

**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> <div style="border: 1px solid black; padding: 2px; transform: rotate(90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAR - 7 PM 1:23 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	
Submittal information:	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: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </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 #	
Round Rock Independent School District	246909		
Vendor ID #	ESC Region #		
1746002018	13		
Mailing address	City	State	ZIP Code
1311 Round Rock Ave	Round Rock	TX	78681-4941
Primary Contact			
First name	M.I.	Last name	Title
Amy	L	Grosso	Grant Coordinator
Telephone #	Email address		FAX #
512-464-5976	Amy_grosso@roundrockisd.org		512-464-5090
Secondary Contact			
First name	M.I.	Last name	Title
Kimberley		Berry-Corie	Director-RTI, Dyslexia & At-Risk
Telephone #	Email address		FAX #
512-428-7985	kimberly_berry-corie@roundrockisd.org		512-464-5090

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
Steve		Flores	Superintendent of Schools
Telephone #	Email address		FAX #
512-464-5022	Superintendent_RRISD@roundrockisd.org		512-464-5055
Signature (blue ink preferred)		Date signed	


3/5/18
Only the legally responsible party may sign this application.

701-18-108-010

Schedule #1—General Information

County-district number or vendor ID: 246909

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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On this date:

Via telephone/fax/email (circle as appropriate)

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 246909

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: 246909

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: 246909

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: 246909

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.

Round Rock Independent School District is applying for the Services to Students with Dyslexia grant to offer a district wide program to assist students with dyslexia starting in pre-kindergarten.

Need of Program: In the Fall of 2016, Round Rock Independent School District had an external curriculum audit completed to assist the district in determining the highest priority needs of the district in regards to curriculum. One of the fourteen recommendations from the audit pointed out more dyslexia services were needed. Although the district did a good job providing services to those already identifying as dyslexic, interventionists did not have time to provide early intervention to those falling below grade level at an early age. The audit called for systematic phonic instruction across the district. Because of the lack of intervention for those without a full diagnosis students were falling behind in third to fifth grade. Also services are needed not only for the English speaking students, but also bilingual students.

Program Plan: In order to address the needs of those with dyslexia in the district, a comprehensive program will be implemented. Students will receive a tiered level of services. Students identified below 25% when screened by AIMS Web, will be offered a differentiated phonics instruction program in class during intervention time with their teacher. The tier one instruction will be based off Neuhaus. Also these students will be given the Sally Shawitz online Dyslexia Screener to further evaluate if they are in need a higher level of intervention. For students who are identified as needing a higher level of service, they will receive tier two interventions based on Wilson FOUNDATIONS. For bilingual students they will receive the same tiered intervention with the WELS and Esperanza program utilized.

To make sure all teachers providing intervention along with dyslexia interventionists are offering the highest level of service, a comprehensive training program will be implemented. Facilitator training will be given during the summer to those working with students with dyslexia. Seven dyslexia coaches (three will focus on bilingual) will serve not only as the key resource individuals from the training, but they will also go through additional training to become presenters of the material. This will not only heighten their knowledge of the content, but also allow them to lead trainings in the future ensuring sustainability of the program after the end of the grant.

Not only is training important, but also ongoing support is critical in ensure intervention is implemented with consistency and fidelity across the district. The dyslexia coaches will monitor and observe the interventions being used with students. If more training and coaching is needed, it will be provided by a dyslexia coach. Monthly the dyslexia coaches will meet with the program coordinator to go over what concerns are seen across the district with implementation of the program.

Parent Involvement: Parent support and collaboration is critical for the success of any program for students with dyslexia. In order to better serve parents along with students, a resource website will be developed for Round Rock ISD parents. The website will include best practices and inform the parents on strategies and techniques used in the classroom. For parents to be able to continue the work from school, they must know what is happening at school. The website will afford parents the opportunity to access content at any time.

A second key aspect of parent support and collaboration is a summer camp for parents and children together. Dyslexia Coaches will assist students along with their parents in strategies and techniques as they work on reading interventions to assist with how to manage dyslexia.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 246909

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.

Technology: Utilizing technology by teachers while working with students will be critical. With using a supplemental online screener to better identify students in need, teachers will be trained on how to use real time data and applying the data to differentiate learning during intervention time. Also technology will be used by teachers with resources on a website. Teachers will have access anytime and by computer or mobile device. Just as important is utilizing technology to assist parents as they work with their children at home. Parents will have access to a website with resources and best practices so parents can receive quality content at any time.

Budget: In creating the budget, the needs were assessed to determine the best use of funds. The budget includes critical and required personnel: Program Coordinator and seven Dyslexia Coaches (three will be bilingual). Other budget expenses include contract services for website development for a teacher and parent resource website, training in best practices, facilitator training for dyslexia coaches, and evaluation. Supplies include resources to go with training for teachers and students, spelling devices, and general supplies. The budget was created with the idea of meeting the needs of students and families and providing a budget that could be **sustainable into the future**.

Evaluation: Quality evaluation is critical for the success of the program. A formal evaluation will be conducted by a The Round Rock ISD Research and Evaluation Department. The evaluation will contain a qualitative and quantitative element. The program itself will be evaluated along with evaluating student success and teacher and parent knowledge. Ongoing evaluation will also occur based on the monitoring and observations conducted by the dyslexia coaches. By evaluating throughout the year, small changes can be made as common concerns arise across the district.

Evidence and Research Based Practices: Wilson programs will be utilized. The content of the program is aligned to Orton-Gillingham principles of structure. Wilson's programs support tier two interventions to be utilized by dyslexia interventionists. Along with Wilson, WELS and Esperanza, the bilingual counterpart, will be utilized to make sure bilingual students are receiving the same quality of intervention.

Replicated across the state: Round Rock ISD is a district of almost 50,000 students serving students from a variety of backgrounds. Over 90 different languages are spoken by students in the district with 12 elementary campuses serving as dual language campuses. While the overall free and reduced of Round Rock ISD is around 27%, some elementary campuses have over 80% and some have less than 3%. The district reflects the larger population of Texas. By utilizing a trainer of trainer model, the district has the ability to assist other districts, especially smaller districts, in training teachers in best practices. This model could easily be replicated across the state by larger districts or service centers serving as the training site. Also the only cost to the smaller districts would be the cost of materials.

In order to model how larger districts can support small, rural districts, Round Rock ISD is partnering with Luling ISD during the grant year. Luling served 1400 students the last year. Luling dyslexia teachers will be invited to training on best practices and have access to the teacher website and resources. Also Luling parents will be invited to utilize the parent website along with attending the parent and student camp. If Luling parents are not able to drive to Round Rock ISD, they will be able to join via google hangouts.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 246909			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	\$554,776	\$94,135	\$648,911
Schedule #8	Professional and Contracted Services (6200)	6200	\$86,950	\$8,000	\$94,950
Schedule #9	Supplies and Materials (6300)	6300	\$194,500	\$5,000	\$199,500
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$0	\$10,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$846,226	\$107,135	\$953,361
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$841,226	\$107,135	\$953,361
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$953,361
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$143,004
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: 246909		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		\$78,446
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 Dyslexia Coach	7		\$457,730
16 Title			\$
17 Title			\$
18	Subtotal employee costs:		\$536,176
Substitute, Extra-Duty Pay, Benefits Costs			
19 6112 Substitute pay			\$
20 6119 Professional staff extra-duty pay			\$5,000
21 6121 Support staff extra-duty pay			\$
22 6140 Employee benefits			\$107,735
23 61XX Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs		\$112,735
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$648,911

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 246909		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	Wilson Foundations Training	\$10,000
2	Facilitator Training	\$14,450
3	WELS Training	\$5,500
4	Esperanza Training	\$6,000
5	Website Development	\$45,000
6	Diagnostic Screener – Sally Shawitz	\$6,000
7	Evaluation Services	\$8,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$94,950
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$94,950

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: 246909		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:	\$199,500
Grand total:		\$199,500

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

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 246909		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:	\$10,000
Grand total:		\$10,000

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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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 246909			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: 246909

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	500	10	50/1
K	1400	25	56/1
1 st	1300	25	52/1
2 nd	1400	20	56/1
3 rd	1100	20	56/1
COMMENTS	The number of teachers reflects a total of 100 teachers being trained in tier two interventions. The number of teachers providing tier one intervention is higher, but the exact numbers are not known because with new screening it is not known which teachers will need this training to work with students during intervention time of class.		

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:40 am – 2:55 pm	Pre-Kindergarten meets 7:40 – 11:15 am or 11:15 am – 2:55 pm
Number of days in school year	171	
Minutes of instruction per school year	75,600	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 246909

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.

In the Fall of 2016, Round Rock Independent School District had an external curriculum audit completed to assist the district in determining the highest priority needs of the district in regards to curriculum. One of the fourteen recommendations from the audit pointed out more dyslexia services were needed. Although the district did a good job providing services to those already identified as dyslexic, interventionists did not have time to provide early intervention to those falling below grade level at an early age. The audit called for systematic phonic instruction across the district. Because of the lack of intervention for those without a full diagnosis of dyslexia students were falling behind in third to fifth grade.

Based on the findings from the comprehensive curriculum audit, four needs have been identified in order to make sure all students with dyslexia are provided the best services. The first need is identifying and assisting students falling into the gap between qualifying as dyslexia and not being on grade level. Last year there were approximately 400-500 students per grade level falling into this category. It is critical for these students to receive intervention services beginning in pre-kindergarten. Also because the district has a large bilingual and migrant population, offering interventions in both English and Spanish is critical.

A district-wide approach focusing on early intervention starting in pre-kindergarten is needed to make sure all students are receiving equal services across all 35 elementary campuses. Currently different campuses approach services and curriculum in a variety of ways. Some campuses do not have the same amount of funding as others, resulting in fewer services for students. In order to make sure all campuses are receiving the highest level of services, a district-wide approach is needed in phonic instruction for English speaking and bilingual students.

In order to make sure students not yet diagnosed with dyslexia, but falling below grade level, receive quality and systematic instruction, core teachers with students falling into this category need to be trained for their work during intervention time. By making sure all teachers are aware and trained in best practices in differentiated phonic instruction, a larger group of students will be served at an earlier age.

Parent surveys from students with dyslexia consistently ask for more resources as parents work with students at home. Parents want to help their children, but often lack resources and especially resources based on researched best practices. A child receiving a diagnosis of dyslexia can be extremely scary for a parent. Parents trust the district as a place for quality information and resources.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 246909

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.	Approximately 400-500 in each grade from kindergarten to third grade are not receiving services because their scores on the district screener (AIMS Web) do not follow low enough, but we know they are at risk and need intervention services	Tier one and tier two interventions will include students who do not fully meet criteria for dyslexia, but are performing below grade level. Services will start in pre-kindergarten. Also these students will be given the Sally Shawitz online Dyslexia Screener to further evaluate if they are in need a higher level of intervention.
2.	A district-wide approach focusing on early intervention starting in pre-kindergarten is needed to make sure all students are receiving equal services across all 35 elementary campuses.	All interventionists and teachers working with students with characteristics of dyslexia will be trained in the same research based practices and will receive coaching from dyslexic coaches to ensure practices are implemented consistently across the district. Training will also be conducted for those working with bilingual students.
3.	While interventionists are being trained, core teachers need to be skilled in differentiated phonic instruction during intervention times.	Utilizing a trainer of trainer model, dyslexia coaches can not only train teachers across the district, but they can also offer coaching as best practices are being implemented. Also a teacher website will house resources for teachers as they are working with students who are dyslexic and students without a diagnosis, but showing tendencies.
4.	Parent resources are needed to make sure students are served during the school day and once at home.	A website will specifically be designed for parents housing a variety for parents as they work with their children outside the classroom. Also a parent and child summer camp will be offered by the dyslexia coaches for parents and students to learn together.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 246909

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.	Program Coordinator	Bachelors and certificate in teaching required (MA preferred). Three or more years experience with dyslexia. Strong organization, communication, and interpersonal skills required. Grant management experience preferred
2.	Dyslexia Coach (5)	Bachelor's degree from an accredited college or university and valid Texas Teacher Certificate with required endorsements or required training for subject and level assigned.
3.	Bilingual Dyslexia Coach (5)	Bachelor's degree from an accredited college or university and valid Texas Teacher Certificate with required endorsements or required training for subject and level assigned.

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.	District wide approach to dyslexia intervention in the classroom	1. District wide training for dyslexia intervention	07/01/2018	06/30/2019
		2. Website development to serve as a support system for teachers including academic resources in real time.	06/01/2018	01/15/2019
		3. Embedded coaching by the dyslexia coaches	08/15/2018	06/30/2019
2.	District wide approach for tier two intervention	1. District wide training for dyslexia intervention	07/01/2018	06/30/2019
		2. Website development to serve as a support system for teachers including academic resources in real time.	06/01/2018	01/15/2019
		3. Embedded coaching by the dyslexia coaches.	08/15/2018	06/30/2019
3.	Supplemental approach to identifying students before being diagnosed with dyslexia	1. Add an additional diagnostic screen to universal screening process	08/15/2018	06/30/2019
		2. Training for teachers on the screener	07/01/2018	06/30/2019
		3. Embedded coaching by dyslexia coaches on how to interpret data to drive instruction	07/01/2018	06/30/2019
4.	Parental resources and support	1. Develop online website	06/01/2018	01/15/2019
		2. Parent and child resource workshops	08/15/2018	06/30/2019
		3. Train district parent specialist on how to support parents of students with dyslexia.	06/01/2018	01/15/2019
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 246909

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.

Round Rock ISD utilizes formative reports created by the Department of Assessment and Evaluation, who provide not only quantitative data (attendance, STAAR/EOC scores) but qualitative data as well (results of focus groups, answers to open-ended survey questions) in evaluation of program goals and objectives. For our other TEA grants, the grant's project coordinator conducts monthly site observations, looking for progress towards accomplishing TEA milestones for students, parents, and staff. Each observation concentrates on compliance, and monthly reports are created. Continuous improvement supported by evaluation and feedback is paramount to the grant's success.

The dyslexia coaches serve as leaders in the effort. The coaches will conduct routine observation and monitoring visits to classrooms. These visits will ensure practices are being implemented with consistency and fidelity. Also the dyslexia coaches doing the visits will meet regularly with the program coordinator for calibration sessions to make sure observations and monitoring is consistent across the district. If during the times of monitoring and observations it is discovered practices are not being implemented correctly, the specific teachers will be given more opportunities for training and support.

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 last year Round Rock ISD developed a program called Rock Ready. The program is designed to work with area daycares and in home daycares to provide professional development to staff on best practices in literacy, math, and social-emotional learning. This program directly relates to the program suggested in the grant by focusing on high quality early intervention. The parent and teacher resource page can be shared with participants in Rock Ready to make a smooth transition for students as they matriculate to Round Rock ISD.

The program coordinator and seven dyslexia coaches are critical for the success and commitment of the program. The grant will be housed in the Teaching and Learning Department to assist with seamless transition in implementing the grant. With the grant set up as a trainer of trainer model, by the end of the grant, the program will be able to be fully sustained by the district.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 246909

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.	Number of students receiving services at tier one and tier two	1.	An increase in early intervention for students at tier one
		2.	An increase in early intervention for students at tier two
		3.	
2.	Number of students on grade level	1.	More students moving to next grade level at or above grade level
		2.	Trend will be compared to previous year at mid and end of year
		3.	
3.	Survey parents - throughout the year	1.	An increase in the level of satisfaction
		2.	Higher knowledge and understanding of dyslexia services, resources, and best practices
		3.	Increase in percentage of parents using log-on systems
4.	Number of teachers trained in tier one and tier two interventions	1.	Increase in the number of teachers proficient tier one intervention
		2.	Increase in the number of teachers proficient tier two intervention
		3.	Increase in percentage of teachers using log-on systems
5.		1.	
		2.	
		3.	

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

Continuous quality management and improvement will be a high priority for the program. The Project Coordinator will take the lead in all data collection and problem collection. The project coordinator will work with dyslexia coaches who are observing the implementation of best practices. Monthly meetings will be held to make sure all training is being implemented with consistency and fidelity across the district.

The Project Coordinator will also work with the Round Rock ISD Research and Evaluation Department, who will provide both formative and summative reports to the Project Coordinator. The Research and Evaluation Department will develop a comprehensive evaluation plan including a mid-year and end-of-year report. The report will be developed utilizing student data, surveys, and focus groups of teachers and parents. The mid-year report will be used to make changes to the second part of the year if needed.

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

County-district number or vendor ID: 246909

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.

In order to assist students with dyslexia and students falling below grade level at an early age, it is critical for evidence-based practices based on quality research are implemented. Wilson Foundations provides all students in K-3 classrooms with a systematic program in the foundational skills for reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. Wilson aligns the content of program to Orton-Gillingham principles of structure. Wilson's programs supports tier two interventions to be utilized by dyslexia interventionists. Along with Wilson, WELS and Esperanza, the bilingual counterpart, will be utilized to make sure bilingual students are receiving the same quality of intervention.

Utilizing technology by teachers while working with students will be critical. With using a supplemental online screener to better identify students in need, teachers will be trained on how to use real time data and applying the data to differentiate learning during intervention time. Also technology will be used by teachers with resources on a website. Teachers will have access anytime and by computer or mobile device. Just as important is utilizing technology to assist parents as they work with their children at home. Parents will have access to a website with resources and best practices so parents can receive quality content at any time.

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.

Round Rock ISD currently uses AIMS Web for student assessment regarding reading level. The cutoff scores are what determines intervention services for students, but often time borderline students who do not initially qualify for services, will require services in later grades. In order to help identify these students who are in a gap, a supplemental screening program, Sally Shawitz, will be utilized. Data from AIMS Web and Sally Shawitz will be available for teachers and interventions to use to drive differentiated instruction for students in need.

Data from AIMS Web and Sally Shawitz will also be evaluated by the program coordinator and dyslexia coaches to look for trends and to assure all students are receiving the proper services. Data from AIMS Web will be compared to previous year's data to analyze how the program is impacting student growth. It will be critical at mid-year and end-of year to analyze the percent of study at or above grade level compared to the previous year.

The Round Rock ISD Research and Evaluation Department will assist in analyzing the data as part of the mid and end of year report to be completed. Data will be shared beyond the grant to the entire Teaching and Learning Department to assist in highlighting best practices.

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

County-district number or vendor ID: 246909

Amendment # (for amendments only):

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

Parent support and collaboration is critical for the success of any program for students with dyslexia. In order to better serve parents along with students, a resource website will be developed for Round Rock ISD parents. The website will include best practices and inform the parents on strategies and techniques used in the classroom during intervention time. For parents to be able to continue the work from school, they must know what is happening at school. The website will afford parents the opportunity to access content at any time.

A second key aspect of parent support and collaboration is a summer camp for parents and children together. Dyslexia Coaches will assist students along with their parents in strategies and techniques as they work on reading interventions to assist with how to manage dyslexia.

Parent feedback is vital for the success of the program. Evaluations conducted by Round Rock ISD Research and Evaluation will include parent feedback in the way of surveys and focus groups. Without consistent dialogue with parents, the success of the program will not be fully realized.

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.

Round Rock ISD is a district of almost 50,000 students serving students from a variety of backgrounds. Over 90 different languages are spoken by students in the district with 12 elementary campuses serving as dual language campuses. While the overall free and reduced of Round Rock ISD is around 27%, some elementary campuses have over 80% and some have less than 3%. The district reflects the larger population of Texas. By utilizing a trainer of trainer model, the district has the ability to assist other districts, especially smaller districts, in training teachers in best practices. This model could easily be replicated across the state by larger districts or service centers serving as the training site. Also the only cost to the smaller districts would be the cost of materials.

In order to model how larger districts can support small, rural district, Round Rock ISD is partnering with Luling ISD during the grant year. Luling served 1400 students the last year. Luling dyslexia teachers will be invited to training on best practices and have access to the teacher website and resources. Also Luling parents will be invited to utilize the parent website along with attending the parent and student camp. If Luling parents are not able to drive to Round Rock ISD, they will be able to join via google hangouts.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246909

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.

Often dyslexia is not diagnosed until second grade or higher and by this time students have fallen significantly behind peers. In order to assist students receiving intervention strategies as early as possible, a comprehensive program including systematic training, implementation, and thorough screening will be utilized starting at an early age. By focusing on services at an early age, students receive services before they are in a crisis type moment.

Currently the district uses AIMS Web to assist in determining which students need services. Although students are identified during the process, many students on the edge of qualifying do not receive services. These students need systematic and quality intervention at the earliest point to assist in them not falling further behind and needing even more services as they get older. By adding a secondary screener, Sally Shawitz, the district will be able to identify and service students through tier one and tier two support at the earliest age.

Students will receive a tiered level of services. Students identified below the 25% when screened by AIMS Web, will be offered a differentiated phonics instruction program in class during intervention time with their teacher. The tier one instruction will be based off Neuhaus. Also these students will be given the Sally Shawitz online Dyslexia Screener to further evaluate if they are in need a higher level of intervention. For students who are identified as needing a higher level of service they will receive tier two interventions based on Wilson FOUNDATIONS. For bilingual students they will receive the same tiered intervention with the WELS and Esperanza program utilized. By focusing not only on students who are diagnosed with dyslexia, but also those near the cutoff, more students will receive quality intervention early before falling further behind peers.

In order to model how a larger district can assist smaller districts with providing high quality intervention for students with dyslexia, Round Rock ISD will work with Luling ISD during the grant. Luling ISD teachers will be invited to training and receive support from the dyslexia coaches via google hangouts. The teachers will also have access to the online website. In addition parents with children at Luling ISD will be invited to the summer parent and child summer camp. If they are not able to make the trip to Round Rock all sessions will be available via google hangout. Also the parents will have access to the parent recourse website. Costs can prevent smaller schools from certain training and programs, but working with a larger district can make sure quality services are provided to students in not only large districts, but also those in rural areas.

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

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☒ NA – Program will not coordinate with private or community based providers.

Click and type here to enter response.

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