theories, and discovery teaching. The program will serve as an intensive intervention covering phonemic awareness, phonics, fluency, vocabulary, and reading comprehension for dyslexic students. The curriculum will be delivered in a small group setting and will be a two year program taught 4-5 days per week at 45-60 minutes per day. The program will include 132 lessons with a total of 230 hours of direct instruction. The structure of the program will be simultaneous and multi-sensory to enhance learning and memory. It will be systematic and cumulative in that it will build on previous concepts learned with regular review and spiraling. It will be direct instruction with continuous assessment of individual needs with the goal of content being mastered to the degree of automaticity. It is a whole language program, but it will break down the parts with specific language goals based on student need and level. The program will further incorporate meaningful inclusion where the students demonstrate their newly found skills and strategies in the regular classroom.

The student will be assessed regularly and allowable adjustments made to meet needs; however student information will be protected by FERPA. Students who have been identified with Dyslexia will be given priority as this is a program that meets the needs and furthers the growth and development of students with Dyslexia. There will be continual and consistent reports kept outlining the beginning baseline, tracking the improvements of each individual student and evaluating the program as a whole. The academic and achievement data will be submitted to TEA in a TEA approved format by set deadlines as required.

The program will provide for early identification and immediate intervention using a proven, research based curriculum to allow students who have been identified with dyslexia to develop strategies to promote mastery in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

We would also like to be able to add a two week summer school program to allow students with Dyslexia an opportunity to continue receiving intervention during the summer. This would allow for an extension that could continue to fill a gap for dyslexia students.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 234902			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 th Texas Legislature, 2017					
Grant period: May 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 429/459		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$2233.00	\$	\$2233.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$6400.00	\$	\$6400.00
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$2170	\$	\$2170.00
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$10803.00
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$10803.00
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$1620.45

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: 234902			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		1		\$1544.00
Program Management and Administration					
4	Project director/administrator				\$
5	Project coordinator				\$
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	Bus Driver/Transportation		1		\$689.00
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			\$
20	6119	Professional staff extra-duty pay			\$
21	6121	Support staff extra-duty pay			\$
22	6140	Employee benefits			\$
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$2233.00

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 234902		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		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 234902		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:	\$
Grand total:		\$

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

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 234902		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:		\$6400.00
Grand total:		\$6400.00

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 234902			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	laptop	1	\$1200	\$1200
3	scanner	1	\$550	\$550
4	computer docking station and monitor	1	\$420	\$420
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:				\$2170

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: 234902

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	this will be indentification stage to begin service in 1 st grade		
1 st	30	1 teacher for 1st & 2nd	9 students max for each section/8 sections total
2 nd	33	1 teacher for 1st & 2nd	9 students max for each section/8 sections total
3 rd			

COMMENTS

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:55-3:12	Based on school calendar
Number of days in school year	175	Based on school calendar
Minutes of instruction per school year	76,475	Based on school calendar

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 234902

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.

Canton ISD conducts comprehensive needs assessments with a committee composed of administrators, teachers, special program directors, parents, students and community leaders. Special consideration is taken in the areas of demographics, student achievement, special programs, curriculum, climate, staffing, parent and community involvement, and technology. Data reviewed includes the Texas Academic Performance Report (TAPR) from the previous year, STAAR and TAKS performance data, PEIMS data for students and special programs, special program evaluations, inventories, surveys, TPRI, TELPAS, AYP results, staff development records, NCLB reports, School Report Card and PBMAS results. All stakeholders meet to review data and prioritize campus and district needs. The needs assessment process revealed the increased numbers of dyslexic students being serviced at the intermediate level (grades 3-5) and it was determined that there was a need for improving early detection and servicing student through a proven curriculum at an earlier age. The data also revealed a need for added intervention in the area of dyslexic students to promote mastery of grade level academics. The data further indicated a need for more small group and intensive intervention at the elementary level in order to equip dyslexic students with the skills and tools they needed to be successful in the higher grades. It was determined that the district should use a proven method to begin identification in Kindergarten and then begin servicing students with an aligned, research based and proven curriculum beginning in 1st Grade.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 234902

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.	Consistent and early identification of Dyslexic students.	The teacher acquired through this grant would be fully trained and dedicated to the identification and service of Dyslexic students at the Elementary level.
2.	Early intervention with a highly qualified teacher beginning in the 1 st Grade.	The teacher acquired through this grant would begin servicing 1 st and 2 nd grade students who had been identified in Kindergarten, 1 st or 2 nd grade.
3.	A certified teacher who has been trained/completed a course(s) related to a proven curriculum.	The teacher who was acquired through this grant would be trained and certified in the Take Flight Program.
4.	Implementation of a research based, proven curriculum to promote mastery of skills and that provides strategies and tools that the students can continue to use.	The Take Flight Program would be implemented to service 1 st and 2 nd grade students.
5.	Summer School intervention continuation.	We would have a Dyslexia Specialist work with dyslexic students for 10 days during the summer.

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Schedule #14—Management Plan

County-district number or vendor ID: 234902

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.	Primary School Dyslexia Specialist	Certified Teacher who has experience in teaching Reading and has been/will be trained in the Take Flight Program
2.		
3.		
4.		
5.		

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.	Early identification of K-1 Dyslexic students	1. Identify students through TPRI.	05/18/2018	05/24/2019
		2. Intervene with those early identified to determine if they need mild intervention or intensive intervention.	05/18/2018	05/24/2019
		3. Place students in the appropriate group for level of intervention needed.	05/18/2018	05/24/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
2.	Have certified teacher trained in Take Flight.	1. Have a certified reading teacher trained in Take Flight. (2 year program)	05/18/2018	08/31/2019
		2. Have the trained teacher (Dyslexia Specialist) attend updates throughout the school year to stay current and up to date on any areas in which we could improve our program.	05/18/2018	07/15/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
3.	Implementation of the Take Flight program for 1st and 2nd Grade Students	1. Show progress in acquiring and mastering skills and strategies to promote academic success.	08/20/2018	08/31/2019
		2. Track student through assessments to determine success within the program or need to adapt the program to meet student needs.	08/20/2018	08/31/2019
		3. Data showing that students have evidenced growth in the areas of phonemic awareness, phonics,	08/20/2018	08/31/2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 234902

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.

At the campus level, teachers use data from a variety of types of assessments to create subject area goals, grade level goals, and individual student goals. Those goals are discussed with co-workers/team teachers as well as their campus administrators. The goals are monitored at three week intervals when progress reports are evaluated, again when unit assessments are given, when quarterly assessments are given, and when standardized testing methods are used. The teachers are supported in their goals by local as well as District administration. The teachers collaborate subject to subject and grade to grade across the district. The teachers also collaborate with surrounding districts as well as utilizing our Regional Service Center for support. Data is used to drive instruction so that individual student needs are addressed.

At the District level, the Districtwide Education Committee is comprised of administrators, educators, students, parents and community leaders. The Committee meets and goes over data from a variety of sources (TAPR, PEIMS, Special Programs, etc.) to determine deficiencies and needs. The needs are prioritized and goals and plans to meet those goals are put in place. The data is reviewed with the Committee at various times throughout the year including progress report time (each 3 weeks), at nine week intervals, and at semester. Based on the progress or lack of, then the plans are modified and adapted and resources are gathered to continue to reach our goals. Our district also partners with other schools within our Region to collaborate and learn from each other.

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.

We have other efforts that are similar in nature to our plan for Dyslexia Intervention. One such effort is an ELL intervention program in which we have a certified/bilingual teacher who offers intensive intervention to the ELL population. We monitor that program through assessments and continual collaboration with stakeholders. We have meetings to address successes and/or failures, needs such as additional or different resources and strategies, short term goals as well as long term goal evaluation and any additional concerns about the program. We continually monitor individual student growth and adapt as needed in order to ensure the program fulfills its purpose and does not grow stagnant. We offer support to the program through other our Region service center, other educators, campus administrators and district administrators.

We will coordinate efforts to maximize effectiveness of grant funds by consistent and meaningful collaboration amongst stakeholders. The Campus Administrator working with the Dyslexia Specialist and Curriculum Director will obtain data on individual growth as well as overall program growth and use that data to drive the program. We will address all needs as they become evident and not wait until certain time intervals to adapt to meet those needs.

We will further incorporate vested stakeholder input through our Districtwide Education Committee meetings where teachers, campus administrators, district administrators, parents, students and community leaders are given the opportunity to add to the planning process. These meetings will be held with structured agendas that will pinpoint areas of concern, needs, success/failures as well as built in time for open collaboration and discussion to find ways to continually improve the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 234902

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.	Formative Assessment	1.	Verbal and visual acknowledgement of where the student is and if they are progressing. Valuable and effective feedback to guide the continuation and make any needed adjustments in order to continue on with a lesson.
		2.	This will be when the teacher/specialist can determine, by watching and listening, if the student is mastering skills and concepts as they proceed through a lesson or unit.
		3.	This will be done during the course of each lesson.
2.	Summative Assessment	1.	This will be at the conclusion of a lesson and the conclusion of each unit.
		2.	Has the student mastered the skill/concept of the current unit/lesson?
		3.	Is a student ready to move on to the next lesson?
3.	Diagnostic and Formative Evaluation through IStation	1.	Has the student shown progress from prior IStation diagnostic sessions?
		2.	Are there any areas of concern based on the data that need to be addressed (are there areas that are stagnant)?
		3.	Is the gap closing in the areas of weakness?
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.

The teacher/specialist will work daily with each student and visually see struggles, improvements and success. By watching these students during formative assessment, the teacher can then redirect and lead students to discovering skills and strategies that meet their individual needs. This method of immediate assessment prompt feedback will allow the teacher an opportunity to collect valuable data to be used to continue with the program in the most effective manner for each individual student.

The Summative Assessment will be an additional tool that the teacher uses to determine if a student has mastered a particular lesson/unit and if they are ready to build upon that knowledge. This assessment will be crucial in determining the next step in each student's lessons. Since the Take Flight program is a building block full of lifelong skills and strategies, this will be crucial in determining when it is time to move on to the next step.

The Diagnostic Evaluation will provide valuable data that gives an initial baseline and then shows areas of growth, regression, concern and mastery. This data can then be used to adjust plans to continue growth and mastery and ensure skills and concepts are spiraling for automaticity.

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

County-district number or vendor ID: 234902

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 program will use TPRI-Early Reading Assessment as an instrument for identification. TPRI is a proven assessment that is used to identify the reading development of students in K-3rd. This evidence based assessment helps to provide teachers with data need to provide targeted instruction so students can improve in the area of reading.

The program will use Take Flight as the Dyslexia Curriculum, which is a comprehensive intervention for students with Dyslexia that is based on research of Dr. Samuel T. Orton, neuropsychiatrist and the educational and psychological insights of Anna Gillingham. The program will incorporate multi-sensory teaching techniques, current findings in learning theories, and discovery teaching. The program will serve as an intensive intervention covering phonemic awareness, phonics, fluency, vocabulary, and reading comprehension for dyslexic students. The curriculum will be delivered in a small group setting and will be a two year program taught 4-5 days per week at 45-60 minutes per day. The program will include 132 lessons with a total of 230 hours of direct instruction. The structure of the program will be simultaneous and multi-sensory to enhance learning and memory. It will be systematic and cumulative in that it will build on previous concepts learned with regular review and spiraling. It will be direct instruction with continuous assessment of individual needs with the goal of content being mastered to the degree of automaticity. It is a whole language program, but it will break down the parts with specific language goals based on student need and level. The program will further incorporate meaningful inclusion where the students demonstrate their newly found skills and strategies in the regular classroom.

Istation is an online program that will be used to allow students independent activities that can be used to show the baseline level as well as needs, growth, regression and mastery of skills related to reading. It is an engaging program that has computer adaptive diagnostic and screening programs that will provide valuable data to the Dyslexia Specialist.

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

The teacher/Dyslexia Specialist will collect data while continually using formative assessment in both the verbal and visual avenues. The students will be using skills and tools that are taught in the Take Flight program and then be allowed to experiment using those skills and tools on a daily basis. The teacher will be giving feedback during the course of these lessons.

The baseline for the student will be determined through TPRI, Istation, and Take Flight assessment tools. This baseline will be compared to newly acquired skills and strategies daily as they progress through the program, but also every 3 weeks at progress report time and Quarterly during Campus based assessments.

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

County-district number or vendor ID: 234902

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.

Parents are an integral part of our team as a whole, but even more so in specific programs. Parents are always included in parent/teacher conferences to regularly discuss concerns and to celebrate success. Parental input is taken into consideration when setting goals and throughout the course of monitoring and assessing the goals.

Parents are also an integral part of our District Wide Education Improvement Committee who is responsible for doing our needs assessment for the campuses and the district as a whole.

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.

This program will be measurable against others throughout the district, region and state in that the data collected will be collected through evidenced based means that can be accurately compared with no fear of bias. The Istation program has many ways to compare our local data to our own district as well as others throughout the state.

Also, the Take Flight program is highly used and respected, so there will be comparable data there as well. This is a program that has proven to be successful and continually changes to meet the every changing needs and demands of our children.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 234902

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.

This program will allow our district to successfully identify students with Dyslexia and dyslexic tendencies at an early age in order to being intervention immediately. Early intervention is key in order to train the brain to adjust in order to be successful in Reading. Re-training the brain is a method that is becoming increasingly popular with acclaimed success in many areas other than Dyslexia as well. The research based curriculum, Take Flight, is a perfect example of proven success in these areas.

This program will allow our District the opportunity to service these students at a younger age, so that by the time they are in Intermediate they will have their own personal "toolbox" of skills and strategies to ensure success. This will allow them the opportunity to not only be successful but to have the confidence to tackle more difficult concepts as they progress through life.

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

County-district number or vendor ID: 234902

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.

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