

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 | |
| 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> | <small>Place date stamp here</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MARCH 7 PM 2:28 DOCUMENT CONTROL CENTER </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 # |
| Fort Worth ISD | 220905 | NA |
| Vendor ID # | ESC Region # | |
| 1-756001613-5 | 11 | |
| Mailing address | City | State ZIP Code |
| 100 N University Drive, Ste. SW204 | Fort Worth | TX 76107-1360 |

Primary Contact

| | | | |
|--------------|--|-----------|----------------|
| First name | M.I. | Last name | Title |
| Tracy | L | Marshall | Senior Officer |
| Telephone # | Email address | | FAX # |
| 817-814-2283 | tracy.marshall@fwisd.org | | 817-814-2285 |

Secondary Contact

| | | | |
|--------------|--|-----------|-------------------------|
| First name | M.I. | Last name | Title |
| Elsie | | Schiro | Chief Financial Officer |
| Telephone # | Email address | | FAX # |
| 817-814-2283 | elsie.schiro@fwisd.org | | 817-814-2285 |

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 |
| Elsie | | Schiro | Chief Financial Officer |
| Telephone # | Email address | | FAX # |
| 817-814-2283 | tracy.marshall@fwisd.org | | 817-814-2283 |

Signature (blue ink preferred)

Date signed

 3/6/18

Only the legally responsible party may sign this application.

701-18-108-011

Schedule #1—General Information

County-district number or vendor ID: 220905

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

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. |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

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. |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220905

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. | 220905 | Elsie Schiro | 817-814-2283 | 750,000 |
| | Fort Worth ISD | See separate signature | tracy.marshall@fwisd.org | |
| Member Districts | | | | |
| 2. | 220904 | Curtis Amos | 817-568-3500 | 50,000 |
| | Everman ISD | See separate signature | camos@eisd.org | |
| 3. | 220914 | Gary Dugger | 817-563-8000 | 50,000 |
| | Kennedale ISD | See separate signature | DuggerG@kisdtx.net | |
| 4. | 126908 | James Hopper | 972-366-3448 | 50,000 |
| | Venus ISD | See separate signature | jhopper@venusisd.net | |
| 5. | 220802 | Craig Sims | 817-987-1819 | 50,000 |
| | Arlington Classics Academy | See separate signature | csims@acaedu.net | |
| 6. | 226801 | Ron Ledbetter | 325-569-3200 | 50,000 |
| | Texas Leadership Charter Academy of Arlington | See separate signature | rl Ledbetter@tlca-sa.com | |
| 7. | | | | |
| | | | | |
| 8. | | | | |
| | | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 220905

Amendment # (for amendments only):

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|------------------|
| Member Districts | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. | | | | |
| 13. | | | | |
| 14. | | | | |
| 15. | | | | |
| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |
| Grand total: | | | | 1,000,000 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220905

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. | 220905 | Elsie Schiro | 817-814-2283 | See master list |
| | Fort Worth ISD |  | tracy.marshall@fwisd.org | |
| Member Districts | | | | |
| 2. | | | | |
| | | | | |
| 3. | | | | |
| | | | | |
| 4. | | | | |
| | | | | |
| 5. | | | | |
| | | | | |
| 6. | | | | |
| | | | | |
| 7. | | | | |
| | | | | |
| 8. | | | | |
| | | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID:

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. | 220905 Fort Worth ISD | Elsie Schiro Please see FWISD page | 817-814-2283 tracy.marshall@fwisd.org | Please see master list |
| Member Districts | | | | |
| 2. | County-District # County-District Name | Name  | Telephone number Email address | Please see master list |
| 3. | 220-904 Tarrant-Everman ISD | Curtis Amos | 817-568-3500 camos@cisd.org | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220905

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. | 220905 | Elsie Schiro | 817-814-2283 | |
| | Fort Worth ISD | | tracy.marshall@fwisd.org | |
| Member Districts | | | | |
| 2. | 220914 | Gary Dugger | 817-563-8000 | |
| | Kennedale ISD |  | DuggerG@kisdbx.net | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220905

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. | 220905 | Elsie Schiro | 817-814-2283 | |
| | Fort Worth ISD | | tracy.marshall@fwisd.org | |
| Member Districts | | | | |
| 2. | 126908 | James Hopper | 972-366-3448 | |
| | Venus ISD |  | jhopper@venusisd.net | |
| 3. | | | | |
| | | | | |
| 4. | | | | |
| | | | | |
| 5. | | | | |
| | | | | |
| 6. | | | | |
| | | | | |
| 7. | | | | |
| | | | | |
| 8. | | | | |
| | | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220905

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. | 220905 Fort Worth ISD | Elsie Schiro | 817-814-2283 tracy.marshall@fwisd.org | |
| Member Districts | | | | |
| 2. | 220802 Arlington Classics Academy | Craig Sims  | 817-987-1819 csims@acaedu.net | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID:

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. | 220905 Fort Worth ISD | Elsie Schiro Please see FWISD page | 817-814-2283 tracy.marshall@fwisd.org | Please see master list |
| | | | | |
| Member Districts | | | | |
| 2. | 226801 Texas Leadership Charter Academy | Ron Ledbetter  | 325-563-3200 rledbetter@tlca-sa.com | Please see master list |
| | | | | |
| 3. | | | | |
| | | | | |
| 4. | | | | |
| | | | | |
| 5. | | | | |
| | | | | |
| 6. | | | | |
| | | | | |
| 7. | | | | |
| | | | | |
| 8. | | | | |
| | | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9864.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approved form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | <u>Indirect cost</u> (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | NA | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 220905

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.

"Effective dyslexic therapy is research-based, multisensory, systematic, individualized, explicit and cumulative." Sonya Bridges, A Family Affair Foundation.

Fort Worth ISD (FWISD) is a high-poverty urban district of 146 schools with 86,000 students. Fort Worth is one of the fastest-growing cities in the U.S., but only 3 of every 10 third-graders in Fort Worth are reading on grade level. The district has exhibited a commitment to improving literacy through its partnership with **Read Fort Worth**, its adoption of the **100X25 FWTX** initiative, participation in the **Lone Star Literacy Institute**, its adoption of the **Neuhaus Education Center's** dyslexia curriculum, and now a commitment to opening two independent dyslexia programs for 2nd and 3rd graders using the "school-within-a-school" model in fall 2018. One of the contributing factors to this difficulty with reading is under-identification of students with dyslexia in the lower grades. A recent survey of 20 struggling FWISD elementary campuses (including the two chosen for the grant, **West Handley Elementary** and **Worth Heights Elementary**) showed that of 5,925 total students in grades 1 through 4, only 38 had been identified as having dyslexia. This is less than 1% of the student population in these schools, compared to the estimated 10-20% of the total population with dyslexia. Early detection is key to intervention by third grade so that students are not left behind.

What's so important about 3rd grade? For parents, third grade is easily overlooked. But for experts, it's a crucial milestone and the reason why kids need to nail reading basics before that first day of third grade. Being at grade level is meaningful at any age, but third grade is the crucial year when students make the leap from learning to read to reading to learn. It's an academic hurdle that, if missed, can leave kids in the proverbial dust, struggling through letter sounds as their more fluent peers gain new knowledge at what seems like lightning speed. Once this type of learning lag exists, it's difficult for kids to catch up. On a national scale, the third grade deficit takes on foreboding proportions: according to the Annie E. Casey Foundation's analysis of 2009 NAEP data 83 percent of low-income students test below proficient in reading at the start of fourth grade, as do 55 percent of moderate- and high-income students, leaving the U.S. with a grim overall gap of two-thirds of children testing below proficient in reading. —Robinson 2016

100X25 FWTX Third-grade literacy can determine success in all subjects for years to come, including math and science. Until third grade, children are learning to read. After that, they are reading to learn. Studies show that 75 percent of children who struggle with reading in third grade never catch up. 100X25 FWTX is a coordinated cradle-to-career strategy that will, for the first time, align the goals and the resources of FWISD with all facets of the community and put resources where they are needed most. Partners with the District on this strategy include Fort Worth Mayor Betsy Price, BNSF Executive Chairman Matt Rose and other leaders and volunteers from the city's business sector, higher education, non-profit organizations, and the faith based community.

Read Fort Worth Fort Worth has formed an unprecedented coalition of business, civic, education, philanthropic, nonprofit and volunteer leaders to ensure that 100 percent of Fort Worth third-graders are reading to learn – not learning to read – by 2025. Read Fort Worth serves as a backbone organization that connects and supports existing initiatives, programs and providers through data, communications, and facilitation to dramatically improve early childhood results. The partnership has a tight focus on the Fort Worth school district and its 34,000 students in pre-K through third grade while laying a foundation for an effort that can grow to serve and partner with organizations across the region.

Lone Star Literacy Institute The Institute uses a **multi-faceted, systemic approach to increasing teacher knowledge and skills**. Its "teacher-built curriculum" is **unlike any other being offered in Texas**. Educators learn multiple best practices related to teaching comprehension, vocabulary, fluency, phonological awareness, phonics, and critical listening, speaking and writing. Training will be interactive and will employ a learning-by-doing model.

The Institute includes **two days of initial face-to-face training** followed by a **face-to-face follow-up in the fall and online "mini-courses."** Ongoing support is available through **online resources and support groups**. One-on-one "just in time" assistance is available on request.

The Importance of Early Diagnosis According to the International Dyslexia Association (IDA, 2017), *"it is possible to identify potential reading problems in young children even before the problems turn into reading failure."*

School policies often dictate that a diagnosis of dyslexia is only made for two reasons. If a child cannot read at grade-level (meet the curriculum goals) after additional help and extra time from their teacher and possibly from a special education professional have been provided, he is then identified with a reading disability. The amount of help and extra time a child receives varies from school to school. Also, many schools note if there is a wide discrepancy between what the school expects of the child (grade-level goals) and the child's actual performance (the "real world analysis") as well

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220905

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.

as his cognitive abilities (IQ). If a wide discrepancy exists they use this additional information to confirm diagnosis. These criteria exclude the identification and diagnosis of many elementary school children. Expectations of pre-k to 3rd grade readers are often set so low a child can be considered "OK" if he just reads on grade level. This masks readers who struggle with "cracking the code" of the symbolic aspect of letters. Without the help of a concerned teacher and/or vocal parent, these children go unnoticed. Many teachers lack the appropriate training and experience to identify a young child who is at risk. Although they should assess a child's problems every two to three months, they often delay frequent evaluation of a young child with reading difficulties until third or fourth grade because they think that the problems are just temporary, and that they will be outgrown. However, this rarely happens. Reading problems are persistent, and **studies show that three out of four children who read poorly in third grade continue to have reading problems in high school and beyond.** (Dr. Rose Halper, ISER)

Neuhaus Education Center The Neuhaus Literacy Interventionist Program prepares teachers with the knowledge and practices necessary to teach children with dyslexia or related reading disorders. The Interventionist course outline is a hybrid of online coursework, practicum, guided studies, and one in-house class, all aligned with the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. Online courses, guided studies, and practicum sessions are self-paced, but participants are carefully guided through the course design by an instructor on the Neuhaus staff. Upon completion, participants are eligible to take the Certification Exam for Educators of Reading Instruction (CEERI), and apply for International Dyslexia Association (IDA) certification at Tier III, Level I (Dyslexia Practitioner). A dyslexia practitioner can work with students with dyslexia or other related reading disorders, but must work under the guidance of a Level 2 IDA certified dyslexia therapist. Upon completion of the program, the Literacy Interventionist candidate will demonstrate competency in: • The processing requirements foundational to learning to read and write • The structure of the English language and the importance of this knowledge to literacy development • The underlying causes of reading failure • Formal and informal assessment and uses of assessment for formative and summative evaluation of literacy development • Effective teaching practices for all components of literacy development • Ethical standards for teachers of literacy. In addition to teacher training, Neuhaus will assist with integrating dyslexia intervention into all core subjects for 2nd and 3rd graders for use in FWISD's two school-within-a-school programs for students with dyslexia.

Two New Schools for Students with Dyslexia What often happens to dyslexic students in the 3rd grade is that they're unable to make the leap between simple reading of single syllable phonics words to new lower frequency multiple syllabic words that infuse 3rd and 4th grade texts. The problem can be invisible to all but to the children themselves. Through the needs assessment process, the project development team determined that children in grades 1-4 are underdiagnosed with dyslexia. The consensus as to the best course of action is that the district will operate two schools-within-schools at separate FWISD campuses, **West Handley and Worth Heights**. Rising second and third graders exhibiting signs of dyslexia will be placed in the new, separate programs, for the duration of those two grades, teaching them to cope with dyslexia and to be successful in the transition from "reading to learn" to "learning to read" before being reintroduced into fourth grade with the rest of their peers. This model provides a seamless and inclusive set of transitions within the sheltered environment of their home school, surrounded by the classmates, administrators, support staff, librarians, and elective teachers they have come to know, while allowing the students to participate in the separate program designed specifically to meet their unique needs and provide them with the foundation and skills to be successful upon exiting at the completion of the two years.

Partnerships and Dissemination In February 2018, FWISD leadership held a planning and collaboration session with two Region 11 Charter Schools, and 7 diverse Region 11 school districts: Arlington Classics Academy, Texas Leadership Charter Academy of Arlington, Aubrey ISD, Carroll ISD, Crowley ISD, Everman ISD, Kennedale ISD, Weatherford ISD, and Venus ISD. Of those nine consultant schools and districts, the two charter schools as well as Venus ISD, Everman ISD, and Kennedale ISD have elected explore the school-within-a-school model that FWISD will pilot. During the one-year grant period, partners will receive training for dyslexia teachers, methods for early identification of dyslexia, access to and training for assistive technology, stakeholder feedback sessions, parental support and collaboration, student outcomes/measures, data collection processes, and evaluation services. These partners would be among the first wave of schools and districts to be prepared to implement the promising practices from the model they and FWISD design. ESC Region 11 has pledged to coordinate the project and provide technical assistance.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85th 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 | \$512,000 | \$20,000 | \$522,000 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$315,000 | \$40,000 | \$275,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$81,272 | \$0 | \$81,272 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$10,000 | \$0 | \$10,000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$20,000 | \$0 | \$20,000 |
| Total direct costs: | | | \$888,272 | \$60,000 | \$948,272 |
| 5.455% <u>indirect costs</u> (see note): | | | N/A | \$51,728 | \$51,728 |
| Grand total of budgeted costs (add all entries in each column): | | | \$888,272 | \$111,728 | \$1,000,000 |
| Shared Services Arrangement | | | | | |
| 6493 | Payments to member districts of shared services arrangements | | \$0 | \$0 | \$0 |
| 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. | | | | | |
| This is the maximum amount allowable for administrative costs, including indirect costs: | | | | | \$150,000 |

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220905

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 | 8 | | \$450,000 |
| 2 | Educational aide | | | |
| 3 | Tutor | | | |
| Program Management and Administration | | | | |
| 4 | Project director/administrator | | | |
| 5 | Project coordinator | | 1 | \$20,000 |
| 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 | Senior Project Development Specialist | | 1 | \$12,000 |
| 16 | | | | |
| 17 | | | | |
| 18 | Subtotal employee costs: | | | \$482,000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 19 | 6112 | Substitute pay | | |
| 20 | 6119 | Professional staff extra-duty pay | | |
| 21 | 6121 | Support staff extra-duty pay | | |
| 22 | 6140 | Employee benefits | | \$40,000 |
| 23 | 61XX | Tuition remission (IHEs only) | | |
| 24 | Subtotal substitute, extra-duty, benefits costs | | | \$40,000 |
| 25 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$522,000 |

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 220905

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 | \$ |
| 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 | ESC Region 11 Contract for Training Coordination and Grant Procurement | \$300,000 |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| b. Subtotal of professional and contracted services: | | \$300,000 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$15,000 |
| (Sum of lines a, b, and c) Grand total | | \$315,000 |

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

| | | |
|---|---|---|
| County-District Number or Vendor ID: 220905 | | 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: | \$81,272 |
| Grand total: | | \$81,272 |

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

For TEA Use Only

| | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

Schedule #10—Other Operating Costs (6400)

| County-District Number or Vendor ID: 220905 | | 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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #11—Capital Outlay (6600)

| County-District Number or Vendor ID: 220905 | | 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 | Division of classrooms for small group instruction | | | \$20,000 |
| Grand total: | | | | \$20,000 |

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 220905

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 | 5,084 | 244.4 | 20.8 |
| K | 6,284 | 332.5 | 18.9 |
| 1 st | 6,943 | 363.5 | 19.1 |
| 2 nd | 7,017 | 367.4 | 19.1 |
| 3 rd | 6,786 | 362.9 | 18.7 |

COMMENTS

In addition to the FWISD data above, partner campuses have identified a combined 943 2nd graders and 1,100 3rd graders as well as over 30 teachers to receive training.

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 | 8:00 – 3:00 | FWISD Schedule. Partners have reported comparable schedules |
| Number of days in school year | 180 | |
| Minutes of instruction per school year | 75,600 | |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 220905

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.

A properly conducted, science-based assessment can serve as the foundation for effective project design and capacity building. Key elements of a well-conducted needs assessment are: *Evidence* for both the need and solution; *Capacity* to implement the solution; *Credibility* of leadership and organization; and *Sustainability* of the program. During the development of this project, FWISD conducted a science-based, comprehensive needs assessment; researching what scholars and experts are doing with dyslexia education and gathering local data using multiple methods. The needs assessment for this project closely aligned with the best practice methods for needs assessment from the Centers for Disease Control and Prevention.

Step 1: Brainstorming and Planning In the early stages of assessment and planning for the project, FWISD gathered a team of key stakeholders who served as the needs assessment committee. This group included key district leadership, project management specialists, dyslexia experts, and data and evaluation personnel. This committee began by answering the following questions as they pertained to the Request for Proposal. **Frequency** – Dyslexia affects 10 to 20% of the population. Therefore with less than 1% of students grades 1-4 diagnosed with dyslexia, students at the lower grade levels are severely underdiagnosed and thus underserved. **Duration** – The effects of dyslexia are felt throughout a person's entire life. This is why early intervention is key to their literacy and ultimately their success in later grades and life. **Scope** – Fort Worth ISD serves almost 90,000 students, which means that 9,000-18,000 are affected by dyslexia. **Severity** – Third grade is when students stop "learning to read" and start "reading to learn." A lag at this age can damage a child's entire academic future. Only one-third of FWISD 3rd graders read on grade level, with underdiagnosed dyslexia as a presumed major contributing factor.

Step 2: Guiding Documents After the initial brainstorming period, emergent priorities were compiled into a master document and organized to determine proper interventions.

Step 3: Secondary Data Collection Once the guiding document was finalized, the committee began researching best practices based on scientific evidence. The interventions chosen by the team reflect the "tried and true" along with several innovative assistive elements.

Step 4: Primary Data Collection Primary data collection is the process of collecting qualitative and quantitative data directly from those whom we serve. This was accomplished using a moderated focus group of interested charter schools and districts; quantitative data regarding FWISD and partner enrollments with regard to dyslexia intervention and student achievement, and expectations for what can be achieved using selected interventions.

Step 5: Data Analysis For qualitative analysis, the team reviewed notes from the planning conference with interested charters and districts and summarized those findings to focus on key themes. For quantitative analysis, the team looked at hard data regarding student populations, performance, and correlated data used to predict outcomes.

Step 6: Dissemination The results of this analysis were compiled and shared with the pool of potential partners in order to allow the nine interested entities to make informed decisions regarding their involvement in the consortium being formed through the SSA. Of those nine, five organizations proved ready to embark on this project to better prepare their students for success in upper grades by teaching them to cope with their dyslexia through early detection and intervention.

The Plan Through this process, FWISD determined that the best course of action is to implement a school-within-a-school model for 2nd and 3rd graders exhibiting signs of dyslexia at two pilot campuses: West Handley Elementary School, and Worth Heights Elementary School. Partners be involved in the project planning and analysis every step of the way in anticipation of replicating the model in subsequent school years.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220905

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 number of 2 nd and 3 rd grade students who are identified with dyslexia and place them in intervention services by June 30, 2018. | The district would create an intentional accelerated evaluation process that would consist of early identification, screening, testing, diagnosis, and gathering of other related student information to determine necessary intervention plans. This includes establishing procedures of documentation with the team of professionals and the student's family for further accommodations in upper grades, college, and the workplace. |
| 2. | Decrease the performance gaps of 2 nd and 3 rd grade students with dyslexia by June 30, 2019. | Developing specific strategies to strengthen the district's services for dyslexia in primary grades will increase abilities in rhyming, blending sounds, learning the alphabet, linking letters with sounds. Growth in learning rules for spelling—spell words and code spelling patterns; use the letter name to code a sound as well as reinforce listening and reading comprehension. |
| 3. | Increase the type and frequency of assistive technology being used by students with dyslexia in the learning environment by June 30, 2019. | Incorporate various types of assistive technology into the learning environment which includes hardware such as tablets that have built-in text to speech with high quality voice or text-to-speech to be activated while reading; audio books; reading "pens," etc. |
| 4. | Integrate the new dyslexia curriculum within the teaching of core content no later than October 30, 2018. | Dyslexia teachers will earn the distinction of being Neuhaus-trained. This training qualifies an individual to teach the Basic Language Skills curriculum to students who need it the most. Basic Language Skills (BLS) is a comprehensive, Orton-Gillingham, research-based curriculum for instruction in reading, writing, and spelling that utilizes multi-sensory teaching techniques. These teaching techniques would be employed in all core content area instruction. |
| 5. | Identify consulting school district and supporting community partners by January 30, 2019. | Develop a pilot dyslexia service model that can be duplicated in other school districts. Provide coordinated Professional Development for dyslexia teachers in the surrounding area as part of the Neuhaus Literacy Interventionist program training. Host collaboration meetings for dyslexia service teachers/providers. |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 220905

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 | Sara Arispe, Assoc. Supt. | Bachelor of Business Administration; Master's in Education. Over 20 years in public education. |
| 2 | Tracy Marshall, Senior Officer | Bachelor of Arts, Masters of Public Administration, 20+ years of project management experience, 11 years in grants administration |
| 3 | Project Coord. | Masters Preferred. 3 years of Project Management Experience. Prior knowledge of Dyslexia Education and education budgeting and finance. |
| 4 | ESC Region 11 | As an intermediary educational agency, ESC Region 11 provides professional development, technical assistance, and management of educational programs to 77 public school districts and 66 charter campuses. The Region 11 area includes 70,699 educators and more than 578,910 students. |
| 5 | Neuhaus | The Neuhaus Education Center is named in honor of the first president of the Houston Branch of the Orton Dyslexia Society. Since 1980, Neuhaus has provided evidenced-based reading instruction to more than 60,000 reading teachers; served approximately 2,000 adult learners; and in the past year alone helped 2,587 parents through onsite consulting and outreach programs. |

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 early identification of students with dyslexia | 1 Develop an accelerated evaluation process to identify students with dyslexia at the pilot campuses | 05/01/2018 | 09/30/2018 |
| | | 2 Provide data/needs assessment to determine intervention services | 05/01/2018 | 08/31/2019 |
| | | 3 Develop a process of documenting services provided to students | 05/01/2018 | 08/01/2018 |
| | | 4 Appoint a project coordinator to help manage the program and assist in the coordination of the action plan activities | 05/01/2018 | 07/15/2018 |
| 2 | Improve Academic Performance | 1 Increase student understanding of academic concepts via academic intervention and enrichment curricula | 08/15/2018 | 08/31/2019 |
| | | 2 Provide opportunities for through small-group instruction for one-to-one relationships for students with teachers and staff | 08/15/2018 | 08/31/2019 |
| | | 3 Provide specially-trained staff to deliver classroom instruction and assignments | 08/15/2018 | 08/31/2019 |
| 3 | Provide Assistive Technology Services | 1 Contract with Region 11 for Technology Procurement | 06/01/2018 | 08/31/2019 |
| | | 2 Collaborate with partners and Region 11 Digital Learning to select any technology for training and implementation | 06/01/2018 | 08/31/2019 |
| | | 3 Train teachers and parents to use technology | 06/01/2018 | 08/31/2019 |
| | | 4 Deploy technology at all consortium campuses | 08/15/2018 | 08/31/2019 |
| 4 | Integrate dyslexia intervention into core curriculum | 1 Region 11 enters contract with Neuhaus | 05/01/2018 | 08/31/2019 |
| | | 2 Neuhaus provides training and works with consortium to develop cross curricular exemplars | 05/01/2018 | 08/31/2019 |
| | | 3 Curriculum incorporating dyslexia techniques deployed at FWISD campuses | 08/15/2018 | 08/31/2019 |
| | | 4 Partner campuses prepare for full integration | 01/01/2019 | 08/31/2019 |
| 5 | Implement a consortium of collaboration | 1 Create expectations and a meeting schedule | 05/01/2018 | 06/30/2018 |
| | | 2 Train and collaborate | 06/01/2018 | 08/31/2019 |
| | | 3 Create and implement a dissemination model for best practices. | 02/01/2019 | 08/31/2019 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220905

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.

To ensure that goals are met and that critical success factors are obtained, the research and evaluation staff collects intervention data, survey data, and attendance data, analyzes outcome data, and prepares district evaluation reports. Quantitative data such as student demographics, participation data, and survey data are collected from district and program databases, and survey instruments. Qualitative data such as student/staff feedback and observation notes are collected via site observations. Data is analyzed using appropriate statistical procedures to measure progress toward performance targets. The evaluation design employs a quasi-experimental design to compare academic and behavioral outcomes (e.g. test scores, classroom performance, attendance, discipline referrals) of student participants. To assess long-term impact of the program, evaluation personnel will collect and analyze data during each of the project years, and develop a profile to determine cumulative program impacts on outcomes over the project period. Dependent upon the reporting outcomes, adjustments to the program will be made as necessary.

To ensure that student needs are met and that critical success factors are obtained, the evaluation team distributes and collects survey data, analyzes site observation data, collects attendance data, analyzes outcome data, and prepares feedback, district and state evaluation reports. The evaluation design includes processes for collecting data, including program-level (i.e., program activities, number of students served, etc.) and student-level (i.e., achievement results, attendance data, etc.). Quantitative data such as student demographics, participation data, and survey data are collected from district and program databases, and survey instruments. Qualitative data such as student/staff feedback and observation notes are collected via focus groups and Project Director site observations. Data are analyzed using appropriate statistical procedures to measure progress toward performance targets. The evaluation design employs a quasi-experimental design to compare academic and behavioral outcomes (e.g. test scores, classroom performance, attendance, discipline referrals) of student participants. To assess long-term impact of the program, evaluation personnel (internal and external) will collect and analyze data during each of the project years, and develop a longitudinal profile to determine cumulative program impacts on outcomes over the project period.

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.

Based on evaluation findings, FWISD is committed to the sustainability of gains made through the 2018-2019 Services to Students with Dyslexia grant activities. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards.

The grant management committee, facilitated by the Senior Officer of Grants and Development, will lead the search for funding to support aspects of the project that require ongoing funding. The Associate Superintendent of Accountability and Data Quality and Chief Academic Officer will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends. The primary aspect of this project that will ensure sustainability of reforms is that the activities and research-based models selected are based on building capacity for *systemic* progress and growth.

The District has been careful to choose sustainable activities to implement through the grant. Through its training and support efforts, the district hopes to maintain a cadre of teachers trained in these valuable strategies that will remain with the district for years to come. These strategies will be reviewed annually, and shared with any new faculty members. FWISD currently employs 120 dyslexia teachers that serve the district's 146 campuses using the Neuhaus curriculum, mainly through pull-outs. At the end of the project pilot period, it is anticipated that with strategic scheduling and some redirection of funds that this school-within-a-school model can be replicated across the district at its 79 elementary school campuses.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 220905

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. | Student Identification | 1. | Number of student identified as dyslexic |
| | | 2. | Number of student referrals to dyslexia services |
| | | 3. | Documentation of referrals and services provided |
| 2. | Student Academic Data | 1. | Academic outcomes in reading |
| | | 2. | Attendance rates of students with dyslexia |
| | | 3. | Discipline referrals of students with dyslexia |
| 3. | Student Engagement | 1. | Multisensory learning activities |
| | | 2. | Use of assistive technology and tools |
| | | 3. | On-site services for students with dyslexia |
| 4. | Observations and Review | 1. | Curriculum planning and development timeline |
| | | 2. | Curriculum for students with dyslexia |
| | | 3. | Parental feedback on learning experience for students with dyslexia |
| 5. | Stakeholder's Engagement | 1. | Involvement in planning and implementation activities by community partners, including parents and dyslexia advocates |
| | | 2. | Professional development sessions for program staff |
| | | 3. | Meetings with dyslexia service providers with SWOT analysis |

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 methods provide for the collection of qualitative and quantitative data that provide information on the effectiveness of the project strategies and ensure that the program is meeting critical success factors. Ongoing training ensures that staff receives information on innovative instructional techniques and the ongoing site observations ensure that staff utilizes innovative instructional techniques in conducting academic and enrichment activities.

To meet the stated objectives, evaluation of the project provides for the collection of the following data points according to the timeline listed below:

- Grades – from district files at the end of each regular semester
- Attendance – from district files at the end of each regular semester
- Disciplinary data – from district files at the end of each regular semester
- Academic Data – from district files at the end of each regular semester
- Site observations – collected as completed by project director and/evaluator, ongoing throughout program year
- Surveys – coordinated by project director/evaluator

The Evaluator and Project Director will meet quarterly to discuss timeline and any problems with project delivery so that corrective action will be planned and implemented. The plan and timeline outline the evaluation of the project and include due dates for all data and materials as well as required report dates. The plan is comprehensive and includes quarterly meetings, required data points with responsible party, survey administration dates, and any administrative tasks required to meet deadlines. Additional data points and report deadlines for the proposed intervention will be incorporated into the existing evaluation and reported at the quarterly meetings. Data will be disaggregated to show differences between regular program participants and proposed project participants in order to assess the effectiveness or impact of the proposed project. This regular monitoring will ensure fidelity of implementation.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 220905

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.

Critical reading is the ultimate goal of content instruction. The Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990) suggests reading comprehension is dependent on adequate decoding and language comprehension. Poor **reading comprehension** may be caused by inadequate **decoding**, inadequate language comprehension, or inadequate decoding and **language comprehension** (Gough & Tunmer, 1986; Hoover & Gough, 1990). Therefore, students decoding and language comprehension skills should be assessed, and appropriate decoding and/or language comprehension instruction should be provided as needed to ensure the development of critical reading comprehension. -excerpt from Necessities of Critical Reading by Suzanne Carreker, Ph.D. The Neuhaus curriculum is based on the Orton-Gillingham teaching approach for struggling readers, a well-regarded method that teaches reading on the word level. Neuhaus has provided professional development in literacy instruction to teachers for 35 years. Each of its methods is research based and scientifically proven and published. **Technology** According to the Yale Center for Dyslexia and Creativity, "Assistive technology helps dyslexics save time and overcome challenges such as slow note-taking and poor handwriting, allowing them to demonstrate their abilities in ways that were once unimaginable. Two promising technologies recommended by the Digital Technology Department at ESC Region 11 are read&write and the C-Pen Reader. The read&write software, used daily by over 8 million people, provides a personalized learning experience for students with dyslexia by offering support with everyday tasks like reading out loud, understanding unfamiliar words, researching assignments, and proofing written work. The software can be used independently by K-12 students of all abilities without supervision, inside or outside the classroom. It works with virtually any kind of educational content – websites, Word files, PDFs, Google docs, and more. The C-Pen Reader has been called a "life-saver for those who suffer from reading difficulties such as dyslexia. It is a portable, pocket-sized device that reads text aloud with an English or Spanish human-like voice.

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.

Both process and outcome based evaluations will be employed during the first year. Process evaluation will focus on program implementation, curriculum development, and the establishment of school/community collaboration. Meeting agenda, minutes and observation notes will inform staff of progress made. Timeline benchmarks will be established during the first meeting to determine specific goals and expectations. During quarterly meetings, the Evaluator and the Project Director will have an open place on the agenda to review the evaluation benchmarks.

Outcome evaluation for the first year will focus on evaluation activities. The analysis of program enrollment (student identification), curriculum implementation, student performance, and program activities (intervention services, documentation) data will assist in the establishment of a baseline of student demographics, academic performance, and best practices which allow the identification of specific objectives to support program implementation.

Student outcomes would consist of better self-esteem, greater academic confidence, improved relationship with their peers, and more positive attitudes towards school. Parent outcomes would report positive changes on these outcomes for their student. Professional development training will assess changes on teachers' knowledge to identify dyslexia traits in lower grades, teachers' preparedness to teach and engage students with dyslexia, and teachers' abilities to build deeper and more meaningful relationship with students with dyslexia.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 220905

Amendment # (for amendments only):

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

Parents seeking a dyslexia program for their child are advised to look for one with: ease of communication, well-trained staff, special provisions for students with dyslexia within the school, programs and strategies and whether parents can link to them from him, access to curriculum and compulsory subjects, homework policies, numbers of identified students with dyslexia; and school policies on dyslexia. These parents are faced with many challenges; maintaining the child's self-esteem, protecting the dignity of the child when dealing with professionals/therapists, helping with the child's personal organization, peer insensitivity, and misconceptions of dyslexia. The role parents can play in helping their child deal with the difficulties associated with dyslexia is of far reaching importance. Parents are the first "port of call", particularly in the kindergarten and early years. – Reid, Gavin (2009)

FWISD recognizes the importance of "supporting the supporters" and providing parents with training, information, strategies, and guidance in navigating their child's education. The proposed dyslexia school within a school will provide parents with an orientation, separate of the traditional "open house" to provide information on expectations, interventions, resources, technology, and to give parents a glimpse of a "day in the life" of their child. The district will continue to conduct monthly meetings for parents and help facilitate group support for parents through social media to allow them to share challenges, successes, and their own best practices.

Additionally, the district wants input from these parents on how to continuously improve the program. Teachers will maintain channels of two-way communication with each of their students' parents through phone calls, home visits, emails, social media, face to face campus visits, etc.

In addition to these strategies for parent support and collaboration, Neuhaus Education Center, the program's curriculum provider will train and support district staff with their Family Engagement modules. Neuhaus believes that home is where literacy takes root, and family support and engagement, including having a culture of literacy at home, is essential for student achievement. Neuhaus has a proven track record of assisting districts and campuses in developing school-family partnerships to strengthen student development and enhance learning outcomes.

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.

By virtue of FWISD's natural diversity, which is very similar to that of the State of Texas, this program will closely mirror the rest of the state, lending to its success in replication. In the planning of this grant, FWISD consulted with a wide array of districts as well as two Charter Schools. Those districts ranged from rural (Venus ISD, Aubrey ISD) to suburban (Crowley ISD, Everman ISD, Southlake ISD, Weatherford ISD, Kennedale ISD).

| FWISD vs. Texas Demographics | FWISD | State |
|------------------------------|-------|-------|
| African American | 23% | 12.6% |
| Hispanic | 62.3% | 52.4% |
| White | 11.1% | 28.1% |
| Economically Disadvantaged | 76.7% | 59.0% |
| English Language Learners | 30.9% | 18.9% |
| At-Risk | 75.2% | 50.3% |
| Students with Disabilities | 7.9% | 8.8% |

Additionally, these districts have varied populations, reflective of what might be found around the state. Consulted

districts and schools varied widely by ethnicity. Everman and Crowley have large minority populations, split almost evenly between African American and Hispanic. TLCA Arlington is over half African American, while Venus is over half Hispanic. ACA and Carroll each have larger than state average populations of Asian students at 12.2% and 14.8% Carroll (69.2%) and Aubrey (72.6%) have large Caucasian populations, but while Carroll has only 1.4% ED students, Aubrey has 28.6%. The highest ED rate is at Everman at a staggering 90.5%. respectively. These varying perspectives and viewpoints will give the project an edge with respect to replication as they cover almost any scenario another district in the state might face

| FWISD & Consultant Districts | Total Students in District |
|------------------------------|----------------------------|
| FWISD | 87,233 |
| Crowley ISD | 15,185 |
| Carroll ISD | 8,190 |
| Weatherford ISD | 7,991 |
| Everman ISD | 5,874 |
| Kennedale ISD | 3,126 |
| Aubrey ISD | 2,397 |
| Venus ISD | 2,077 |
| Arlington Academy | 1,486 |
| TCLA Arlington | 501 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

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.

Children who have dyslexia, or other specific learning difficulties, are likely to have experienced issues from the very beginning of their education and may have already developed some strategies in place to cope with the demands placed on them. They might 'memorize' simple text, using picture clues on each page, so appear to be reading; or they may adopt a behavioral approach and report 'forgotten books', develop tummy-aches or even refuse to try to read. Parents and teachers are usually quick to respond to behavioral issues, and often go on to identify any underlying factors that contribute to the children's barriers to learning, and put support measures in place to remove these.

Neuhaus Education Center

Neuhaus Education Center is a 501(c) (3) non-profit educational foundation dedicated to promoting reading success. Its staff includes licensed dyslexia therapists, authors of research papers in peer-reviewed journals and textbook chapters on effective reading instruction, and board members of international organizations that promote evidence-based reading instruction. Its services are offered in a variety of ways, including mentoring, individual instruction, online programming, and on-site courses.

Research confirms that students who are more successful readers have teachers who use more than one method of learning, according to the center.

Diverse teaching techniques are particularly critical when teaching reading to children with learning disabilities or attention deficit hyperactivity disorder, who compose between 10-15 percent of the school age population.

There are three different modalities incorporated into the Neuhaus program: auditory, kinesthetic, and visual-listening – writing and looking. Often schools use just one method, auditory, instead of the multi-sensory approach that uses more than one learning pathway. Students taught using two or more of these modalities have a success rate that is existentially higher. Neuhaus uses the multi-sensory approach to teach reading, writing, and spelling to all students, including those with language-learning difficulties – especially dyslexia. For example, when studying the letter "K" a Neuhaus-trained teacher might ask the student to write it in the air using the kinesthetic modality of muscular movement. The student may then be asked to say the letter for verbal reinforcement while visualizing it on the blackboard.

The Neuhaus teaching training program uses a structured approach that teaches reading with a sequence of introducing ideas. Teaching certain letters and sounds – with a focus on phonetics – is first. This approach brings in order and concept over a whole language approach. Neuhaus will provide training to project teachers from FWISD and all project partners. In addition to training, Neuhaus will assist FWISD and consortium members in developing exemplars within 2nd and 3rd grade core curriculum to embed instructional techniques, strategies and interventions for use in classes composed of students identified as having or possibly having dyslexia. These exemplars will be disseminated to all project partners and can be scaled up for use by districts and schools across Texas.

To address the foundational needs of students with dyslexia, the project will introduce at least two innovative new technologies that students can use in class and at home.

Read&Write Read&Write lets everyone read, write and express themselves more confidently. This easy-to-use toolbar makes documents, files and web pages more accessible. Read&Write is a confidence booster for anyone who needs a little support with their reading and writing, at school or in the workplace. Its literacy features help English Language Learners, as well as people with dyslexia or other learning difficulties. Read&Write helps students understand, learn and express themselves with confidence. It offers support with everyday tasks like reading text out loud, understanding unfamiliar words, researching assignments and proofing written work. It's designed in line with the principles of UDL (Universal Design for Learning), so it can interface with a wide range of educational technology strategies and personalized learning plans.

C-Pen Reader Reading pens make reading content more accessible, helping give students independence, increase reading speed and fluency, and enhance comprehension. The C-Pen Reader pen scanner is major technological breakthrough for anyone learning English and is a valuable assistive technology for those who suffer from reading difficulties such as dyslexia. The C-Pen Reader is a totally portable, pocket-sized device that reads text out aloud with an English human-like digital voice. It is suitable for students ages 6 and up.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 220905

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.

FWISD will contract with **ESC Region 11** for coordination of all partner services as well as professional development and technology procurement. **Neuhaus** will provide teacher training and curriculum writing and alignment services through the district's contract with Region 11.

ESC Region 11

As an intermediary educational agency, ESC Region 11 provides professional development, technical assistance, and management of educational programs to 77 public school districts and 66 charter campuses. The Region 11 area includes 70,699 educators and more than 578,910 students. With an area covering 10 counties of North Texas, Region 11 services an area of 7,843 square miles, roughly equal to the state of Massachusetts in size. School districts in this region range in size from Fort Worth Independent School District's large metropolitan schools to small rural districts with only one building housing a total of 80 students in grades K-9.

ESC Region 11 receives funding from three sources: the federal government, the state government, and local funds. With these funds, they are able to hire and maintain quality staff, operate a comfortable training facility that can accommodate the needs of district personnel throughout the region, and provide state-of-the-art training equipment and technology. The center strives to utilize every dollar of funding in order to provide the best programs and services either free of charge or at reduced fees. Region 11 forms cooperatives that allow for bulk purchasing of items or services, and develop specialized services at reduced fees in order to meet the needs of our school districts.

The Region Center's core values are:

- PROFESSIONAL DEVELOPMENT must provide continuous improvement.
- SUPPORT equals collaborative capacity building.
- QUALITY is our assurance of excellence.
- STUDENT SUCCESS leads to future-ready learners.
- SERVICE provides solutions that exceed expectations.

ESC Region 11 Digital Learning

Students of today live in a world of digital media and tools. Utilizing video, audio, and multimedia in the learning experiences leads to higher cognitive thinking and creativity. ESC Region 11 provides multiple tools and resources that students and educators can utilize for learning and instruction. The Region Center has been and will continue to be consulted regarding emerging technologies to aid students with dyslexia.

Neuhaus

Neuhaus Education Center is a 501(c) (3) non-profit educational foundation dedicated to promoting reading success. Its staff includes licensed dyslexia therapists, authors of research papers in peer-reviewed journals and textbook chapters on effective reading instruction, and board members of international organizations that promote evidence-based reading instruction. Its services are offered in a variety of ways, including mentoring, individual instruction, online programming, and on-site courses. Neuhaus will use the Orton-Gillingham model of dyslexia education to train teachers for the 2nd and 3rd grade schools for students with dyslexia that will be implemented during the grant period. Additionally, Neuhaus, through a contract with Region 11 will work with project schools and districts to create exemplars that can be fully integrated into the curriculum for students with dyslexia for core subjects that will be instituted on these campuses to utilize the unique teaching techniques and research-based methods that support dyslexia students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: