

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Services to Students with Dyslexia		
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	<small>Place date stamp here.</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
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 #		
Aldine Independent School District	101902			
Vendor ID #	ESC Region #			
74600110	4			
Mailing address	City	State	ZIP Code	
2520 W. W. Thorne Blvd.	Houston	TX	77073-3406	
Primary Contact				
First name	M.I.	Last name	Title	
Kimberly		Sinclair	District Dyslexia Program Dir.	
Telephone #	Email address		FAX #	
281-985-7257	kasinclair@aldineisd.org		281-985-6444	
Secondary Contact				
First name	M.I.	Last name	Title	
Lona		Alexander-Mitchell	Director of Special Programs	
Telephone #	Email address		FAX #	
281-985-6058	lfalexander@aldineisd.org		281-985-7273	
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
Wanda	S	Bamberg	Superintendent
Telephone #	Email address		FAX #
281-449-1011	wsbamberg@aldineisd.org		281-449-0551

Signature (Blue ink preferred)

Date signed

3/2/18

Only the legally responsible party may sign this application.

701-18-108-014

Schedule #1—General Information

County-district number or vendor ID: 101902

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 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 type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	*See important note for competitive grants	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101902

Amendment # (for amendments only):

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

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

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101902

Amendment # (for amendments only):

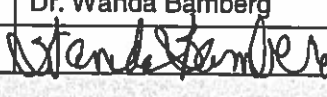

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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.	101902 Aldine ISD	Dr. Wanda Bamberg 	281-449-1011 wsbamberg@aldineisd.org	\$323,193
Member Districts				
2.	079901 Lamar Consolidated ISD	Dr. Thomas Randle 	832-223-0000 terandle@lcisd.org	\$133,398
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services

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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.

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Member Districts				
2.	079901 Lamar Consolidated ISD	Dr. Thomas Randle <i>Thomas Randle</i>	832-223-0000 terandle@lcisd.org	\$133,398
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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

County-district number or vendor ID: 101902

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$456,591

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101902

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.

Proposed Program: This grant collaboration unites, Aldine ISD and Lamar CISD who share a common goal to provide quality interventions and accessible learning environments for students with dyslexia and at risk for dyslexia in kindergarten through third grade. This goal will be achieved by implementing a three layered plan based on research that removes barriers that impede students with dyslexia from reaching their full academic potential. First step will involve credentialing teachers to become Certified Academic Language Therapist to provide dyslexia therapy. Next, our plan provides technology and accessibility tools that will support the student in the classroom. This combination of quality dyslexia services layered with technology will assist the student through instructional content without barriers and creates a risk-free environment that promotes academic learning. Finally, the student will be allowed to check out this technology for home use. Training will be provided for parents and students on the accessibility tools so they can use them independently. Research has shown that involvement with reading activities at home has positive influences not only on reading achievement, language comprehension and expressive language skills, but also on students' interest and attitude towards reading. This inclusion of home to cover all aspects of a student's learning environments is what completes our triple layer plan to ensure a student with dyslexia needs is met the entire day.

Development of Budget: To develop the 16 month budget, both districts met to outline needs, goals and milestones that would ensure the districts and campuses were prepared to support the 2018-2019 Service to Students with Dyslexia Grant. Each district researched the cost of training, equipment, software applications insurance, protective cases, headsets and internet applications. Next, each district determined how many students would be participating in the program based on their student populations. A shared service agreement was draft between the districts. The districts agreed that a dedicated Project Director would be needed to coordinate the student data, conduct the parent/teacher surveys and interviews for reporting. An outside evaluator will be contracted to review the data and compile a report of the program.

Demographics of Participating Districts and how they relate to the defined goals and purposes of the grant:

- Aldine ISD is a Title I School District located in north Houston. Serving 69,671 students at 78 campuses. 86.2% of the student are Economically Disadvantaged and 33.8% of the student population is Limited English Proficiency (LEP) and 73% At-Risk
- Lamar Consolidated ISD is located southwest of Houston. Lamar CISD has 30,744 students across 39 campuses. 42.2% of students are Economically Disadvantaged, 13.7% are English Language Learners (ELL), and 45.1% are At-Risk.

Both districts included in this grant serve a high percentage of students from low-income families and students at risk. The proposed grant program is innovative and meets the purpose of this grant, because it addresses unique academic and functional needs of students with dyslexia at both school and home. According to the Dyslexia Handbook Revised 2014, dyslexia is a neurological, language-based disability that persists over time and interferes with an individual's learning, it is critical that identification and intervention occur as early as possible. If intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75%. Research has shown that lack of reading skills leads to increase drop-out rates, because underdeveloped basic skills and 60% of unemployed lack basic reading skills for job opportunities. According to U.S. Department of Education and National Center for Education Statistics the lack of reading skills is one of the major causes of most people living in poverty.

Who designs your needs assessment process, who determines its efficacy, and who determines when and how the process needs to be updated or changed. Each district had meetings with key district members to discuss the needs for students with dyslexia and at-risk to have access to trained dyslexia specialists and the accessibility tools during instruction, assessments and state testing. The Dyslexia Program Directors from Aldine ISD and Lamar CISD

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101902

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.

formed a focus group to exchange information and data from each perspective district to formulate the initial needs assessment for this grant. This needs assessment was shared and reviewed with administration, technology and the Superintendent of each district on the proposed grant. The Dyslexia Program Directors from each district will be responsible for determining the effectiveness of the implementation of the program and for ensuring that all training and equipment is allocated. They will meet quarterly with the Project Director to review results, assess data and milestones for strengths and weaknesses. Principals will also be monitoring at a campus level. Adjustments will be made to any identified areas of concern.

High quality management of program funds: The grant funds will be managed by the Aldine ISD Federal, State and Special Programs Department (FSSP). The FSSP department works solely with grant and local funding to ensure the programs receive high quality management. The directors apply the most restrictive guidelines to ensure compliance with local, state and federal fiscal guidelines. The FSSP department will work with the finance departments from and Lamar Consolidated ISD to document expenditures and check for compliance with grant guidelines and ensure prompt reimbursement for allocated grant expenses.

Methods by which you will evaluate the program: Since this is collaboration between two districts, a dedicated Project Director will be contracted to coordinate the student data gathered from the accessibility tools usage and uPAR assessment from both districts and conduct the parent/teacher surveys and interviews for reporting. The Project Director will also gather classroom observations for data on the impact of accessibility tools in the classroom and attendance data of those involved in the program. Instructional specialists will receive feedback from their Dyslexia Practitioner training along with observations from campus and district personnel. Instructional and technology specialists will ensure all devices are safely housed and issued out to students. Signed Technology Lending Agreements and Internet Agreements will be reviewed to determine that students are accessing the resource for at home use. At the end of the grant an contracted evaluator will review the data and compile an evaluation report.

How your application completely and accurately answers all statutory requirements: District administrators met and reviewed the completed application prior to submission of the Services to Students with Dyslexia Grant to ensure that all the statutory requirements were met. Per Section .0834 of the Texas Education Code (TEC) the statutory requirements that requires that any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA is subject to the fingerprinting requirement. Aldine ISD and Lamar CISD have policies and procedures in place to safeguard that this statutory requirement is met. Next, the application was reviewed for the four required areas that must be addressed for funding.

How your application completely and accurately answers all TEA requirements: The application lays out the innovative approach to removing barriers for students with dyslexia by combining both quality intervention by credentialing teachers to provide dyslexia services and providing students with accessibility tools to allow them to have reading, writing and spelling success in the classroom and home that will reduce frustration allowing for their academic potential.

Describe ongoing commitment to the goals of the grant and describe how you will ensure funding from other sources is committed after grant funding terminates. Aldine ISD and Lamar CISD are committed to providing the best instruction and intervention to students with dyslexia. We recognize the urgency to fully support the student with dyslexia not only through dyslexia therapy but in the classroom and beyond to the home environment which includes our families as well. The districts are dedicated to the proposed grant and ensure its continued support and will coordinate multiple federal and state programs and local funds to enhance the services provided

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101902	Amendment # (for amendments only):
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 th Texas Legislature, 2017	
Grant period: May 1, 2018, to August 31, 2019	Fund code/shared services arrangement code: 429/459

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$14,832	\$0	\$14,832
Schedule #8	Professional and Contracted Services (6200)	6200	\$118,050	\$0	\$118,050
Schedule #9	Supplies and Materials (6300)	6300	\$50,350	\$0	\$50,350
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$251,700	\$0	\$251,700
Total direct costs:			\$434,932	\$0	\$434,932
Percentage% indirect costs (see note):			N/A	\$0	\$21,659
Grand total of budgeted costs (add all entries in each column):			\$434,932	\$0	\$456,591

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$133,398	\$0	\$133,398
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Administrative Cost Calculation

Enter the total grant amount requested:	\$434,932
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:	\$65,239.80

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

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

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

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 101902			Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional					
1	Teacher				\$
2	Educational aide				\$
3	Tutor				\$
Program Management and Administration					
4	Project director/administrator				\$
5	Project coordinator				\$
6	Teacher facilitator				\$
7	Teacher supervisor				\$
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist				\$
Auxiliary					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator				\$
Other Employee Positions					
15	Title				\$
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$0
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay (12 substitutes for 12 teachers @\$103 a day)			\$14,832.00
20	6119	Professional staff extra-duty pay			\$
21	6121	Support staff extra-duty pay			\$
22	6140	Employee benefits			\$
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$14,832.00
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$14,832.00

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101902		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	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Project Director	\$63,890
2	Evaluation	\$10,000
3	Software Training (\$6,000 per district)	\$12,000
4	Dyslexia Practioner Training (12 teachers)	\$32,160
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$118,050
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$118,050

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101902		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: 530 cases @\$50 each and 530 Headsets @45	\$50,350
Grand total:		\$50,350

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101902			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	\$0
66XX—Computing Devices, capitalized				
2	Chromebooks (Aldine-265/Lamar-270)	530	\$250	\$132,500
3	Hotspots (10 months) for Aldine	265	\$280	\$74,200
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	uPAR (Aldine-10/Lamar-10)	20	\$750	\$15,000
13	Co:Writer (Aldine-10/Lamar 10)	20	\$750	\$15,000
14	Snap & Read (Aldine-10/Lamar-10)	20	\$750	\$15,000
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				\$0
Grand total:				251,700

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

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

County-district number or vendor ID: 101902

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	0	0	0
K	0	0	0
1 st	153	3	22:1
2 nd	147	3	22:1
3 rd	235	6	22:1
COMMENTS	<ul style="list-style-type: none"> Aldine 145 student with dyslexia and 120 students at risk for dyslexia Lamar CISD 121 students with dyslexia and 149 students at risk for dyslexia 		

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	<ul style="list-style-type: none"> Aldine 7:35am-3:00pm Lamar 7:30am-2:40pm 	
Number of days in school year	<ul style="list-style-type: none"> Aldine 173 Lamar 176 	
Minutes of instruction per school year	<ul style="list-style-type: none"> Aldine 76,985 Lamar 66,880 	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 101902

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.

Each district conducted meetings throughout the school year with key district members and campus dyslexia specialists that discussed the needs for students with dyslexia and at-risk of dyslexia. Various forms of data included in these discussions were: program mastery checks, dyslexia specialists input, parent input from 504 meetings, running records, benchmarks, teacher input and STAAR results for third grade. In addition to student data, each district also analyzed their referral and identification rates of students with dyslexia in the grades of kindergarten through third grade.

The Dyslexia Program Directors from Aldine ISD and Lamar CISD formed a focus group to exchange information and data from each perspective district to formulate the initial needs assessment for this grant. The findings from this shared collaboration are as followed:

- Identification and referral levels at the Kindergarten through third grade level did not reach 2% of their overall population of these four combined grades. Districts needed more specialized training for providing services for students with dyslexia at the Kindergarten through third grade.
- Accessibility tools were not available for students to use in the classroom or at home to circumvent reading, writing and spelling difficulties.
- Teachers report that writing and spelling provided barriers to written communications for students with dyslexia in their classrooms. Students writing output did not reflect their oral abilities.
- Students low reading levels prevented them from accessing grade level material. Most were reading two to more levels below on individual reading levels as compared to their peers.
- Students become frustrated with reading and had difficulty being engaged and motivated to understand what they read.
- In third grade, teachers did not feel they had the ability to make informed decisions as to whether the student would benefit from online testing on STAAR vs paper and pencil despite the knowledge the student need oral administration.
- Parents may not be able to assist students at home to extend learning due to low reading levels or second language.

Based upon the above named findings Aldine ISD and Lamar CISD researched and concluded that students with dyslexia and at-risk need to have access to highly trained dyslexia specialists. In addition, print materials in the classroom and at home were creating obstacles for students with dyslexia or at-risk for dyslexia. Research has shown that providing tools to help students stay engaged and motivated to understand what they read has been critical to their success. Assistive technology builds on individuals' strengths, compensates for disabilities and improves their performance. It has been found that using digital text with Text to Speech (TTS) removes reading barriers. TTS allows a student to both see and hear text that is being read. Research has found that this improves word recognition, reduces reading fatigue, and allows student to focus on comprehension over trying to decode and sound out words. Next, since dyslexia is highly heritable that support was need also for our family of students with dyslexia to be able to provide extend learning at home. To provide tools that helped our families be able to work with their child at home was essential to our program because research shows that the earlier parents become involved in their children's literacy practices, the more profound the results and the longer lasting the effects. Many of the families in the involve districts are Spanish speakers and finding software that included translation abilities was important to the success of the home element.

The proposed grant plan addresses all the above needs that were discovered during the needs assessment. This triple layer of intervention, classroom and home is imperative so students with dyslexia can demonstrate their full level of

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101902

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.	School Districts lack trained Dyslexia Practitioners	Certified Academic Language Therapist (CALT) training at Neuhaus Education Center, Level 1 training. Includes coursework and supervised practica in preparing individuals to become Dyslexia Practitioners.
2.	Students with dyslexia who are not reading on-level grade level, but are able to still comprehend grade level content orally.	Snap & Read through the use of text to speech software(TTS) will enable students to read text that is at or beyond their current reading level. Hearing information instead of reading it frees up cognitive pathways for retaining information that would otherwise be impaired in trying to decode unfamiliar words
3.	Teacher's have difficulty matching the best accessibility tool for each individual needs.	uPAR (Universal Protocol for Accommodations in Reading: can be utilized to identify individual student needs and what accommodation is needed.
4.	Students with dyslexia have barriers in writing composition, due to challenges with handwriting and spelling.	Co:Writer would empower students to be able to freely express their ideas without having to concentrate on the spelling of words. Students with dyslexia have trouble constructing meaning passages because so much of their attention is directed toward spelling. Students with writing difficulties develop coping strategies such as writing only words they know how to spell avoiding expression of complex idea or writing as little as possible.
5.	Remove barrier for access and extended day for reading and homework utilizing accessibility tools and parent engagement component for home use.	Chromebooks with accessibility tools will be available for checkout for students to use at home, beyond the school day. Parents will also be trained in use of the accessibility tools. Tools include translation accommodation for Spanish speaking parents.

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Schedule #14—Management Plan

County-district number or vendor ID: 101902

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.	District Dyslexia Program Director	Aldine ISD -Holds a Doctorate in Reading and Generalist EC-4 Teaching Certificate. She has been the Program Director over Dyslexia for the district for the past 10 years and a Dyslexia Specialist for 15 years. Understands technology as a tool for learning. Lamar CISD -Dyslexia Coordinator, 14 years in education (Special Education teacher, General Education Teacher, District Instructional Facilitator, District Coordinator)
2.	Project Director	Master's degree or higher in related field req.; strong organization and time management skills, supervisory experience in an educational setting, data reporting, fiscal/budget management, competency in program development, knowledge of teaching students with dyslexia. Certified teaching degree.
3.	Evaluator	Experience in qualitative and quantitative data collection, analysis and reporting; knowledge of educational programming and statistics. Experience with multiple year projects and state/federal grants preferred.
4.	Instructional Specialists	Bachelor degree or higher with hold the required training and meet the requirement of a teacher trained in serving students with Dyslexia. Teachers will have at least one year experience. Teachers will have or receive training in accessibility tools.
5.		

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide Accessibility Tools to remove learning barriers	1. Order Chromebooks & accessibility program	05/01/2018	08/21/2018
		2. Prepare, install programs and inventory equipment	05/01/2018	08/21/2018
		3. Check-out process & parent agreement	05/01/2018	08/21/2018
		4. Training for specialists using accessibility tools	05/01/2018	08/21/2018
2.	Training of staff in accredited, state licensed language therapy	1. Interview and online classes	05/01/2018	08/21/2019
		2. 12 face to face classes	05/01/2018	08/21/2019
		3. 100% completion in Level 1 practitioners	05/01/2018	08/21/2019
		4. Objective achieved as stated	01/01/2019	08/21/2019
3.	Measurable Increase in the quantity and quality of writing	1. Data from Co:Writer	12/20/1018	06/30/2019
		2. Written samples from the classroom	12/20/1018	06/30/2019
		3. Teacher survey	12/20/1018	06/30/2019
		4. Objective achieved as stated	01/01/2019	08/21/2019
4.	Measurable Increase in student independent reading level	1. Data from Snap & Read	09/21/2018	06/30/2019
		2. Data from Independent Reading Level	09/21/2018	06/30/2019
		3. Teacher Observation	09/21/2018	06/30/2019
		4. Objective achieved as stated	09/21/2018	08/21/2019
5.	Parent engagement with student learning	1. Parent & student training using accessibility tools	09/21/2018	10/30/2018
		2. Sign-in Sheets and online tracking	09/21/2018	10/30/2018
		3. Parent survey	09/21/2018	06/30/2019
		4. Objective achieved as stated	12/20/2018	06/30/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101902

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.

The school districts in our consortium have **processes and procedures in place for monitoring the attainment of goals and objectives**. Each school district outlines academic goals and each campus defines the improvement plan based on campus academic student performance. Department assessments and curriculum goals are aligned with State guidelines for achievement. District specialists work with campus teachers to create lessons and integrate methods to improve student achievement. Performance indicators are assessed quarterly.

Our **plan for attaining goals and objectives will be accomplished** by setting a plan for implementation and monitoring local assessments. When local assessments indicate that students are not obtaining academic goals, the campuses identify the data to determine the skills that need support and instruction is **adjusted when necessary** to reteach and reinforce the skills.

The information about the program goals, objectives and any changes to the program will be **communicated to the administrative staff, teachers, students, parents and community members**. Essential communication take place through email, telephone, personal visits, brief surveys, and community town meetings, and videoconferencing.

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.

Existing efforts of Aldine ISD and Lamar CISD provide an instructional specialist to provide services for students with dyslexia. Each district has computer labs and some have portable Chromebook carts with a set amount of Chromebooks for check-out for classroom use on a first-come, first-serve basis. Aldine ISD is designated as a District of Innovation. Both school districts have implemented a Technology Plan to utilize the power of technology to educate all students to support a 21st Century learning environment. Aldine ISD has invested in upgrading the infrastructure of all campuses to increase Wi-Fi capacity and access.

The districts will **maximize effectiveness of the funds**, by sharing services and implementation methods to establish a program that can be replicated across the State. It is anticipated the "Serving Students with Dyslexia" program will be successful in increasing the academic performance, reading ability and breaking down barriers for student learning. The pilot programs at each district will be expanded to include all dyslexia students and students who would benefit from using the accessibility programs, who are at-risk.

Aldine ISD and Lamar CISD are **committed to the project success** from the Superintendent down to the parents of the dyslexia students. It has been a collaboration from the beginning, from the first exploratory meeting to our program development, with the desired outcome being to help our students overcome their learning barriers to become successful, confident readers.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101902

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.	Snap & Read	1.	Usage of accommodation
		2.	Words read per student
		3.	Surveys/Feedback/Observations
2.	uPAR (Universal Protocol for Accommodations in Reading)	1.	Baseline assessment of reading levels with/without accommodations
		2.	Middle of the year reading with/without accommodations
		3.	End of the year reading level with/without accommodations
3.	Co:Writer	1.	Number or words written
		2.	Surveys/Feedback/Observations
		3.	Devices being checked out
4.	Dyslexia Practitioner Teacher Training	1.	Teachers completing Dyslexia Practitioner course requirements
		2.	Observations from Dyslexia and Grant Program Directors
		3.	Feedback from Neuhaus
5.	Extended Day Learning	1.	Check out numbers for classroom and home use
		2.	Usage of accessibility applications
		3.	Surveys/Feedback/Observations

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

The process will include **data collection** for 535 students from two districts in grades kindergarten through third have been identified as students with dyslexia or at-risk of dyslexia. The instructional specialists on the piloted campuses will place every student with dyslexia on Universal Protocol for Accommodations in Reading (uPAR) within the first three weeks of school and this data will be compared to an end of the year summary. The Project Director will gather summary reports from both districts and analyze the data for trends. The data will also be compared against the students current reading level in the classroom for indications of reading gains. The uPAR software will support determining if a student needs read-aloud accommodations for assessments. uPAR assess the student reading levels with and without accommodations. Data is reported as "no benefit, above reading level, got to grade level or exceed grade level". State assessments are moving to online formats with many accommodations built in and uPAR will provide necessary information so parents, teachers, and 504/ARD committees can make informed decisions. In addition to providing data on read-aloud accommodations, uPAR also breaks down data to show which students may benefit from interventions. Students will check out Chromebooks through the instructional specialist on each campus with the Co:Writer application.. The student's will log-in to the application and written words and time spent writing will be recorded. It also tracks word type of the quality of words used such as academic, transition and important words. The Project Director will gather summary reports from both districts and analyze the data against teacher surveys. Teachers will be asked to describe a student's writing output on Co: Writer compared to hand-written samples for quality of written production. A process for sending out and receiving parent and teacher surveys will be developed by the Project Director and an external evaluator will review the data. The attendance data will be collected by the campus attendance clerk and documented by the Project Director. Teachers attending the Dyslexia Practitioner trainings will have evidence of attendance from Neuhaus or completion certificates.

The Dyslexia Program Directors from each district will meet quarterly with the Project Director to discuss the **project delivery and assess** the data, Chromebook check out records, attendance data, and training evidence for improvement or make program **adjustments** as needed.

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

County-district number or vendor ID: 101902

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.

The districts based their decisions on **evidence-based design** when planning the grant and included **research-based design** to achieve the best possible outcomes. We accomplished this by developing a three layered plan based on research that removes barriers that impede students with dyslexia from reaching their full academic potential. Effective intervention for students with dyslexia includes highly structured, explicit, and systematic instruction. The Dyslexia Handbook, Revised 2014 states that it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program be implemented with fidelity. In order to provide this level of intervention, each district will send designated teachers to Neuhaus Education Center to receive Level 1 Dyslexia Practitioner certification training to provide dyslexia therapy. Next, providing **technology** and accessibility tools to help students stay engaged and motivated to understand what they read has shown to be a critical to their success. Research has found using digital text with text to speech (TTS) improves word recognition, reduces reading fatigue, and allows students to focus on comprehension over trying to decode and sound out words. Speech to Text technology will also be provided so that students will be able to compose written composition without the barriers of handwriting and spelling, preventing them from expressing their ideas thus allowing them to be independent readers and writers. The technology will then be made available to the student to go home to extend the learning day where parents can participate. The accessibility tools can translate languages that will allow the districts' large Spanish-speaking parent population to be active with the extended day learning. Since dyslexia is highly heritable, the TTS feature will support parents who are engaged in their child's education. This component is important because studies find that regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The instructional specialist will have every student with dyslexia on the piloted campuses place the students on uPAR within the first three weeks of school and this data will be compared to the an end of the year summary to measure achievement. The Project Director will gather summary reports from the districts and analyze the data for trends. The data will also be compared against the students current reading level from running records in the classroom for comparison and for indications of reading progress improvement. State assessments are moving to online formats with many accommodations built in and uPAR will provide data so parents, teachers, and 504/ARD committees can make informed decisions. In addition to providing data on read aloud accommodations uPAR also breaks down data to show students who may benefit from interventions. **Each of the accessibility tools has built in data gathering capabilities.** For every student a summary report will be generated monthly that will give the students time in between to both experiment and have experiences with the Snap & Read accessibility tool which is the foundation for empirical data. This also will provide the instructional specialists a measure of the student's improvement and data for program adjustments, if needed. Instructional specialists will also monitor the check-out use of technology going home. **Empirical data** will be collected is by observation from teachers and parents about students writing output after using Co:Writer. Every time a student logs into their Co:Writer account the words written and time spent writing will be recorded. It also tracks the quality of words used such as academic, transition and important words. The Project Director will gather summary reports from all the districts and analyze the data against teacher and parent observation surveys. Teachers and parents will be asked to describe a student's writing output on Co: Writer compared to hand written samples and for quality and quantity of written production.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 101902	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.	
<p>The program will incorporate parent engagement through technology training and school to home collaboration. Research shows that the earlier parents become involved in their children's literacy practices, the more profound the results and the longer lasting the effects. Reading has been found to be most sensitive to parental influences over all other school content. Parents of students with dyslexia in kindergarten through third grade will be notified of the program and how their child will have the opportunity to use technology tools to improve: reading, writing and spelling. Parents will also be informed of the check-out policy and procedures for taking the Chromebook home for extended day learning. The Chromebooks will have protective carrying cases and headsets provided by the grant. There will be informational meetings for the parents and students to learn about the technology and how to use the accessibility tools independently without guided instruction. Students at each district will be required to have a Technology Lending form on file. Students with dyslexia have had access to technology as learning tools in the classroom, but not the accessibility tools that were needed to support their unique academic needs. Including parents as partners in the grant is an important feature, because students with dyslexia need their additional support at home. For Spanish-speaking parents and students, the accessibility tools will translate into Spanish.</p> <p>In Aldine less that 45% of our population has access to internet at home. In order for the students to have full access capabilities of the accessibility tools, Hotspots will be purchased for the Chromebooks. Internet access will meet Children Internet Protection Act (CIPA). Lamar CISD found that the majority of their students had access to some form of Wi-Fi and will not be adding Hotspots to their Chromebooks. Access at home will remove barriers to extended day learning. Studies have found that dyslexia is strongly heritable occurring in 50% of individuals who have first degree relative such as a parent with dyslexia. Dyslexia has not always been recognized and diagnosed; so many parents may or may not have ever been identified as having dyslexia. The accessibility tools will benefit the parent and allow them to actively participate with their child's learning. The ability to provide a complete dyslexia friendly environment that extends to home is critical to the success of the student.</p>	
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.	
<p>Both districts reflect the growing Hispanic population in Texas. Aldine's current student population is 72.8% Hispanic while Lamar CISD is 44.2%. According to PEW Research Center tabulations from the U.S Census Bureau American Community Survey 2012 the Latino population in Texas was 10 million which is 38.2% of the population and 11.6 million is non-Hispanic which is 44.4% of the state's 25.1 million residence. Projections for 2017 predict the Hispanic population in Texas to increase to be nearly 12 million. The collaborating districts in this grant are in the top 50 largest school districts in the state and represent two different counties Harris and Fort Bend. Aldine is the 9th largest district in Texas and Lamar CISD sits at 43rd. Lamar is ranked 7th in the state in overall student growth up 21.96% in the past 5 years. According to the Dyslexia Handbook, Revised 2014, service delivery for dyslexia must be aligned to the students' linguistic environment and educational background. With our large Hispanic populations numbers we have students that are served in dyslexia intervention programs in both Spanish and English. The data from both linguistic groups are included in our grant program. The Public Education Information Management System (PEIMS) for 2016-2017 indicated that in Texas 154,399 students had been identified with dyslexia accounting for 2.9% of enrolled student population of Texas. This grant will include 535 participants which will provide a large sample size needed for replication for students statewide. Five schools that do not have a Title 1 designation have been included in this grant so that the data and results will be available for duplication to other non-Title 1 schools. The program outlined in the grant will be able to be replicated for students statewide because it encompasses the average day and aspects of any and all students with dyslexia whether they live in a rural or urban community.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101902

Amendment # (for amendments only):

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

The implementation of the proposed grant program outlined by Aldine ISD and Lamar CISD is innovative and meets the purpose of this grant because it is designed to address all the unique academic and functional needs of students with dyslexia in kindergarten through third grade. It is inclusive because it covers all aspects of a student with dyslexia day at school and home. According to the Dyslexia Handbook Revised 2014, dyslexia is a neurological, language-based disability that persists over time and interferes with an individual's learning. It is critical that identification and intervention occur as early as possible. Dyslexia is strongly heritable occurring in up to 50% of individuals who have a first-degree relative with dyslexia. If intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75%. In order to prevent this statistic from happening the districts have joined together formulating a triple layered plan based on research that removes barriers known to impede students with dyslexia from reaching their full academic potential. First step involves **credentialing teachers to become Certified Academic Language Therapists** to provide dyslexia therapy to students identified as having dyslexia. Next, with this grant we would provide technology with accessibility tools that will help students stay engaged and motivated to understand what they read. This has shown to be a critical to students with dyslexia success. Research has found using digital text with **text to speech (TTS)** improves word recognition, reduces reading fatigue, and allows students to focus on comprehension over trying to decode and sound out words. **Speech to Text technology** will also be provided so that students will be able to compose written composition without the barriers of handwriting and spelling preventing them from expressing their ideas thus allowing them to be independent readers and writers. State assessments are moving to online formats with many accommodations built in and **uPAR will provide data** so parents, teachers, and 504/ARD committees can make informed decisions. In addition to providing data on read aloud accommodations, uPAR also breaks down data to show students who may benefit from interventions. This combination of highly trained dyslexia specialists providing dyslexia services layered with conventional teaching methods that include technology to assist the student in moving through instructional content without the barriers that are most associated with dyslexia. This program implementation will create a **risk-free environment** that promotes academic learning for students with dyslexia. The technology will then be made available to the student to go home to extend the learning environment where parents can participate. Protective carrying cases and headsets will be provided also through this grant. Research has shown that involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension, and expressive language skills, but also on students' interest and attitude toward reading. The accessibility tools has the ability to translate languages that will allow the districts' large population of Spanish speaking parents and students to be active with the **extended home learning**. Since dyslexia is highly heritable the TTS feature will support parents who are engaged in their child's education. **Training will be provided for both parents and students** in the technology and accessibility tools so they can use them independently without guidance. This inclusion of home to cover all aspects of a student's learning environments is what creates our triple layer program to ensure a student with dyslexia needs are meet the entire day.

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

County-district number or vendor ID: 101902

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.

Aldine ISD and Lamar CISD will coordinate with Neuhaus Education Center to provide professional development to teachers for Level 1 Dyslexia Practitioner Certification to provide dyslexia therapy to students with dyslexia. If grant funds are extended for a second year, this group of teachers will continue to Level 2 Dyslexia Therapist and a second group of teachers will begin Level 1. The collaborative team determined the need to have Certified Academic Language Therapist (CALT) trained in the district in order to provide highly effective intervention. Intervention for students with dyslexia includes highly structured, explicit, and systematic instruction. The Dyslexia Handbook Revised 2014, states that it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program be implemented with fidelity. In order to provide this level of intervention, each district will send designated teachers to Neuhaus Education Center to receive Level 1 Dyslexia Practitioner certification training to provide dyslexia therapy. There will be a total of twelve (12) teachers who will receive professional development training at Neuhaus Education Center in Houston, Texas.

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knowledge without the obstacles that are most commonly associated with dyslexia of reading, writing and spelling. In order to accomplish this goal each district will send designated teachers to Neuhaus Education Center to receive Level 1 Dyslexia Practitioner certification training. Provide students with support technology and accessibility tools plus the training needed for students and parents to utilize the accessibility tools. The districts will share outcomes and feedback to provide quality support for our students with dyslexia, teachers, parents and our community.

Criteria for campus selection was set individually by the two districts in the Services to Students with Dyslexia grant due to variance in how the districts were set-up and the number of students per campus identified as dyslexic, at risk for dyslexia or Title 1 designation. Five campus from Lamar CISD will be included in the grant that does not have a Title 1 designation for data comparison against Title 1 campuses and for analyses for other districts across the state that have non-Title 1 campuses.

Aldine ISD selected campus based upon the highest projected dyslexia population for the 2018-2019 school year to include as many students in the grant as possible and for data analyses that could be replicated statewide. In addition, campuses were selected to represent a cross section of the district since it covers 111 square miles. Selected elementary campuses include Carmichael, Raymond Academy, Cypresswood, Escamilla, Ogden, Worsham, Conley, Reed, Oleson and Calvert.

Lamar CISD selected campuses based upon the highest projected dyslexia population for the 2018-2019 school year to include as many students in the grant as possible and for data analyses that could be replicated state-wide. Also Lamar will have both Title 1 and Non-Title 1 campus for comparison. Title 1 elementary campuses selected were: Velasquez, Thomas Arredondo, Bowie and Meyer. Non-Title 1 elementary campuses selected were: Adolphus, Frost, Huggins, Williams and Carter.

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