

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	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="text-align: center; margin: 0;">RECEIVED</p> <p style="text-align: center; margin: 0;">TEA EDUCATION AGENCY</p> <p style="text-align: center; margin: 0;">MAR 7 AM 10:31</p> </div>
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Apple Springs ISD	228905		
Vendor ID #			
Mailing address			
P. O. Box 125	City	State	ZIP Code
	Apple Springs	TX	75926
Primary Contact			
First name	M.I.	Last name	Title
Cody		Moree	Superintendent
Telephone #	Email address		FAX #
936-831-3344	cmoree@asisd.com		936-831-2824
Secondary Contact			
First name	M.I.	Last name	Title
Loretta		Eddins	Counselor
Telephone #	Email address		FAX #
936-831-3344	leddins@asisd.com		936-831-2824

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
Cody		Moree	Superintendent
Telephone #	Email address		FAX #
936-831-3344	cmoree@asisd.com		936-831-2824
Signature (blue ink preferred)			Date signed

Cody Moree

Only the legally responsible party may sign this application.

701-18-108-006

Schedule #1—General Information

County-district number or vendor ID: 228905

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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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 228905

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
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No fiscal-related attachments are required for this grant.

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

Part 2: Acceptance and Compliance

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

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

<input checked="" type="checkbox"/>	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: 228905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X 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: 228905

Amendment # (for amendments only):

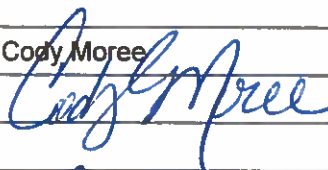
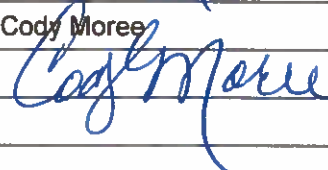
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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.	228905	Cody Moree	936-831-3344	\$656,800.00
	Apple Springs ISD		cmoree@asisd.com	
Member Districts				
2.	228905	Cody Moree	936-831-3344	\$656,800.00
	Apple Springs ISD		cmoree@asisd.com	
3.				
4.				
5.				
6.				
7.				
8.				

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 228905			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				\$656,800.00

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Schedule #4—Request for Amendment

County-district number or vendor ID: 228905 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	\$420,000.00	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$ 25,000.00	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$ 70,000.00	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$ 40,000.00	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$101,800.00	\$	\$	\$
6.	Total direct costs:		\$656,800.00	\$	\$	\$
7.	Indirect cost (%):		\$ 0.00	\$	\$	\$
8.	Total costs:		\$656,800.00	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 228905

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 228905

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 goal of obtaining the Dyslexia Grant is for training and education of staff, parents and rural communities in which the children reside. Apple Springs ISD is located in a rural area in East Texas. There is not a public facility for parents or students outside the school setting. Training is limited in this area and only offered through Service Centers intermittently on a yearly basis. This Grant would help ensure that current data and materials are available to parents of young children who are suspected of having Dyslexia, identify students in an expedited manner and provide early intervention services to the student, parent and community. Currently there is not an outside resource available to parents of students with dyslexia outside the school setting. This Grant would help empower the parents with knowledge when seeking an evaluation and answers to questions.

This Dyslexia Grant would provide an intense training program for Teachers and Para-professionals of students with Dyslexia. There will be one teacher and one para trained for the Apple Springs ISD school district. The focus would be on early diagnosis in the General Education setting. Apple Springs ISD would provide training with specialists in the area of curriculum. The training would be conducted in the summer so the teachers and para's would not be pulled from instructional time. The educators would be compensated for their time invested in the program during non-working days. With consistency in training, the district will be able to provide an excellent, research based Dyslexia Program that is child centered with parental involvement built into the program. Once personnel are trained, the program will be easily replicated across the district. As needed, staff that is trained could assist districts in need and with an established program, observations and hands on training will be available to the seven rural school districts in our area. The program would be monitored by a Dyslexia Specialist with data gathered weekly to determine progress and interventions needed to better serve the students.

Apple Springs ISD would develop a Dyslexia Education Center for parent and after school programs for students with Dyslexia ages 3 to 9 years of age. The grant would focus on working with the parent and the student at the same time to bridge the gap between home and school programs. The Center would partner with Houston Trinity County Shared Service Arrangement to host an after school program. Apple Springs ISD will be used to educate parents but also be a support system for the parents and students. The parents will have the opportunity to check out materials on Dyslexia, games and other devices purchased through the Grant.

Currently Apple Springs ISD has one certified dyslexic teacher who is only available 45 minutes per day for testing and instruction. This grant would allow Apple Springs ISD and area schools the opportunity to gain new insight into the assessment of students with Dyslexia. Apple Springs ISD currently utilizes screening/teaching materials provided by the Region VI Service Center and uses a variety of materials and observation to assess the student. This grant would strengthen Apple Springs ISD's ability to make accurate detection early, design an appropriate program and establish family support.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 228905			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	\$420,000.00	\$	\$420,000.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,000.00	\$	\$25,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$70,000.00	\$	\$70,000.00
Schedule #10	Other Operating Costs (6400)	6400	\$40,000.00	\$	\$40,000.00
Schedule #11	Capital Outlay (6600)	6600	\$101,800.00	\$	\$101,800.00
Total direct costs:			\$656,800.00	\$	\$656,800.00
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$656,000.00	\$	\$656,800.00
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$656,800.00
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:					\$755,320.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 228905			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	3		\$180,000
2	Educational aide	3		\$90,000
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator	1		\$25,000
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk	1		\$30,000
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor	1		\$60,000
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$325,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$3,000
20	6119	Professional staff extra-duty pay		\$10,000
21	6121	Support staff extra-duty pay		\$2,000
22	6140	Employee benefits		\$40,000
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$55,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$420,000

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 228905		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	Specific Program Training	\$10,000
2	Researched Based Programming	\$10,000
3	Assessment Training	\$5,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$25,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$25,000

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 228905		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:	\$70,000
Grand total:		\$70,000

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 228905		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:		\$40,000
Grand total:		\$40,000

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

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 228905			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	Dyslexia Materials	N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	iPads	50	\$500	\$25,000
3	Book Share	4	\$1,200	\$4,800
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Neuhaus	4	\$3,000	\$12,000
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Distance Learning Technology	4	\$15,000	\$60,000
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:				\$101,800

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: 228905		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:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit <input type="checkbox"/> Private For Profit <input type="checkbox"/> Public Institution
Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK			
K			
1 st			
2 nd	10	1	10/1
3 rd	20	2	10/1
COMMENTS	Potentially service 200 students in a seven district area that covers two counties.		
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) 8:00am – 3:15 pm	2.5	1 hour in school daily and 1.5 hours after school bi-weekly	
Number of days in school year	177		
Minutes of instruction per school year	77,400		

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 228905

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.

We are a school district located in a rural area. Currently there are approximately 200 students being served across seven districts in two rural counties. Our student population is transient and move frequently, therefore we must be prepared for transfer students at any moment. The difficulty arises when a young child with Dyslexia moves into a district and the previously trained teacher is no longer employed with the district. This grant would allow an immediate solution to not having a trained dyslexia teacher at all time for all seven districts. Training and having staff readily available is critical to a smooth transition and a successful program.

Across Trinity County, there are no support programs for parents of students with Dyslexia outside the school setting. The county needs a centrally located Dyslexia Education Center dedicated to parents and students. The Center should educate and provide parents with resources and research based curriculum to meet the needs of their child.

... Parents have limited access to dyslexia education/training due to the location of the facilities. The closest facility is located in Dallas, Texas which is over 300 miles away and most of our parents have limited transportation and limited access to these facilities. By having a partnership with the seven school districts across two rural counties, the parents would have access to the facilities by way of the Center and they would have a liaison to help facilitate any needed services or concerns as they arise. This would diminish the frustration many families face and help eliminate the feeling of being alone in the battle.

Currently, the seven school districts which will be served have limited trained professionals to provide dyslexia instruction, screening and training. This Grant would give the districts the ability to hire a certified dyslexia specialist. Early detection is key to a student's success in the academic classroom. Therefore, the program will be monitored with data collected in the areas of screening, instruction and training. With consistent training across the seven districts being served, the Dyslexia Specialist will know what adjustments need to be made in setting long term goals for the student, the classroom and how they are working together for the success of the Dyslexia program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 228905

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.	Staff: Teachers, Para-Professionals	Appropriately trained staff is needed in the district. With trained staff, the district will always be an exemplary campus for students and parents.
2.	Training for Staff	Apple Springs ISD Dyslexia Education Center will provide training for the seven rural districts in the area. This training will be from outside private programs such as but not limited to Neuhaus Dyslexia Program training.
3.	Dyslexia Center	The Dyslexia Education Center will be open during the school day for Distance Learning, education and training opportunities. Dyslexia resources and educational materials will be readily available.
4.	Dyslexia Specialist	A Dyslexia specialist will monitor all seven districts to determine the validity of the program, collect data and support the recently trained staff. The Specialist will monitor and make changes to the program as needed. Recommendations and follow up training will be provided to district staff who may be struggling with consistency. Close supervision and monitoring is critical to a successful program.
5.		

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Schedule #14—Management Plan				
County-district number or vendor ID: 228905			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.	Teachers	BS/BA, MED preferred in Educaiton, ELA, Reading or Related Field		
2.	Paraprofessionals	HS Diploma, Associates Degree preferred, previous experience with child development in a professional setting		
3.	Counselor	MED in School Counseling, LSSP prefred		
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.	Training	1. Contract Providers	06/01/2018	08/01/2018
		2. Train Staff	06/01/2018	08/01/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
2.	Install Technology Infrastructure	1. Contract Provider, Install Distance Learning Portals	06/01/2018	08/01/20108
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
3.	Identify Potential Participants	1. Introduce Services to Local Districts	09/01/2018	11/01/2018
		2. Assess Potential Participants	10/01/20108	12/15/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
4.	Implementation	1. Provide Instruction and Services	01/15/2019	06/01/2019
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
5.	Assessment	1. Staff Feedbacl	06/01/2019	08/01/2019
		2. Parent Surveys	06/01/2019	08/01/2019
		3. District Surveys	06/01/2019	08/01/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 228905	Amendment # (for amendments only):
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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be monitored by the Apple Springs ISD Administration and Dyslexia Specialist. The Dyslexia Specialist will gather data from the dyslexia coordinator from each of the seven school districts to determine strengths and identify weaknesses in the program period. Data collection will be designed on research based strategies for data collection and consistency. The Apple Springs ISD Dyslexia Specialist will have contact with the dyslexia coordinator from each district on a weekly basis to discuss progress and any noted concerns in implementation of the program. The Dyslexia Specialist will organize monthly meetings for all seven districts to discuss concerns across the districts and make adjustments as needed to the program. Planned monthly meetings will allow the needed adjustments to be made and communicated to all necessary individuals.

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.

Currently there are no dyslexia training centers within a 300 mile radius from our rural community. This Grant would not only meet the needs of Apple Springs ISD but also the needs of the seven school districts in Houston and Trinity Counties.
 The goal is to provide consistent dyslexia educational services to the seven school districts in the surrounding rural area. The Dyslexia Specialist will provide instruction using a research based dyslexia program. Instruction will be provided by, but not limited to, Distance Learning technology.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 228905		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.	Research based screening and evaluations	1.	Improvement in student reading proficiency and comprehension
		2.	
		3.	
2.	Continual data collection on mastering of skills	1.	Multi-year individual progress monitoring
		2.	
		3.	
3.		1.	
		2.	
		3.	
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 Dyslexia program assessments that specifically address a student's individualized phonological skills which include but are not limited to: <ol style="list-style-type: none"> 1. Segmenting, isolating and blending sounds within spoken words. 2. Understanding of specific sounds and letter rules for reading and spelling. 3. Word usage in sentences and stories. 4. Application of phonics skills, reading strategies, rate and fluency. Student success or the lack thereof, will be a direct indicator of the program's implementation. To alleviate problems with program delivery, the first step would be to reevaluate the research based curriculum, training of faculty in the instruction of childhood dyslexia and class size.			

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

County-district number or vendor ID: 228905	Amendment # (for amendments only):
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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.

Through Distance Learning technology, the Apple Springs ISD Dyslexia Specialist will provide seven school districts within the two rural counties direct access to dyslexia education services and instruction on a daily basis. The Dyslexia Specialist will be trained in research based dyslexia interventions and strategies. With the hiring of a certified Dyslexia Specialist the program will be monitored on a weekly basis and data will be taken to graph progress and gaps in the proposed program.

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 Dyslexia Specialist will gather baseline data according to research based curriculum guidelines. This data will be gathered on a weekly basis to determine the progress and success of the program, or lack of progress.

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

County-district number or vendor ID: 228905	Amendment # (for amendments only):
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Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary focus of the grant is to provide dyslexia education, instruction and services to the seven school districts across the two rural counties. The Apple Springs Dyslexia Education Center will not only provide educational services to students but will also include support to staff, parents, students and community. Parents would have access to dyslexia resources and information for educational concerns regarding dyslexic tendencies. The parents in the surrounding counties would have direct access to dyslexia information and to a certified dyslexia specialist. The Center would address educational concerns that the parent may have regarding their child's academic success. The goal of the Apple Springs Dyslexia Education Center would be to develop a partnership between the academic setting and the parent to support the needs of their child.

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 grant program proposed by Apple Springs ISD could easily be replicated to provide dyslexia services to rural communities state wide. Dyslexia services provided by a certified Dyslexia Specialist should be a priority with districts, even if the district does not have a student currently served at this time. By providing dyslexia services at a central location and utilizing advanced Distance Learning technology, rural school districts would be able to better meet the needs of their student population requiring dyslexia services.

Houston and Trinity counties are very rural areas. At this time, there are no dyslexia educational centers within a 300 mile radius. Opening a centralized location for all of the seven rural school districts utilizing an established research based instruction and assessments, the needs of over 200 students would be met.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 228905	Amendment # (for amendments only):
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TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Apple Springs ISD will insure a Dyslexia Educational Center for parents of and students with dyslexia. The Center will be made available to two rural counties that cover 1951 square miles and the economically disadvantaged combined is 56.2%. Every elementary campus in the served area is a Title I school. Parents do not have the advantage of traveling to larger areas for services nor the means to travel distances of hundreds of miles in one direction.

The Center will focus on early identification, assess the student's needs and prescribe an individualized explicit instruction plan. Instruction will be provided by a certified Dyslexia Specialist utilizing Distance Learning technology at no charge to the parent or student. The Apple Springs ISD Dyslexia Education Center will meet the needs of the seven rural school districts who function on a very limited and tight budget. The seven districts would have the opportunity to use services cooperatively and share training with new staff as needed.

The Dyslexia Education Center would implement a research based program that would reduce the barriers for students with dyslexia and to educate and provide resources to the parents in order to help their children in years to come.

This Center would be a life long project and support center equipping and arming educators, parents, students and community with the fundamental knowledge and training in Dyslexia.

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

County-district number or vendor ID: 228905

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.

The Apple Springs Dyslexia Education Center will coordinate with a private research based dyslexia curriculum provider. Meetings with the seven school districts being served will be scheduled on a regular basis to review referrals for dyslexia screening for students while also providing resources and training for parents to ensure academic success of their child.

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