

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 <small>Write NOGA ID here.</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	<small>Place date stamp here.</small>
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="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 FEB -7 PM 2:27</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 #		
Katy ISD	101-914			
Vendor ID #	ESC Region #			
1746001484	4			
Mailing address	City	State	ZIP Code	
6301 S. Stadium Lane	Katy	TX	77494-	
Primary Contact				
First name	M.I.	Last name	Title	
Terri	L	Walker	Director of Interventions	
Telephone #	Email address		FAX #	
281-396-2936	TerriLWalker@katyisd.org		n/a	
Secondary Contact				
First name	M.I.	Last name	Title	
Nakia	R	Coy	Director of Federal Programs	
Telephone #	Email address		FAX #	
281-237-2605	NakiaRCoy@katyisd.org		281-644-1832	
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
Anne	M	Faichtinger	Business Manager
Telephone #	Email address		FAX #
(281)396-2320	annemfaichtinger@katyisd.org		(281)396-6073
Signature (blue ink preferred)	Date signed		

Anne Faichtinger

3/5/2018

Only the legally responsible party may sign this application.

701-18-108-009

Schedule #1—General Information

County-district number or vendor ID: 101-914 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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_____ 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: 101-914

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.

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-914

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with dyslexia.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that the program will incorporate meaningful inclusion.
12.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
13.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101-914

Amendment # (for amendments only):

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

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

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

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

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

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

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 101-914			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 #5—Program Executive Summary

County-district number or vendor ID: 101-914

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 Katy ISD's Services to Students with Dyslexia (SSD) program is to improve reading outcomes for students with dyslexia and students at-risk for reading difficulties in prekindergarten through third grade. The program will provide intervention support and instructional resources to students, including technical tools to support technology integration and access to assistive technology. Parent education opportunities will be extended to the families of identified students in order to build parents' capacity to advocate for their children and support learning in the home. In addition to providing direct support for identified students and families, the program will also provide professional learning opportunities for reading and dyslexia intervention teachers, special education teachers, and special education in-class support paraprofessionals.

Identified students supported through the program will receive intervention support grounded in best practices for students at-risk for reading difficulties and guidance outlined in the Texas Education Agency's Dyslexia Handbook. Intervention support will focus on improving students' phonological and phonemic awareness, letter knowledge, word recognition and decoding skills, fluency, comprehension and spelling. Intervention will take place in small groups guided by instruction that is multisensory, systematic and explicit. Intervention support will be provided during the regular school day, and a summer reading intervention clinic will also be implemented in order to prevent summer learning loss through regression. Diagnostic reading assessment data will be used to identify students for program participation, develop students' personal learning goals, and measure students' progress toward the attainment of learning goals.

Professional learning provided through the program will address instructional components in alignment with the critical, evidenced-based components of dyslexia instruction and reading intervention outlined in the Texas Education Agency's Dyslexia Handbook. Teachers and paraprofessionals will receive training on strategies for meeting the needs of students with deficits in the areas of phonological and phonemic awareness, word recognition and decoding, fluency, comprehension and spelling. Training will also address ongoing assessment, data analysis and strategies for meeting the needs of diverse learners with reading difficulties, such as English Language Learners and twice-exceptional students. Technology integration in intervention support and accommodating instruction through assistive technology will be additional areas of focus for professional learning. Teachers identified for program participation will be provided with the necessary technical tools and resources to apply their professional learning to instruction.

The impact of the teachers' professional learning will be measured through rigorous data collection. Teachers participating in the SSD will maintain electronic professional learning portfolios documenting their program participation, personal learning goals, and progress toward their learning goals. Katy ISD utilizes diagnostic reading screeners and progress monitoring tools to identify early learners who are at-risk for reading difficulties. Data from the most recent administration of the screener will serve as baseline for measuring student attainment of learning goals and the impact of professional learning on teacher effectiveness. Ongoing student progress monitoring data will be utilized by program teachers to identify areas of needed intervention for students. This data will also inform teachers' professional learning goals and areas for professional growth.

Frequent communication with parents will be a critical component of the program. Parents will receive regular reports on student progress and suggestions for further encouraging their child's progress at home. The program will extend opportunities for parents to attend workshops and conferences, and they will be granted access to online parent courses developed by the district to build parents' awareness of early reading difficulties. Additionally, online instructional programs and assistive technology utilized in the program will be available for home use. In order to eliminate barriers to access for families with limited technology resources, Wi-Fi hot spots and tablets will be available on a check-out basis. Parents will also have the opportunity to provide input and evaluate the effectiveness of the program during face to face meetings and through parent surveys.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-914

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.

Katy ISD maintains strong relationships with community based organizations in support of district initiatives. The SSD program will access Katy ISD's Partners in Education program to link students and families with community based resources and to recruit volunteers to assist with program events as needed. Resources from community based organizations will also be accessed to provide education opportunities to identified teachers, students, and parents. Non-profit organizations, such as the Houston Branch of the International Dyslexia Association, Neuhaus Education Center, and Learning Ally provide a variety of free resources and tools to support families of students with reading difficulties and dyslexia.

The SSD will strive to meet the needs of students with dyslexia and/or early reading difficulties from all backgrounds. Consistent with the state of Texas, Katy ISD is a diverse district with significant numbers of English language learners (17.1%), economically disadvantaged students (33.8%) gifted and talented students (7.5%) and at-risk students (38.8%). The program will include identified students and teachers from all elementary campuses in the district in order to ensure equity and maximize the impact of the program. Additionally, outreach to parents will include special efforts to target diverse families and language groups in order to provide access for traditionally under-represented groups. Teachers participating in the program will receive training on meeting the needs of diverse learners, such as English language learners, twice-exceptional students, and low-income students. The success of the program in reaching diverse groups will be monitored and evaluated through the collection of student, teacher and parent participation data and feedback.

Katy ISD's SSD program will use innovative approaches to meet the unique needs of students identified with dyslexia and students at-risk for reading difficulties. The program will create a professional learning community of reading intervention and special education teachers developing and exchanging knowledge through an intensive professional learning program. Teachers will have the opportunity to immediately apply their learning and measure the impact on student outcomes. High-yield strategies, such as small group instruction, strategies to prevent summer regression, technology integration, and parent engagement will enhance the impact of the program and improve outcomes for students in prekindergarten through third grade who have been identified as dyslexic or at-risk for future reading difficulties. The program will be grounded in state guidelines and best practices for supporting students with reading difficulties and dyslexia, thereby developing a model program that could be replicated in other areas of the state.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101-914			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	\$204,624	\$28,000	\$232,624
Schedule #8	Professional and Contracted Services (6200)	6200	\$70,058	\$	\$70,058
Schedule #9	Supplies and Materials (6300)	6300	\$609,696	\$	\$609,696
Schedule #10	Other Operating Costs (6400)	6400	\$75,000	\$	\$75,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$959,378	\$28,000	\$987,378
Percentage% <u>indirect costs</u> (see note):			N/A	\$12,622	\$12,622
Grand total of budgeted costs (add all entries in each column):			\$959,378	\$40,622	\$1,000,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,000,000
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$150,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

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

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

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

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101-914			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	
Academic/Instructional				
1 Teacher			\$	
2 Educational aide			\$	
3 Tutor			\$	
Program Management and Administration				
4 Project director/administrator			\$	
5 Project coordinator	1		\$25,000	
6 Teacher facilitator			\$	
7 Teacher supervisor			\$	
8 Secretary/administrative assistant			\$	
9 Data entry clerk			\$	
10 Grant accountant/bookkeeper			\$	
11 Evaluator/evaluation specialist			\$	
Auxiliary				
12 Counselor			\$	
13 Social worker			\$	
14 Community liaison/parent coordinator			\$	
Other Employee Positions				
15 Title			\$	
16 Title			\$	
17 Title			\$	
18	Subtotal employee costs:		\$25,000	
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112	Substitute pay		\$32,000	
20 6119	Professional staff extra-duty pay		\$100,700	
21 6121	Support staff extra-duty pay		\$50,000	
22 6140	Employee benefits		\$24,924	
23 61XX	Tuition remission (IHEs only)		\$	
24	Subtotal substitute, extra-duty, benefits costs		\$207,624	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$232,624	

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

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-914		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$70,058
(Sum of lines a, b, and c) Grand total		\$70,058

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: 101-914		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:	\$609,696
Grand total:		\$609,696

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: 101-914		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:		\$75,000
Grand total:		\$75,000

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: 101-914			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:				\$

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: 101-914		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	360	72	1:5
K	360	72	1:5
1 st	360	72	1:5
2 nd	360	72	1:5
3 rd	360	72	1:5
COMMENTS			
Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.			
Amount of Instruction		COMMENTS	
School day hours (ex) 8:30am – 4:30pm	8:20-3:40	Summer Hours 8:00-3:30	
Number of days in school year	193	School Days: 177 Summer School Days: 16	
Minutes of instruction per school year	84,030	School Year Minutes:77,791 Summer School Minutes: 6,240	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-914

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.

Katy ISD examines multiple sources of data to identify and prioritize needs for the district. In collaboration with district stakeholders, the district annually analyzes needs in the following areas: Demographics, Student Academic Achievement, District Processes and Programs, and Perceptions. Committees analyze pertinent data, identify needs, determine root causes, and develop a plan of action. This critical process is the pre-work that informs the district’s Strategic Design Plan as well as district and campus improvement plans.

In Katy ISD’s strategic planning process, a large committee of district leaders, teachers, community members and students systematically develop a Strategic Design Plan that will be implemented over the next five years. The Strategic Design is a district-wide activity that is used to set priorities and focus energy and resources in a manner that ensures community stakeholders and district staff are working toward common goals. Stakeholders work together to identify goals and expected results. Finally, the last step of the strategic design process is to implement a community accountability system aligned to the Katy ISD Strategic Design, which serves as the evaluation and communication tool.

Plans for the Services to Students with Dyslexia (SSD) program are grounded in the shared belief stated in the district’s strategic plan “that all learners are unique and thrive through personalized learning experiences. The SSD will provide students with reading difficulties in prekindergarten through third grade with high quality interventions addressing the specific needs of each student. In alignment with goal 1 of the Strategic Design Plan, the SSD will ultimately provide reading intervention and dyslexia teachers, special education teachers, and special education with professional learning opportunities that “foster learning engagement by integrating personalized learning experiences.” The efficacy of the SSD program will be measured by the degree to which the program approximates Specific Result 1.5 of the Strategic Design Plan, “Provide a variety of learning experiences that address distinct learning needs, interest, aspirations, and cultural backgrounds of all learners.”

The SSD also aligns to specific strategies in the District Improvement Plan that address the provision of professional learning opportunities and resources to support interventions and the provision of technology to inform instruction and personalize learning. The District Improvement Plan states that the district will “provide supplemental resources, professional development, and/or intervention opportunities to improve academic performance of students to close the achievement gaps in reading, writing and math including that of students in special populations.” Additionally, the District Improvement Plan supports “the use of technology to inform instruction and to personalize learning through professional development for teachers, and by providing devices, content and school library resources that will improve student digital literacy skills and academic achievement.

The district monitors progress toward the goals stated in the Strategic Plan and the District Improvement Plan by reviewing key data points. PEIMS data, including the Early Reading Indicator and the At-Risk Readiness indicator, is used to monitor the number of students at-risk for reading difficulties in prekindergarten through third grade. Response to Intervention (RTI) data, including metrics from diagnostic reading assessments, are used to monitor students’ progress toward reading goals. Referrals for RTI support and dyslexia intervention are also monitored to ensure that students’ unique learning needs are met. Finally, feedback from district-wide surveys and advisory groups is used to ensure that adequate resources, including technology, are available to support learning goals.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-914

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase reading achievement of students identified with dyslexia and students at-risk for reading difficulties in prekindergarten through third grade.	Provide intervention to identified students at-risk for reading difficulties and students with dyslexia during the school year. Implement a summer reading clinic for students with reading difficulties and students with dyslexia in grades prekindergarten through 2 nd to prevent loss of learning due to summer regression. Monitor the implementation of reading interventions and identified students' progress toward learning goals.
2.	Build the capacity of reading intervention teachers, dyslexia intervention teachers, and special education teachers and paraprofessionals to support the literacy development of students identified as dyslexic or at-risk for reading difficulties in prekindergarten through third grade.	Provide professional learning opportunities to reading intervention teachers and special education teachers and paraprofessionals.
3.	Build the capacity of reading intervention, dyslexia intervention teachers and special education teachers and paraprofessionals to integrate technology as a component of intervention support.	Provide training on technology integration to reading intervention teachers, dyslexia intervention teachers and special education teachers and paraprofessionals, and provide identified teachers and students with technical tools and resources to support the use of technology in instructional interventions.
4.	Build parent's capacity to support learning in the home and advocate for students who are identified as dyslexic or at-risk for reading difficulties in prekindergarten through third grade.	Provide families with parent education opportunities, facilitate parent access to information and provide resources, including technical tools, to support learning in the home.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 101-914 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Interventions	Master of Arts in Teaching, 9 years of experience coordinating district intervention programs, 13 years of experience providing professional learning to teachers. Texas Bilingual/ESL Certification PK-6.
2.	Director of Federal Prgms & External Funding	B.S. in Interdisciplinary Studies and M.Ed. in Education; over 10 years of experience in federal, state and local grant management
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Reading Achievement	1. Administer diagnostic reading assessments.	09/01/2018	06/30/2019
		2. Identify students for intervention.	08/15/2018	08/31/2019
		3. Monitor the implementation of interventions.	08/15/2018	08/31/2019
		4. Collect student progress monitoring data.	08/15/2018	06/30/2019
2.	Build Teacher Capacity	1. Schedule professional learning opportunities.	05/01/2018	08/31/2019
		2. Identify and recruit eligible participants.	05/01/2018	08/31/2019
		3. Host sessions and collect session feedback.	05/01/2018	08/31/2019
		4. Monitor/evaluate application of learning.	05/01/2018	08/31/2019
3.	Integrate Technology	1. Provide training on technical tools and resources.	08/15/2018	08/31/2019
		2. Purchase tools and resources.	05/01/2018	05/30/2019
		3. Distribute tools and resources.	08/15/2018	06/30/2019
		4. Monitor/ evaluate application of tools and resources	08/15/2018	08/31/2019
4.	Build Parent Capacity	1. Plan parent education opportunities.	05/01/2018	08/31/2019
		2. Advertise opportunities and recruit participants.	08/15/2018	08/31/2019
		3. Host sessions and collect session feedback.	08/15/2018	08/31/2019
		4. Collect program feedback.	08/15/2018	08/31/2019
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	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: 101-914

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.

Continuous improvement and progress toward goals and objectives are monitored through the Katy ISD Legacy Learning Framework. The framework, centered on the belief that all stakeholders are life-long learners, is designed to address professional outcomes for educators and academic outcomes for students. The components of the process include the analysis of learner data and feedback, the personalization of learning processes through needs assessment, the designing of plans and processes for learning, the application of plans for learning and the evaluation of outcomes through feedback and reflection. The process is continuous and flexible allowing for multiple opportunities to monitor, identify and adjust areas in need of improvement.

The district has multiple processes in place to ensure ongoing communication with campus personnel and community stakeholders. The Teaching and Learning Division maintains a Principal Communication site that is updated weekly. Departments are able to post memos to campus personnel addressing new initiatives, reminders of upcoming events, and changes to initiatives. Campuses send out weekly electronic newsletters to keep parents and community members informed of district and campus events. Additionally, the district communicates via district-wide electronic newsletters that keep parents and community members abreast of district updates.

In addition to newsletters, several advisory groups function within the district to collect feedback from staff members and community members. Each campus has a campus advisory team that operates as a site based decision making council and includes educators, parents and community representatives. The Katy Improvement Council (KIC) is a district level decision making committee that includes staff members, parents and community members. In order to ensure a diversity of input, KIC includes representation from all departments and special populations. Finally, the Curriculum and Instruction departments maintains regular elementary and secondary advisories to gather feedback from campus-based staff on instructional programs and initiatives.

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.

This grant provides an opportunity for Katy ISD to supplement existing efforts in the areas of reading and dyslexia intervention, professional learning, technology integration and parent engagement. Katy ISD has a robust systems in place for identifying and intervening for student with reading difficulties and dyslexia. The districts Response to Intervention, Special Education, and Section 504 programs work collaboratively to ensure that referral and identification processes are well coordinated. The district also provides ongoing, high quality professional learning opportunities to teachers and paraprofessionals. Technology integration is actively supported by the district's Instructional Technology Department, and the district strives to engage parents through multiple means. These existing efforts provide a solid infrastructure for coordinating and implementing supplementary projects that will be funded through the grant.

The project managers will collaborate with campuses and departments to ensure that participants remain engaged and committed to the program. Diagnostic reading assessments regularly administered at the campus level will be used to identify students for participation in the Services to Dyslexic Students (SSD) program. Campus administrators will be engaged in identifying reading intervention, dyslexia intervention, special education teachers and paraprofessionals to participate in the program. Teachers will be encouraged to incorporate their personal learning goals for the program into their T-Tess goal setting and professional development plans. The district's electronic professional learning management system will be used to track teacher progress toward learning goals. Project leaders will coordinate with the district's Instructional Technology Department to ensure that technical training and tools align to district standards and are compatible with the district's networks. Additionally, opportunities for parents will be communicated through multiple district communication channels, and, to the extent possible, resources shared will be posted to the district's online platforms so that parents will have ongoing access to information.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-914 | 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.	Progress monitoring data measuring identified students' progress in reading.	1.	Summarized data from diagnostic reading assessments
		2.	Identified teachers' anecdotal records and reflections on student learning.
		3.	Individual student data, including diagnostic data and grades.
2.	Teacher feedback and reflections from professional learning opportunities and surveys.	1.	Professional learning logs for identified teachers and sign-in sheets.
		2.	Evaluation surveys conducted after each professional learning session.
		3.	Feedback and reflections from identified teachers' cohort group meetings.
3.	Parent feedback and reflections from parent education opportunities and surveys.	1.	Sign-in sheets from parent meetings.
		2.	Evaluation surveys shared with parents.
		3.	Electronic tracking data for online resources and tools.
4.		1.	
		2.	
5.		1.	
		2.	

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.

Evaluation data will be collected through a variety of methods. Program expenses will be tracked through the district's electronic financial tracking platform. The district's professional learning management system will be used to post professional learning offerings, facilitate registration, document attendance, and update the professional learning portfolios of identified teachers and paraprofessionals participating in the program. Student performance will be routinely assessed through an online diagnostic screener. Identified teachers will also maintain electronic data summary sheets to chart the progress of students. The project managers will review data sources on a monthly basis in order to identify areas in need of improvement or adjustment.

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

County-district number or vendor ID: 101-914	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.

Interventions provided to students and professional learning for identified teachers will be in alignment with best practices for reading interventions and the critical, evidenced-based components of dyslexia instruction outlined in the Texas Education Agency's Dyslexia Handbook. Intervention support will focus on improving students' phonological and phonemic awareness, letter knowledge, word recognition and decoding skills, fluency, comprehension and spelling. Intervention will take place in small groups guided by instruction that is multisensory, systematic and explicit. Professional learning for identified teachers will address: phonological awareness, sound-symbol association; syllabication; orthography; morphology; syntax; reading comprehension; and reading fluency. The following components of instructional delivery will be addressed: multisensory instruction; systematic and cumulative instruction; explicit instruction; diagnostic teaching to automaticity; synthetic instruction; and analytic instruction. Training will also address strategies for meeting the needs of diverse learners, such as English Language Learners and twice-exceptional students. Strategies for integrating technology with intervention will also be addressed.

The Services to Students with Dyslexia program will use technology in alignment with the goals outlined in the Texas Education Agency's Long-Range Plan for Technology 2006-2020 and guidelines outlined in the state's Dyslexia Handbook. As teachers receive training in technology integration, they will be provided with the resources to incorporate these tools and apply their professional learning to intervention instruction. As a result of this initiative, students will receive enhanced exposure to assistive technology tools, such as digital books and text-to-speech applications, which accommodate access to the general education curriculum for students with disabilities. Finally, professional learning opportunities for teachers and parent education opportunities will be delivered through a blended model incorporating face-to-face and on-line learning platforms.

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.

Katy ISD utilizes diagnostic reading screeners and progress monitoring tool to identify students in prekindergarten through third grade who are at-risk for early reading difficulties. Data from the most recent administration of the screener will serve as baseline for measurement. The district and identified teachers will continuously review progress monitoring data to measure student progress and the impact of professional learning on student outcomes. Teachers will have access to monthly progress monitoring data that will assist in identifying areas for targeted student intervention. This data will also inform teachers' professional learning goals and areas for instructional growth. District personnel will periodically consult with teachers to discuss student and teacher progress and to provide support in reaching the program's goals. Teachers participating in the Services to Students with Dyslexia (SSD) program will maintain an electronic professional learning portfolio housed in the district's professional learning management system documenting their program participation and progress toward their learning goals. District personnel will conduct quarterly reviews of teachers' professional learning portfolios. Project leaders will utilize student progress monitoring data, teacher portfolios, teacher feedback and parent feedback to evaluate the effectiveness of the program.

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

County-district number or vendor ID: 101-914	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 Services to Students with Dyslexia program (SSD) will include a parent engagement component designed to increase parental awareness of reading difficulties, provide parents with resources to support student progress, and solicit input and feedback from parents on the program’s effectiveness. Parents will be invited to attend parent workshops and conferences addressing the needs of students with dyslexia and early reading difficulties, and they will also be provided with access to online courses. Wi-Fi hot spots and technical tools will be provided to families on a check-out basis to ensure that parents and students are able to access online learning resources and assistive technologies in the home. Identified teachers will provide frequent updates to parents regarding their child’s progress. Parents will also have multiple opportunities to provide input and feedback on the program through face to face meetings and surveys.

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 SSD will strive to meet the needs of students with dyslexia and/or early reading difficulties from all backgrounds by ensuring that the program meets the needs of diverse learners and ensuring a diverse presentation of reading intervention teachers, dyslexia teachers, and special education and paraprofessionals from all campuses in the district. Professional learning opportunities will include strategies for meeting the needs of diverse learners, including English language learners, twice-exceptional students, and low-income students. Additionally, outreach to parents will include strategies for reaching diverse families and language groups in order to provide access for traditionally under-represented groups. Finally, the program will implement best practices for reading intervention and dyslexia intervention consistent with state requirements and the Texas Education Agency’s Dyslexia Handbook in order to develop a program that could be easily replicated in other areas of the state.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-914

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.

Katy ISD's Services to Students with Dyslexia (SSD) program will use innovative approaches to meet the unique needs of students identified with dyslexia and students at-risk for reading difficulties. The program will create a professional learning community of reading intervention, dyslexia intervention and special education teachers and paraprofessionals who will develop and exchange knowledge through an intensive professional learning program. Identified teachers will have the opportunity to immediately apply their learning and measure the impact on student outcomes. High-yield strategies, such as small group instruction, strategies to prevent summer regression, technology integration, and parent engagement will enhance the impact of the program and improve outcomes for students in prekindergarten through third grade who have been identified as dyslexic or at-risk for future reading difficulties.

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

County-district number or vendor ID: 101-914

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 Services to Students with Dyslexia (SSD) program will access Katy ISD's Partners in Education program to link students and families with community based resources and to recruit volunteers to assist with program events as needed. Free resources from community based organizations and education non-profits, such as the Houston Branch of the International Dyslexia Association, Neuhaus Education Center, and Learning Ally, will also be accessed to provide education opportunities to identified students, teachers and parents.

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