

**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>	
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

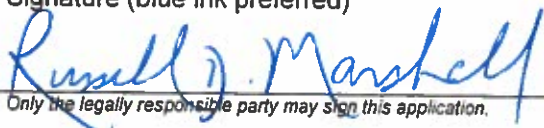
Organization name	County-District #	Amendment #	
Mabank ISD	129905		
Vendor ID #	ESC Region #		
75-6001998	10		
Mailing address	City	State	ZIP Code
310 East Market Street	Mabank	TX	75147-
Primary Contact			
First name	M.I.	Last name	Title
Dena	C	Mojica	Assistant Superintendent, Curriculum and Instruction
Telephone #	Email address	FAX #	
903-880-1300	dcmojica@mabankisd.net	903-880-1301	
Secondary Contact			
First name	M.I.	Last name	Title
Jami		Ivey	Director of Curriculum and Instruction
Telephone #	Email address	FAX #	
903-340-5175	jivey@athensisd.net	903-677-6908	

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
Russell	D	Marshall	Superintendent
Telephone #	Email address	FAX #	
903-880-1300	marshall@mabankisd.net	903-880-1303	
Signature (blue ink preferred)	Date signed		



Only the legally responsible party may sign this application.

701-18-108-007

Schedule #1—General Information

County-district number or vendor ID: 129905

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: 129905

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 129905

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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On this date:

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 129905

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.	129905 Mabank ISD	Russell D. Marshall, Ed.D. <i>Russell D. Marshall</i>	903-880-1300 dcmojica@mabankisd.net	\$306, 126
Member Districts				
2.	107901 Athens ISD	Blake Stiles <i>Blake Stiles</i>	903-677-6900 jivey@athensisd.net	\$408,167
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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By TEA staff person:

This Agreement for the Dyslexia SSA Shared Services Arrangement was approved by Management Board action on 3-2-18, 2018.


Dyslexia SSA Management Board Chairperson

The Boards of Trustees of each of the Member Districts approved this Shared Services Arrangement Agreement at a lawfully called meeting on the date shown and authorized its superintendent to sign this Agreement on its behalf.


Superintendent, Mabank ISD

Authorized at Board meeting held on
2-26-18


Superintendent, Athens ISD

Authorized at Board meeting held on
2-26-18

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

County-district number or vendor ID:			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:

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:

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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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 129905

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.

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002) .

The Mabank ISD and Athens ISD will collaborate to develop and implement a strong research- and evidence-based design that will be consistent with all program-specific provisions and assurances as listed in Schedule #2 of this application. The districts will address the instructional needs of students at risk (pre-diagnosis) and students diagnosed with dyslexia. Early intervention in grades PK-3 is essential to creating a foundation for improving reading skills for children who have (and have not) been diagnosed as dyslexic.

The components of the project include:

- Training to implement research- and evidence-based early identification and intervention for the target population (children ages 3-9 at risk for or diagnosed with dyslexia)

Hire and train seven (7) Academic Language Therapists (4 for Athens ISD and 3 for Mabank ISD). In order to improve identification and intervention, they will receive Scottish Rite Take Flight and Pre-Flight training. Take Flight and Pre-Flight are based on the pioneering research of Dr. Samuel T. Orton, neuropsychiatrist, and the educational and psychological insights of Anna Gillingham. The Orton-Gillingham techniques for teaching children lacking a talent for language became the basis of a pilot from 1965-1975 at the Language Laboratory at Texas Scottish Rite Hospital in Dallas, Texas. Interventionists and therapists will receive training on the comprehensive, ungraded, sequential curriculum using multisensory teaching techniques for basic instruction in reading, writing, and spelling. Early literacy interventionists will work directly with PK-K students to address literacy deficiencies.

All students identified as at risk or diagnosed with dyslexia will have a written plan of action from the school, specifying the evidence-based intervention, the frequency, and measurable objectives to improve individualized proficiency. This will be arrived at by a consensus among parents, teachers, early childhood literacy interventionists, and other professionals in the student's support team.

- Training to address English Language Learners (pre-diagnosed and diagnosed)

An analysis of a demographic data in Athens and Mabank ISDs indicates a growing population of English Language Learners (ELL) in both districts who may be at risk for dyslexia. This becomes a very critical area that requires attention as districts close the gap in reading proficiency. Training is key. In a 2009 workshop presented at ESC 13 by the Bilingual Special Education Evaluation Network of Texas, *Dyslexia and the Spanish-Speaking and Bilingual (English/Spanish Speaking) Student*, facilitated by Dr. Criselda Guajardo Alvarado, there were three questions posted that we must consider:

"If dyslexia is universal, but the reading process is different across languages, how is dyslexia manifested differently from one orthographic system to another? What interventions are appropriate for students who speak another language and have dyslexia? What interventions are appropriate for students who learning English as a second language and have dyslexia?"

As the enrollment of ELL continues to grow, how we train teachers to address the unique needs of children within this population who may be at risk of dyslexia becomes a very critical need. A bilingual dyslexia language therapist (one of the above referenced Academic Language Therapists) will work with students to ensure language-appropriate literacy instruction for the target population.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 129905

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.

- **Parental empowerment**

The design will engage parents using a three-prong approach – train, collaborate, facilitate. Three workshops during the year after school and a summer day-long workshop will train parents about phonological awareness deficits and how these deficits interact with other risk factors related to dyslexia. They will collaborate with teachers to learn and model activities to use at home to facilitate instruction to help young children, ages 3-9 improve literacy proficiency. Parents will form support groups to continue educating themselves about dyslexia, with the instructional assistance of the academic intervention therapists at each district.

- **Reducing summer slide**

In a comprehensive analysis published by the RAND Corporation, McCombs and colleagues (2011) note that elementary students' performance falls by about a month during the summer. The Campaign for Grade-Level Reading, a collaborative effort among dozens of foundations, lists summer learning loss as one of the three major obstacles to reading proficiency at the end of 3rd grade (Gewertz, 2011) (retrieved from <http://www.ascd.org/publications/educational-leadership/dec11/vol69/num04/Slowing-the-Summer-Slide.aspx>)

If summer loss is this impactful for students who are on grade level, then students at-risk and diagnosed with dyslexia require support services during the summer as much or more than regular education students. The design will incorporate a two-week, half-day summer camp for students ages 3-9 at risk of or diagnosed with dyslexia (in both districts). Activities will include literacy instruction, technology-based instruction, parent engagement and multisensory learning opportunities. According to Birsh (2011), "Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning".

- **Campus administrator support**

To ensure campus-wide support of the dyslexia grant project, the Academic Language Therapists will meet with campus administrators to present information on the importance of early identification and intervention and share how a strong research-based and evidenced-based program relates to student achievement as they progress through elementary, middle, and high school.

- **Innovative Technology**

The technological age has seen the introduction of assistive technology in forms of computer software programs, web-based software, online tools, and mobile device applications to assist students with dyslexia. The project will incorporate iPads, the SMART application of Take Flight, and other web-based programs. According to the New Hampshire Department of Education "these educational reinforcing and assistive programs and devices have proven to be successful. Their intention is to provide accommodations for challenges, increase self-confidence, and practice. The applications and devices cannot replace direct intervention and instruction, but rather augment a program and used for supplemental purposes" (A Resource Guide for Dyslexia and Other Related Disorders, retrieved from <https://www.education.nh.gov/instruction/dyslexia/documents/resource-guide.pdf>).

Mabank ISD and Athens ISD will collaborate with Region 10 Education Service Center and Texas Scottish Rite Hospital to train staff to implement a research-based and evidenced-based program that includes certified literacy instruction interventionists/therapists, parent/administrator training, technology-based programs, and substantiated baselines to measure program impact for students at risk of or diagnosed with dyslexia.

Reference:

Birsh, J. R. (2011). Connecting research and practice. In J. R. Birsh, Multisensory teaching of basic language skills (3rd ed., pp.1-24). Baltimore, MD: Paul H. Brookes Publishing.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 129905			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	\$495,500	\$74,325	\$569,825
Schedule #8	Professional and Contracted Services (6200)	6200	\$9,000	\$1,350	\$10,350
Schedule #9	Supplies and Materials (6300)	6300	\$87,300	\$13,095	\$100,395
Schedule #10	Other Operating Costs (6400)	6400	\$29,325	\$4,398	\$33,723
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$621,125	\$93,168	\$714,293
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$621,125	\$93,168	\$714,293
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$621,125
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:					\$93,168

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: 129905

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			\$385,000
3	Tutor			\$0
Program Management and Administration				
4	Project director/administrator			
5	Project coordinator			\$0
6	Teacher facilitator			\$0
7	Teacher supervisor			\$0
8	Secretary/administrative assistant			\$0
9	Data entry clerk			\$0
10	Grant accountant/bookkeeper			\$0
11	Evaluator/evaluation specialist			\$0
Auxiliary				
12	Counselor			
13	Social worker			\$0
14	Community liaison/parent coordinator			\$0
Other Employee Positions				
15	Title			
16	Title			\$0
17	Title			\$0
18				\$0
Subtotal employee costs:				\$385,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		
20	6119	Professional staff extra-duty pay		\$3,650
21	6121	Support staff extra-duty pay		\$88,275
22	6140	Employee benefits		\$14,850
23	61XX	Tuition remission (IHEs only)		\$3,725
24				\$0
Subtotal substitute, extra-duty, benefits costs				\$110,500
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$495,500

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

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On this date:

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 129905		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	Education consultants or researchers to provide parent sessions at summer conference	\$3,250
2	Education consultants to provide on campus instructional coaching for dyslexia teachers	\$2,500
3	Education consultant to provide two day seminar in August 2019 for beginning of the school year professional development	\$3,250
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$9,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$9,000

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: 129905		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:	\$87,300
Grand total:		\$87,300

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: 129905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$29,325
Grand total:		\$29,325

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: 129905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$ 0

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

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Schedule #12—Demographics of Participants to Be Served with Grant Funds

County-district number or vendor ID: 129905

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	42	2	1:21
K	45	5	1:9
1 st	50	5	1:10
2 nd	60	5	1:12
3 rd	55	5	1:11

COMMENTS
The numbers represent the total number of students to be served from MISD and AISD. At Mabank, one teacher will be assigned to provide services to all PK students across the two campuses (Central and Southside). Then one teacher will be assigned to each campus to provide dyslexia instructional services to K-3rd grade students. Athens ISD will assign one teacher per elementary campus to serve students on three campuses and have one bilingual language therapists to travel between the three campuses. Across the districts, each teacher should be assigned no more than forty-two students. Teachers will provide seven forty-five minute sessions with no more than six students per session.

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	MISD: 7:20 – 3:20 AISD: 7:45 – 3:05	
Number of days in school year	MISD: 173 AISD: 172	According to the International Dyslexia Association (IDA, 2014) "Children need repeated practice until mastery. For most children, the highest success rates come when children receive daily practice with the support and direction of a qualified professional".
Minutes of instruction per school year	MISD: 77,430 AISD: 78,260	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 129905

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.

The needs assessment was based on data analysis, interviews and observations to determine where the gaps lie with regard to literacy instruction for students diagnosed with dyslexia. In a survey sent to elementary principals, assistant principals, and counselors regarding intervention concerns and RTI, early literacy intervention was a top priority for each campus. The data indicated a need for early intervention to address the potential literacy issues of at-risk children and English Language Learners. In *Straight Talk About Reading*, Hall and Moats (1999) found that "early identification is critical because the earlier the intervention, the easier it is to remediate. If intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75 percent". As noted in Texas Education Association, *The Dyslexia Handbook* (revised 2014), research continues to support the need for early identification and assessment (Birsh, 2011; Sousa, 2005; Nevills & Wolfe, 2009). The rapid growth of the brain and its responsiveness to instruction in the primary years make the time from birth to age eight a critical period for literacy development (Nevills & Wolfe, 2009).

In addition to data analysis, observations indicate there has been a recent increase in dyslexia evaluation referrals and specific learning disability referrals with a primary concern about reading across both districts and reading proficiency for ELLs. Early intervention and identification of pre-diagnosed struggling readers and students with dyslexia, along with continuous literacy instruction by trained teachers are keys to closing the gaps that exist between current achievements and desired outcomes for the target population. The National Reading Panel's Report (2000) highlights the following:

- Emphasis is placed on the importance of identifying early which children are at risk for reading failure and intervening quickly to help them.
- Reading instruction is most effective when it is taught comprehensively, systematically, and explicitly. (National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.)

The following campuses were selected because they have shown an increase in the number of referrals for dyslexia assessment. An analysis was completed in both districts indicating a direct correlation to a student's 2nd grade Developmental Reading Assessment (DRA) II score and their 5th Grade STAAR reading results, reinforcing the need for early identification and intervention for children beginning at age 3.

- Athens ISD: South Athens, Bel Air, and Central Athens were selected because of the increased number of students referred to the dyslexia program and the increased enrollment of ELL who may be at risk for literacy instruction. DRA scores: At the MOY benchmark, 42% of South Athens students in grades 1-3 were below the expected DRA level for that point of the year. Bel Air scores: 32% were below expected levels. Central Athens scores: 32% of DRA scores below proficient at MOY.
- Mabank ISD: Central Elementary, Southside Elementary. Central and Southside Elementary were selected due to the fact that they are home to all early childhood programs (Head Start and PK). Also because their DRA II scores were below proficient in comparison to Lakeview ES. Only 68% of the 2nd grade students at Southside and 73% at Central Elementary were reading at or above grade level at the end of the 2016-2017 school year in comparison to Lakeview with 94% of their 2nd grade students reading at or above grade level at the same time. The results at Southside and Central Elementary indicate a weakness in their early literacy foundation from PK-1st grade.

Providing early intervention and intense, high quality instruction for children ages 3-9 will result in a foundation for improved academic performance as they progress through elementary grades.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 129905

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.	Early identification and intervention for the target population - students at risk of or diagnosed with dyslexia	<ul style="list-style-type: none"> • Provide systematic, explicit, and intensive reading instruction of sufficient duration in all the Critical, Evidence-Based Components of Dyslexia Instruction to include phonemic awareness, phonics, fluency, and vocabulary for ages 5-9 diagnosed with dyslexia. • Provide specialized support through an Academic Language Therapist to early childhood teachers to support identification of students at risk and deliver interventions to support language development, auditory memory, vocabulary and move into phonemic awareness and phonics. • Address summer loss by offering a 2 week multisensory camp for children ages 3-9 at risk of or diagnosed with dyslexia (The Brookings Institute found " on average, students' achievement scores declined over summer vacation by one month's worth of school-year learning", (https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/)
2.	Educate and engage to work effectively with their children who are at risk of or diagnosed with dyslexia	<ul style="list-style-type: none"> • Parent training three after school workshops and one full day conference offered in summer of 2018 and 2019 • Offer in-home instructional delivery by trained interventionists modeled after the nationally recognized Parents as Teachers (P.A.T.) program currently used in Early Head Start
3.	Improve campus administrator understanding of literacy development for students at-risk for and diagnosed with dyslexia	<ul style="list-style-type: none"> • Introduce administrators to research-based literacy programs for at-risk and diagnosed 3-9 year olds, with emphasis on early literacy for 3 and 4 year olds.
4.	Certify teachers to deliver a research-based dyslexia program with fidelity in a reduced student:teacher ratio environment	<ul style="list-style-type: none"> • Take Flight/Pre Flight training for teachers • ALTA Language Therapy Certification • Provide instruction by a highly skilled and knowledgeable educator who has specific preparation in the remediation of dyslexia
5.	Improve instruction for English Language Learners (ELL) students at-risk for and diagnosed with dyslexia	<ul style="list-style-type: none"> • Take Flight curriculum training for a bilingual teacher • Provide direct and systematic literacy instruction for culturally and linguistically diverse (CLD) students • Use instructional delivery skills to assist bilingual students in transferring native language and literacy knowledge to second language and literacy acquisition

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Schedule #14—Management Plan

County-district number or vendor ID: 129905

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.	Early Literacy Interventionist	Early Literacy Interventionist (PK-K) - Early Childhood Degree and appropriate State of Texas Teaching Certification, Certified Academic Language Therapist, a minimum of four successful years teaching in an early childhood or kindergarten setting, complete Scottish Rite Take Flight and Pre-Flight training.
2.	Bilingual Academic Therapist (PK-3 rd)	Elementary or Early Childhood Degree and appropriate State of Texas Certification, Bilingual certification, certified Academic Language Therapist, a minimum of four successful years teaching literacy in either an early childhood or elementary setting, complete Scottish Rite Take Flight and Pre-Flight Training
3.	Certified Academic Lang. Therapist (1 st -3 rd)	Elementary or Early Childhood Degree and appropriate State of Texas Certification, Certified Academic Language Therapist, a minimum of four successful years teaching literacy in either in an early childhood or elementary setting, complete Scottish Rite Take Flight and Pre-Flight Training

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.	Provide seven qualified Academic Language Therapists (3 MISD, 4 AISD)	1. Identify and hire personnel	05/01/2018	05/31/2018
		2. Complete first 4-week summer session of Scottish Rite Take Flight/Pre-Flight Training	06/01/2018	08/05/2018
		3. Follow up training and observations	08/08/2018	08/05/2019
		4. Teachers register/pass exam to become a certified Academic Language Therapist through ALTA Academic Language Therapy Association	08/05/2019	08/31/2019
2.	Educate/engage campus administrators & stakeholders to implement program & student ID process	1. Develop info session for campus administrators	08/09/2018	08/13/2018
		2. Meet to discuss roles of the dyslexia teachers to, improve identification of students and ensure early identification and intervention.	08/23/2018	08/23/2018
		3. Meet to discuss any barriers to early identification	October 2018	October 2018
		4. Meet to discuss progress of grant-related activities	March 2019	March 2019
3.	Educate/engage parents to work with their children	1. Training – 3 after school; one full day in summer	09/17/2018	06/13/2019
		2. In-home literacy instruction by interventionists	10/22/2018	04/19/2019
		3. Provide high-quality books for at-home instruction	10/22/2018	04/19/2019
4.	Improve the rate of early ID and delivery of researched-based interventions	1. Purchase/train all Head Start & PK teachers on the Region 10 ESC Early Literacy Kit	08/01/2018	08/02/2018
		2. Region 10 training on Brigance, Children's Learning Institute assessment for 3-4 year olds	08/01/2018	08/08/2018
		3. Purchase/train on iStation to identify at risk K-2	08/08/2018	10/08/2018
		4. Train counselors on Scottish Rite/Region 10 identification methods	08/08/2018	10/08/2018
5.	Provide 2 wk summer reading camp for the target population	1. Therapists & teachers identify students to attend	01/01/2019	03/15/2019
		2. Orientation and volunteer opportunity for parents	03/20/2019	03/31/2019
		3. Implement camp; evaluate camp on last day	06/15/2019	07/01/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 129905

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.

AISD utilizes a District level RTI coordinator working directly under the Director of Special Populations. This coordinator meets monthly with campus level teams to analyze and review data collected on the campus level. Decisions are made by Campus Leadership teams for the students to be placed in intervention. The RTI/504 Coordinator is a specialist in evaluation and counseling as she is a certified counselor and Diagnostician. The referrals for dyslexia come directly to her and she completes the dyslexia assessments. Currently AISD dyslexia teachers and interventionists are using MTA kits, DRA and Istation assessment. Our district plans to transition from MTA to TSRH Take Flight program for Dyslexia therapy and intervention in order to better serve our dyslexic students.

Mabank ISD has a multi-tiered model to support the implementation of appropriate instruction to address students' academic difficulties in the general education setting. The organizational structure to support the RTI model is led by an RTI Facilitator/Data Coach at the district level working directly under the Assistant Superintendent of Instruction and Curriculum. All common student checkpoints to include reading readiness screeners, DRA II and iStation are fed into a district data base and analyzed by the RTI Facilitator/Data Coach. She meets bi-weekly at each campus to look at data and manage the progress of students identified at-risk for learning difficulties. The RTI/Data Coach works closely with SPED, campus Academic Officers and Specialists who oversee the implementation of all interventions at the campus level. All dyslexia referrals are generated at the campus level and completed by a highly trained campus counselor in the identification process of dyslexia and related disorders. Prior to meeting with the 504 committee for potential diagnosis, the counselor contacts the RTI/Data Coach to discuss any concerns in the student's assessment process or to discuss previous intervention history that might skew the assessment results. Campus counselors visit with parents through the assessment process and teachers provide progress reports throughout the three-tiered RTI process.

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.

The effectiveness of all intervention and acceleration programs are closely monitored throughout the year by the RTI/Data Coach to include the Dyslexia Program. Excel data sheets have been created that are color coded by campus and teacher. The data sheets have been formulated to monitor the academic progress of each student across the district by common checkpoint. A progress measure goal has been calculated for each student as well. These data sheets are used at the campus level during PLC meetings to discuss possible changes in the regular classroom instruction and in PST (Problem Solving Team) meetings (4 to 6 times a year per student) to determine if assigned interventions are working for a particular student or if adjustments are needed. The RTI/Data Coach is present at all Intervention Assistance Team meetings for students that have progressed through the RTI model and are being considered for Dyslexia or Special Education Referral. The RTI/Data Coach also monitors the progress and length of time a student is in the RTI model prior to being referred. The RTI/Data Coach continues to follow the student's progress through Special Education of Dyslexia program identification. These same efforts will be employed to manage the improved expanded Dyslexia program made possible by the grant. In addition, collaborative meetings will be held between the grant stakeholders from both Athens and Mabank ISD to discuss student achievement data, equitability of services for ELL and IDEA students and effectiveness of grant expenditures to date. These joint meetings will include an agenda to align with timeline of the grant. The Mabank ISD RTI/Data Coach will train an Athens ISD employee in a similar role to monitor the progress of the program. A minimum of three meetings will be scheduled throughout the school year between Mabank and Athens ISD administrators and dyslexia teachers to review the number of students, ethnicity, and progress as a result of the Dyslexia Grant. Mabank ISD will learn more from Athens on meeting the needs of ESL students, while Athens ISD will learn more from Mabank about how the Mabank Dyslexia program is implemented. Both districts will target early identification and intervention.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 129905

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.	Comparison - (CLI, DRA II, Fluency or iStation) with middle of the yr and end of the yr results for each student	1.	85% of the students identified demonstrate significant growth toward school readiness or grade level reading ability.
		2.	
2.	Monitoring of the number of ESL students identified for the dyslexia program.	1.	The number of ESL students being identified at risk or with dyslexia should increase in comparison to the base-line number gathered at the end of the 2017-2018 school year.
		2.	
3.	Observations by Scottish Rite Take Flight Instructors of MISD and AISD dyslexia programs	1.	Bilingual Dyslexia Therapist and Language Therapists effectively implementing the Take Flight curriculum.
		2.	
4.	Observation of Region 10 Early Childhood Consultants of MISD and AISD the implementation of the dyslexia intervention program for 3-4 year old children in Head Start and PK.	1.	Classroom teachers providing developmentally appropriate and rich oral language development, vocabulary acquisition and phonemic awareness.
		2.	Early Literacy Interventionist effectively delivering researched-based developmentally appropriate small group or individual remediation for identified students to support reading readiness. (i.e... Scottish Rite Pre-Flight or Wilson Language PK)
		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.

Overall program enrollment will be monitored at the district-level by the RTI Facilitator/Data Coach or similar position at each district. These numbers will be reviewed at the joint meetings at a minimum of three during the year. District administration will also ensure that teachers complete all required training and certifications.

District level administrator assigned to oversee the Dyslexia grant implementation will meet with the RTI Facilitator/Data Coach or similar position to review overall progress of students identified for the dyslexia program. They will review campus program schedules, overall student reading performance and identification process on each campus. These meetings should occur at a minimum once per grading period. Significant issues impacting the program should will be reviewed and adjusted immediately, when necessary..

Campus based administrators along with the Language Therapists or Early Literacy Interventionist will meet once a quarter to review the overall schedule and number of students being served at a time during the school day. The campus administrator is to work with the Language Therapist on creating a schedule to maintain a teacher/student ratio of no more than 1:6. Students diagnosed with dyslexia must be provided dyslexia instruction 45 minutes daily. Campus administrators will provide the dyslexia program schedule to the district level administrator assigned to oversee the Dyslexia Grant implementation.

Campus level problem solving team meetings and/or Intervention Assistance Team meetings will be utilized to closely monitor the progress of students in the dyslexia program. This is also where other factors impacting academic performance are considered, discussed and response actions taken. This includes attendance and effectiveness of core classroom instruction. If the intervention isn't working, this is the meeting to initiate any changes. The changes may include adding time, moving the student to a different group or decreasing the group size.

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

County-district number or vendor ID: 129905

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.

By ensuring that all teachers assigned to the dyslexia program are working toward or have earned their certification as an Academic Language Therapist, Mabank ISD and Athens ISD will be providing instruction delivered by a licensed dyslexia therapist. They will deliver Take Flight and Pre-Flight Therapy that addresses all of the instructional approaches of providing a critical, evidence-based program to include phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax and reading comprehension and fluency. Take Flight, a comprehensive intervention for students with Dyslexia, is a two-year curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children. The districts will also purchase and implement the SMART application of Take Flight to enhance instruction with technology. The Take Flight program will be supplemented through technology with ongoing fluency checks completed through the online assessment tool Read Naturally Benchmark Assessor Live (1st-3rd). iPads will be purchased to provide one to three students differentiated instruction while the Language Therapists are working with one to three students on comprehension days. The districts will purchase the following apps to support Take Flight instruction; Funemics A Phonemic Awareness Program for Small Groups (K-2nd) and Splat-O-Nym Vocabulary App for iPad (1st-3rd grade).

The Early Literacy Interventionist, also an Academic Language Therapists assigned to support the instruction of 3-4-year-old students identified "at risk" for dyslexia will work with early childhood teachers on enhancing the overall instruction to support oral language development, vocabulary and a love of reading through rich developmentally appropriate authentic learning experiences. The ELI will also work with teachers and speech therapists on collecting observable data that indicate the students are at risk. The characteristics for three and four-year-old students at risk include those that are observable delay in learning to talk, difficulty rhyming, difficulty pronouncing words, poor auditory memory, trouble learning and naming letters and numbers. The interventions will be designed by the language therapists to be developmentally appropriate and aligned to the risk factors of a three or four old. The early identification of students with dyslexia as well as the corresponding early intervention program for these students will have significant implications for their future academic success based on the research of Hall and Moats (1999).

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.

To gather baseline data we will use portfolios gathered during dyslexia screener process for K and 1st. These screeners will provide data that will determine which students will participate in Pre-Flight or be tested for dyslexia. Teachers will keep ongoing data including Fluency, DRA II Level, Take Flight Benchmark scores and Take Flight book lesson.

In addition, Excel data sheets will be created to monitor the progress of students in the dyslexia program. It is important to note that ongoing data should also include their grade level checkpoints to compare their performance with their classroom peers. The data sheet will include current grade, date and grade level of entry into the program, provide and ongoing calculation of years in program by decimal, fluency checks* – previous EOY, present BOY, MOY and EOY, STAAR or DRA II levels – Previous EOY, present BOY, MOY and EOY, Take Flight Monitoring book number and Benchmark score BOY, MOY and EOY score for reading and spelling. The data sheet should also provide a space for comments by the teacher. This data will be provided throughout the year on a shared Google sheet with the RTI Facilitator/Data Coach or similar position.

The RTI Facilitator/Data Coach or similar position will meet with the dyslexia teachers to establish expected progress measure expectations per student. This will include a timeline for each student to reach grade level expectations in reading and expected time in the Take Flight program.

*EOY/BOY/MOY – End of year, beginning of year, middle of year

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

County-district number or vendor ID: 129905

Amendment # (for amendments only):

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

The design will engage parents using a three-prong approach – train, collaborate, facilitate.

Train – Academic Language Therapists/Interventionists will conduct three workshops during the year after school and a summer day-long workshop to train parents about phonological awareness deficits and how these deficits interact with other risk factors related to dyslexia. Lessons will include (but are not limited to):

- Introduction to the screening process for children who are unexpectedly struggling with reading;
- Research-based strategies to implement at home to improve reading comprehension and fluency;
- Using multisensory activities and word games to improve reading comprehension

Collaborate – Parents will be encouraged to volunteer in classrooms and for special events (i.e., summer camp) to observe and model how teachers work with children to address deficiencies.

Facilitate – All training and collaboration with teachers will have the end goal of facilitating instruction at home to help young children improve literacy proficiency. This component will be patterned after the Parents as Teachers Evidence-Based Model, a comprehensive model to provide services to families with children from prenatal through kindergarten (<https://parentsasteachers.org/evidence-based-model/>). In our model, parents will receive the knowledge and skills to help replicate in-class instruction at home for children at risk of or diagnosed with dyslexia.

In addition, parents will form support groups throughout the school year to continue educating themselves about dyslexia, with the instructional assistance of the Academic Language Therapists at each district.

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.

Student Demographics*:

	Mabank	Athens	State
White	77.6%	35.2%	28.1%
African American	1.9%	12.4%	12.6%
Hispanic	15.7%	46.6%	52.4%

* Source: Texas Education Agency, 2016-2017 Texas Academic Performance Report, <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>

AISD mirrors the population of the state and therefore each subpopulation will be served respectively. Currently 17% of AISD dyslexic students are Hispanic. Hispanic population is underrepresented in SPED and Dyslexia but 45% of current evals are bilingual.

MISD reflects a district with a growing Hispanic population that seeks to become proactive in identifying and monitoring the number of ESL students at risk for or diagnosed with dyslexia, as well as enhancing the process to provide literacy instruction and intervention services for children in all demographic groups at an earlier age.

The collaboration between Mabnk ISD and Athens ISD will result in an innovative model that includes evidenced-based training, research-based instruction, parent support, multisensory learning opportunities, and the effective use of technology. The initiative can be replicated statewide for students, especially those in small-medium sized districts with similar demographics.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129905

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.

The cornerstone to the Athens and Mabank Dyslexia Service Program is the provision of Academic Language Therapists and delivery of the research evidence-based Take Flight and Pre-Flight curriculum developed based on the Orton Gillingham approach. After researching various programs, the visit to Scottish Rite hospital finalized the decision. Students, parents and teachers are all supported by the Luke Waites Center. Students in therapy were observed actively involved physically and cognitively in learning how to read. This program delivery model entrenched in research and communicating with all involved is exactly what Mabank and Athens desire to immolate.

In addition to providing teachers with a well-stocked toolbox, this program will deliver a consistent approach to monitoring student progress and responding. Technology will add an extra layer of excitement for learning and support differentiation in the dyslexia classrooms. Each classroom will be equipped with a Smart Board and four iPads to provide hands-on experience with applications such as Take Flight Smart Board, Read Naturally and Neuhaus. Only top of the evidenced based online resources will be approved to support the dyslexia classrooms.

Based on a thorough data analysis of both districts, a concise system was not in place for early identification of students three through five years of age. This lack of identifying and intervening early has led to poor literacy performance at the 2nd grade level. Shaywitz, co-director of the Yale Center for Dyslexia & Creativity, stated, "Critical to closing that gap is early identification of those children at risk for dyslexia. Early identification opens the door to early, evidence-based interventions".

Providing an Academic Language Therapists at the campuses involved will support the process of early identification of students "at-risk" to intervene early by implementing the administration of the *Predictive Assessment of Reading* to all students three through six years of age. Dyslexia Consultants from Region 10 ESC will provide the training and oversee the initial administration. The student's response to this intervention will likely close gaps prior to diagnosis but it could also become part of the overall assessment process for diagnosis of dyslexia

Mabank ISD and Athens ISD both believe that the success of this program depends on the relationships and involvement of the families. Our focus will be to establish positive relationships. Families are the first teachers, their engagement can support the child's readiness for ongoing academic success. The program has the following opportunities built in for teachers and families to collaborate and support the child.

- Teachers providing at home visits modeled after the Parents as Teachers.
- Three parent teacher conferences offered throughout the school year. Parents will be provided volunteer information at the initial conference.
- Two progress reports per grading period reporting academic growth in the Pre-Flight or Take Flight program.
- Summer Literacy Camp
- Three after school parent literacy trainings and a full day workshop as part of the Mabank ISD Know Your Impact Conference.

Sally Shaywitz, Sally (2003). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. Random House.

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

County-district number or vendor ID: 129905

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 project is designed to use innovative research-based approaches to effectively address the unique academic and functional needs of students with dyslexia. Therefore a commitment to ongoing training and collaboration with experts in the field is critical to the overall success. Community-based providers will deliver training and monitor instructional practices. Interventionists will be trained as qualified professionals in the research-based Scottish Rite Take Flight program. Region 10 ESC Dyslexia Program and Early Childhood Programs are on board to support both districts in delivering a quality dyslexia program. Consultants from the Region 10 Dyslexia Program will support by providing on-campus training on administration of dyslexia screeners and appropriate interventions for early childhood students.

Region 10 Early Childhood Program will provide their expertise in establishing a strong family engagement plan to support the program. Consultants will also provide in class training on oral language development and the teacher's role in collecting anecdotal notes or a child's language during authentic learning experiences. The consultants from Region 10 Head Start welcome the opportunity to learn with both districts as we move into identifying three and four year old students at risk, ensure that ELL students are appropriately screened for dyslexia and maintaining an overall program that is developmentally appropriate. Exciting times!!

Take Flight, a comprehensive Intervention for students with Dyslexia, is a curriculum written by the staff of th Luke Waites Center for Dyslexia and Learning Disorders of Texas Scottish Rite Hospital for Children (TSRHC). The teachers from Mabank and Athens ISD will attend trainings through Scottish Rite Luke Waites Center and observe best practices in delivering the program. Academic Language Therapists from Scottish Rite will visit both districts throughout the school year to provide feedback and support.

The summer literacy program will include approved community and parent volunteers to extend the collaboration in supporting young readers. Both cities have outstanding public libraries that will provide support to the summer program by advertising their summer reading opportunities.

Our project will identify and access any available research- and evidenced-based resource from community providers that will lead to improving the overall literacy proficiency of students at risk of or diagnosed with dyslexia. We are committed to their success!

When I had dyslexia, they didn't diagnose it as that. It was frustrating and embarrassing. I could tell you a lot of horror stories about what you feel like on the inside. Keep pitching! Don't let failure of your last pitch affect the success of your next pitch.

— Nolan Ryan

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