

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia				
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	May 1, 2018, to August 31, 2019			
Application deadline:	5:00 p.m. Central Time, March 8, 2018			<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEA EDUCATION AGENCY 2018 MAR -7 PM 3:11 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </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 #	
Amarillo Independent School District	188-901			
Vendor ID #	ESC Region #			
75-6000036	16			
Mailing address	City	State	ZIP Code	
7200 West I-40	Amarillo	TX	79106-	
Primary Contact				
First name	M.I.	Last name	Title	
Stefan		Bressler	Program Development	
Telephone #	Email address		FAX #	
(806) 326-1323	stefan.bressler@amaisd.org		n/a	
Secondary Contact				
First name	M.I.	Last name	Title	
Sandy		Worden	Program Director, Dyslexia	
Telephone #	Email address		FAX #	
(806) 326-1702	sandy.worden@amaisd.org		n/a	
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
Pati		Buchenau	Chief Financial Officer
Telephone #		Email address	FAX #
(806) 326-1120		pati.buchenau@amaisd.org	n/a
Signature (blue ink preferred)		Date signed	

03-05-2018

Only the legally responsible party may sign this application.

701-18-108-015

Schedule #1—General Information

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	*See important note for competitive grants	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 188-901

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines 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: 188-901

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: 188-901

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.	No agreement established	N/A	N/A	N/A
	N/A	N/A	N/A	
Member Districts				
2.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
3.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
4.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
5.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
6.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
7.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
8.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 188-901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
10.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
11.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
12.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
13.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
14.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
15.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
16.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
17.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
18.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
19.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
20.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
Grand total:				N/A

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 188-901

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.

Amarillo ISD is applying for funding under the 2018-2019 Services to Students with Dyslexia grant to implement innovative services for students with dyslexia in three (3) district campus sites, Carver Academy Elementary School, Carver Early Childhood Academy, and Avondale Elementary School. This grant program will operate as a separate program from the campus in which it is located in an effort to develop an early grade level dyslexia identification protocol and dyslexia intervention program model. The research-based interventions detailed within this application will positively impact student participants between the age of 3 and 9 years of age, and is designed for easy replication across the state. This grant will allow Amarillo ISD to improve the outcomes of students with dyslexia by focusing on two areas (1) strengthen the effect of the dyslexia intervention, and (2) establish a protocol of identifying student with dyslexia at an earlier grade (prior to 3rd grade).

(1) Strengthen the effect of the dyslexia intervention.

AISS is currently using the ESC 4 Dyslexia Intervention Curriculum (DIP) for students with dyslexia. All students using DIP must start with lesson one and work their way through 146 lessons. The grant would allow for the training and purchase of the Wilson Reading System (WRS). WRS allows for students to take a pre-test to see if they have cemented in various phonemes/graphemes. Based on the results of the pretest, the student could start at a higher level of lesson. This could possibly reduce the amount of time a student would spend in the dyslexia curriculum by at least a semester. Group size will be 1-3 students per dyslexia teacher. The dyslexia students who are receiving WRS intervention will be given MAP Growth in Reading up to three times each year to determine growth effects for reading. They will be given the Word Identification Spelling Test (WIST) when first entering the intervention and then again at the end of the school year.

For those students identified with dyslexia in early grades, we have been using Road to the Code up until 2nd grade. At 2nd grade, we would transition them into the DIP curriculum. This has not been a smooth transition and resulted in additional lesson time. With the grant funds, we will purchase Wilson Foundations to use with the lower grades, which should make the transition into Wilson Reading System at 2nd grade smoother. Group size will be 1-3 students per dyslexia teacher. The dyslexia students who receive Wilson Foundations will be given MAP Growth in Reading up to three times during the school year.

The ability for parent and school to work together to assist students with dyslexia is vital. With this grant, we want to start a parent in-home services program for parents of students with dyslexia. This would not be the traditional model of setting up meetings for parents at school on various topic. Instead, a dyslexia teacher would come to the house to provide parents with one-on-one assistance based on the needs/concerns of each parent. The topics would expand beyond understanding dyslexia. Some of the expanded topics would be:

- How to be their student's advocate from diagnosis through graduation
- How to set appropriate expectations of their student's reading/writing abilities through the years
- How to handle the social and emotional toll having dyslexia has on their student
- How to find their student's strengths and amplify them, focus on strengths, support weaknesses
- How to lessen the regression of reading/writing skills during lengthy school breaks (grant would provide technology at home, decodable take home books, games, etc.)
- How to handle and assist with homework, particularly when parents have reading difficulties (grant would provide technology assistance-such as reading pens)
- Assistance to help with the transfer of skills learned during the dyslexia intervention to home reading & writing

(narrative continued on next page)

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 188-901

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.

We will provide summer instruction to lessen the effects of regression. No new learning will take place during the summer, just review. By providing this during the summer, we are hoping it will allow the student to not have to spend extended time reviewing in the fall. This will help close the reading/writing gap quicker. The grant would provide students with dyslexia who are in the grant dyslexia intervention of WRS and/or Wilson Foundations sessions with a dyslexia teacher during summer break. The dyslexia teacher will schedule 45 minute sessions, up to 2 times per week, to review previously learned reading and writing skills. Group size will stay at 1-3 students. The sessions will be held at the campus the student attended during the 2018/19 school year. Transportation will be provided to those students residing outside a 2 mile radius of the campus. Analysis of MAP Growth scores given in the late spring and beginning of school year will be used to show the effects of the summer program.

With this grant, AISD plans to provide early intervention for students in Pre Kindergarten 3 and 4 year old sections. Each Pre Kindergarten student will be informally screened using MAPS Screening at the beginning of the school year. The MAPS screening, classroom teacher observations, and dyslexia teacher observations will help identify students who are behind in their phonological awareness development. Students showing a weakness in phonological awareness skills will be provided focused individualized interventions in small groups (1-3 students) by the dyslexia teacher. The curriculum used for this intervention will be Wilson Foundations (Pre K). The grant will provide the dyslexia teacher with training and curriculum in Wilson Foundations. The delivery model described above for Pre K will also be provided for Kindergarten students except the scope of skill development, in addition to phonological awareness, will also include letter/sound correspondence and the AISD Kindergarten word list.

(2) Establish a protocol of identifying student with dyslexia at an earlier age/grade. Currently, we are using checklists with very broad items to observe students for possible dyslexia. By having the dyslexia teacher provide interventions in PreK, K and 1st, using MAP Screening and MAP Growth data, we are going to develop a protocol for principals and teacher to use that will be a better predictor of a student who may have dyslexia. The focus of the protocol will be for improving identification of dyslexia in early grades (prior to entering 3rd grade). During the 2016/17 school year, AISD conducted dyslexia assessments. Of these assessments, 60% were identified with dyslexia. By establishing a well defined protocol, we are hoping to increase the % of identified with dyslexia and increase the number of student identified prior to 3rd grade.

The program budget was developed by considering the estimated costs associated with the research-based strategies to be implemented through this program. All estimated costs are cost effective and will be supplemental to existing services provided by the district. The district's demographic data is very similar to that of the State of Texas. The Hispanic population served in the district is 45.7% of the population served by the district, while 52.4% for the State, the African American population served is 10.2% and 12.6 for the State, the White population is 34.9%, while 28.1 for the State. The district also serves a high percentage of economically disadvantaged students, 68.1% when compared to 59% for the State. These demographics reflect similarity across state, and will allow for program duplication across the state. A planning team was created to coordinate the development of this application and the needs assessment. If award funding under this grant, the planning team will transition into the role of and advisory team to oversee the project coordinator. The team will work with the program staff to ensure that the program is implementing effective strategies to meet the stated goals and objectives of the program. The advisory team, along with the project coordinator and program staff will work together to consistent, high quality program management. The grant project coordinator will oversee all data collection, including both formative and summative data. As the data is submitted throughout the grant period, the project coordinator will organize it to directly align with each of the five identified needs. The data will also be organized with each individual student served by the grant. The program will be evaluated on an ongoing basis, this will allow the project coordinator and program director of dyslexia to immediately identify problems and make adjustments. Amarillo ISD assures that all statutory and TEA requirements are addressed in the application narrative. The program design is based on evidence- and research-based strategies with effective use of technology.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 188-901

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	\$536,185	\$	\$536,185
Schedule #8	Professional and Contracted Services (6200)	6200	\$42,200	\$	\$42,200
Schedule #9	Supplies and Materials (6300)	6300	\$363,478	\$	\$363,478
Schedule #10	Other Operating Costs (6400)	6400	\$20,000	\$	\$20,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$961,863	\$	\$961,863
3.965% indirect costs (see note):			N/A	\$38,137	\$38,137
Grand total of budgeted costs (add all entries in each column):			\$961,863	\$38,137	\$1,000,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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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.

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 188-901			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		6		\$375,000
2	Educational aide				\$
3	Tutor				\$
Program Management and Administration					
4	Project director/administrator				\$
5	Project coordinator		1		\$72,500
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:				\$447,500
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			\$
20	6119	Professional staff extra-duty pay			\$25,400
21	6121	Support staff extra-duty pay			\$
22	6140	Employee benefits			\$63,285
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$88,685
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$536,185

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

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On this date:

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 188-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	On-line registration for Wilson training (Intro, Steps 1-6, & Practicum) for program staff	\$42,200
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$42,200
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$42,200

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: 188-901		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:	\$363,478
Grand total:		\$363,478

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: 188-901		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:	\$20,000
Grand total:		\$20,000

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

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

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

County-district number or vendor ID: 188-901

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	24	1	3/1
K	30	1	3/1
1 st	30	1-1.5	3/1
2 nd	30	1-1.5	3/1
3 rd	30	1-1.5	3/1
COMMENTS	The number of students and the student/teacher ratios shown in chart are for pull out intervention time. Dyslexia teachers hired with grant will also be providing inclusion in-class support during ELA time. During inclusion time, the number of students and student/teacher ratios will be greater than shown.		

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:50-3:15	n/a
Number of days in school year	177	n/a
Minutes of instruction per school year	1150.5	6.5 hours of instruction per school day X 177 school days

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 188-901

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 planning team was organized to identify need in the district's current dyslexia program. The planning team was comprised of the district's Program Director of Dyslexia, the Chief Leadership and Support Officer, the Chief Academic Officer, the district's Program Development Specialist, elementary campus principals, and the Amarillo College liaison. This team was brought together to review our current dyslexia program in order to outline areas of need and guide the development of the grant application. Specifically the team was tasked with identifying problems in current intervention services offered, procedures for early identification, and effective delivery of the interventions. Based upon a comprehensive analysis of data, the needs assessment revealed the following challenges:

- (1) Dyslexia teachers are also classroom teachers, counselors, campus administrators, etc. They are assigned this extra duty by the campus principal. There is a large turnover every year of who does this assignment of dyslexia. Because of this high turnover, many of the assigned dyslexia teachers do not become experts in dyslexia instruction. The district needs to hire dyslexia teachers.
- (2) The current curriculum we use is ESC 4 Dyslexia Intervention Program (DIP). There are many errors noted in it, such as word selection does not match targeted sound. It does not have the students practice spelling words of the same sound as was taught. The spelling review is not structured or cumulative. The reading selections are not aligned with the lessons and do not provide the student with enough practice in reading words in passages. It is lacking some elements when following an Orton Gillingham methodology.
- (3) The DIP curriculum states it is to be started in 2nd grade. For the lower grades, we are using Road to the Code curriculum. We are not having a smooth transition from Road to the Code into DIP.
- (4) The DIP curriculum requires all students to start with lesson 1. However, we have students with dyslexia who already know how to read and spell many of the sounds in the beginning lessons. We are wasting the students and teachers time. How can we better individualize this?
- (5) Campuses are seeing dyslexia students regress up to one semester over the summer. Many do not qualify for ESY through special ed.
- (6) Campuses need a better way to determine which students in the lower grades may need to be assessed for dyslexia. The district is seeing over 50% of the dyslexia assessment referrals happening third grade and after. Lessening the effects of dyslexia is best accomplished when interventions occur prior to 3rd grade.
- (7) Parents of dyslexia students need assistance in becoming partners with the schools in helping and advocating for their students with dyslexia. Many of these parents have dyslexia themselves and so struggle with how to help their child. In the past we have had 1-2 information meetings for all dyslexia parents to attend. This is not meeting the need of the parents. This has become apparent to us because of the frequency and types of questions/ requests for help we get from individual parents.

The group then decided which of the problems listed were needs that will be a focus for this grant, and prioritized them. Some of the problems listed were combined into one prioritized need. See Schedule #13

The district ELA department is restructuring how reading will be taught at the elementary level. During the 2018/19 school year, they will be implementing their new plan at Carver Early Childhood Academy (graded PK -1st), Carver Academy (grades 2-5), and Avondale Elementary School (grades 2-5). If awarded this grant, we will use these same campuses to implement our new dyslexia program. This will make these two campuses as models in both ELA and dyslexia instruction. Our other elementary campuses will be able to see what can happen at their campuses.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 188-901

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.	Find a new dyslexia curriculum that would: (1) Strongly follow Orton Gillingham methodology (2) Provide smooth transition early grades to 2 nd grade, and (3) Allow for pretest of early skills so students may start at a higher lesson.	We will provide the Wilson Foundations and 4 th Ed. Wilson Reading System (WRS). This curriculum is well written and follows Orton Gillingham methodology. By using both Foundations and WRS, the transition from early grades into 2 nd grade dyslexia instruction will be smooth. Because WRS has a pretest, instruction can start at a higher lesson and can start where the student has weaknesses.
2.	Have highly trained dyslexia teachers to provide the dyslexia intervention and be the experts on dyslexia at their campuses. These teachers would be hired exclusively for dyslexia.	The grant would provide funds for 3 teachers and 1 program coordinator to become Level 1 certification as a Wilson Dyslexia Practioner. The grant will build a foundation for our district to continue funding dyslexia teachers and providing them with the Level 1 certification as Wilson Dyslexia Practioner. We want to reduce the turnover rate of the dyslexia teachers.
3.	Elementary campuses need a protocol (not a generalized checklist of symptoms) to know when to referral for a dyslexia assessment in grades K-2. Increase the number of students identified with dyslexia in early grades.	Targeted Pre K, Kindergarten, and 1 st graders (who have not been identified with dyslexia) will be provided an intervention by the dyslexia teacher. The intervention will focus on early pre-reading skills. Progress data will be documented during the intervention. These students will complete universal screening three times a year by using MAP Growth (Reading). Dyslexia teacher will go into the classroom for inclusion to obtain observational data. By using the above data, a protocol will be developed as to when a dyslexia assessment should be recommended.
4.	Reduce the effects of regression of reading and writing skills during lengthy school breaks for students with dyslexia.	The dyslexia teacher will provide review/instruction 1-2 days per week during the summer. This will not be for new learning. The focus will be to review and practice what has already been taught during the school year. In addition, students will be provided with take-home packs (including technology) during summer, winter break, and spring break. Parents will be provided instruction on how to use these take-home packs as part of #5.
5.	Parents need individualized information and training on the effects of dyslexia for their student.	Will provide a parent training program modeled after the special ed. autism Parent/In Home Program. Parents will be contacted to determine the specific needs they have pertaining to having a child with dyslexia. The dyslexia teacher will either go to the home or have the parent come to the campus to provide information and guidance based on the parent's specific needs. Providing technology for use at home may be used. These will be 1:1 meetings.

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Schedule #14—Management Plan

County-district number or vendor ID: 188-901

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.	Project Coord.	TEA certification, prior experience working with dyslexia students or as a curriculum specialist, willing to become a Level 1 Certified Wilson Practioner, strong communication skills with all grant stakeholders (district, campus, parents), can organize and use data to drive instruction and grant goals, provide pre reading intervention, dyslexia intervention & parent-inhome training as needed.
2.	Dyslexia Teacher	TEA certification, prior experience instructing student with dyslexia, willing to become a Level 1 Certified Wilson Practioner, ability to effectively communicate (both oral and written) with parents and campus staff.
3.	n/a	n/a
4.	n/a	n/a
5.	n/a	n/a

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.	New dyslexica curriculum	1. Purchase new curriculum & register for training	05/01/2018	06/30/2018
		2. Complete 3 day intro training for Wilson	05/01/2018	08/16/2018
		3. Work on completion Wilson Level I certification	08/17/2018	08/17/2020
		4. Provide students with intervention	08/15/2018	05/23/2019
2.	Dyslexia teachers exclusively for dyslexia	1. Hire 3 dyslexia teachers & project coord. for grant	05/01/2018	08/10/2018
		2. Provide interventions to students	08/15/2018	05/23/2019
		3. Wilson Level I certification	08/17/2018	08/17/2020
		4. Conduct universal screening fall, winter spring	09/01/2018	05/1/2019
3.	Protocol to guide dyslexia assessments in early grades	1. Conduct ongoing classroom observations	8/15/2018	05/01/2019
		2. Document progress of interventions	08/15/2018	05/01/2019
		3. Using above data, develop protocol	05/01/2019	06/01/2019
		4. Purchase materials for take-home packets	05/01/2018	12/01/2018
4.	Regression over lengthy school breaks	1. Send take home packets (winter, spring & summer)	12/20/2018	08/10/2019
		2. Provide summer review sessions to students	06/03/2019	08/10/2019
		3. Analyze pretest and post test data	08/10/2019	08/30/2019
		4. Conduct intial survey of needs with parents	08/15/2018	09/28/2018
5.	Individualized parent/inhome training	1. Provide parents with sessions based on needs	09/28/2018	05/23/2019
		2. Conduct final survey with parents	05/23/2019	08/01/2019
		3. Provide parents with sessions based on needs	09/28/2018	05/23/2019
		4. Conduct final survey with parents	05/23/2019	08/01/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 188-901

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 grant project coordinator and dyslexia teachers will be supervised by the Amarillo ISD Program Director of Dyslexia. The grant project coordinator will be responsible for ensuring that the program implementation is on schedule and that all fiscal practices are consistent with local and state requirements for the program. The grant project coordinator will collaborate with the grant funded dyslexia teachers as needed to insure successful program implementation. The grant project coordinator and grant funded dyslexia teachers will be responsible for conducting the day-to-day activities outlined in this document and they will hold regular meetings to share observations and quantitative data regarding student progress and periodic assessment results. Process evaluation will take place on a regular basis, thus ensuring the effectiveness of the program and providing means of adjustment if needed. The program director of dyslexia will establish frequent periodic meetings with the grant project coordinator to monitor progress towards grant goals. The program director of dyslexia will conduct observations of the grant-funded dyslexia teachers, as well as staff meetings. If it appears that implementation of some program component is not having the intended effect the grant project coordinator will modify the program, with TEA's consent, to ensure that program dollars are maximized for effectiveness. The grant project coordinator will report to the District Leadership Team as appropriate regarding major program developments or policy issues.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campuses chosen for this grant will still maintain dyslexia teacher(s) that are appointed by the principal. These teachers will still provide dyslexia intervention of DIP to students in grades 4 & 5 during 2018-19. During the 2019-20 school year, any students who have not completed the DIP curriculum, will continue to be provided this curriculum. Students in 4th grade, who had the Wilson curriculum in 2018-19, will continue to be provided Wilson in 2019-2020. The students will be allowed to complete the dyslexia intervention program. They will not have to switch curriculums. The funding under the 2018-2019 Services to Students with Dyslexia grant will enable the District to purchase the trainings, materials and technology resources necessary for the long-term continuation of the program after funds cease. During the course of the program, district and program staff will engage in a sustainability planning process to develop plans for continuing this program through funding from other sources.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 188-901

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.	Universal Screening – fall, winter, spring using MAP Growth (reading)	1.	Growth in reading concepts after each screening during school year
		2.	Littlt to no regression seen after winter and summer breaks
		3.	n/a
2.	Word Id and Spelling Test (WIST) given at beginning of intervention and at year end	1.	Increase of raw scores in reading regular/irregular words
		2.	Increase of raw socres in spelling regular/irrecgular words
		3.	n/a
3.	Wilson Progress Monitoring	1.	Dyslexia teachers monitoring & adjusting lessons to meet ind. student need
		2.	n/a
		3.	n/a
4.	Final parent survey and number of parent training hours logged	1.	Increase in satisfaction of parent/inhome trainings from survey
		2.	Growth in the number of hours logged during the school year
		3.	Growth in the number of parents participating
5.	n/a	1.	n/a
		2.	n/a
		3.	n/a

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 grant project coordinator will oversee all data collection, including both formative and summative data. As the data is submitted throughout the grant period, the project coordinator will organize it to directly align with each of the five identified needs. The data will also be organized with each individual student served by the grant. The program will be evaluated on an ongoing basis, this will allow the project coordinator and program director of dyslexia to immediately identify problems and make adjustments.

Amarillo ISD will collect and report on all mandatory performance measures outlined within the Program Guidelines of the Services to Students with Dyslexia Grant as required. Service, curriculum, and instruction evaluation will be based on the quantitative and qualitative findings listed above. AISD will complete all TEA required and requested reporting practices.

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

County-district number or vendor ID: 188-901

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 curriculum used with the grant program (Wilson Foundations & Wilson Reading System 4th Ed.) incorporates research-based practices for students with dyslexia. It follows the Orton Gillingham lesson plan and methodology. It is an integrated approach and it is systematic in its instruction. This curriculum follows the critical, evidence-based components and delivery of dyslexia instruction as outlined in the 2014 TEA Dyslexia Handbook. As stated in the book, Essentials of Dyslexia Assessment and Intervention, by Nancy Mather and Barbara J. Wendling, the Wilson Reading System is "research-based program with 20 years of data collected and analyzed from school districts implementing the program." An independent review of the WRS by the Florida Center for Reading Research states "Our conclusion from reviewing current research on the Wilson Reading System (WRS) is that it is consistent with the idea that the program can be used effectively to help 'close the gap' in reading skills for struggling readers." Assistive technology (AT) is hardware or software that improves the functional capabilities of a student with a disability, such as dyslexia. The goal is to support the student with dyslexia in skills not yet mastered by providing access to assistive technology in conjunction with a dyslexia intervention. As stated on the Region 10 Dyslexia weblink of Technology Integration for Students with Dyslexia, "assistive technology does, however, have clear benefits in supporting fluency and comprehension (Hecker & Engstrom, 2011)." In order to match each student's needs with assistive technology, we will be using the Matching Person & Technology Assessment Process (MPT) to assist us. Instructional technology will be used with the take-home packets and used by the student at home during lengthy school breaks. Louisa Cook Moats and Karen E. Dakin, in their book Basic Facts About Dyslexia, state "problems can emerge in families of dyslexic children as family members struggle to provide the extra support the child needs." They go on to say to minimize the impact of dyslexia, the student must have a "strong, constant, supportive relationship with at least one adult who believes in the child's worth and capability". We are wanting to change the way schools provide information to parents about dyslexia. We want to make it individualized to the parent and student's needs.

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.

For all students receiving an intervention with this grant, a baseline will be established with the first administration of the universal screener (MAP Growth-Reading). In addition, students with dyslexia who will be in a dyslexia intervention will be given the WIST test at the beginning of the intervention to provide baseline data.

Progress monitoring with Wilson Reading System will be used to drive instruction during the dyslexia intervention. Guided reading levels given by classroom teacher, using Fountas & Pinnell, will be used as additional information on student progress.

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

County-district number or vendor ID: 188-901

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 of the students who are provided with the dyslexia intervention will complete an initial survey to determine their specific needs for parent/inhome training. Parents will be provided 1:1 training throughout the grant year. The various components of the grant will be explained to parents at their first individual meeting. The ongoing 1:1 meeting will provide anecdotal information to help guide grant progress. A final survey to determine parent satisfaction will be completed to determine effectiveness of the dyslexia intervention parent/inhome training and take home packets.

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campuses chosen for the implementation of this grant have similar student demographics to the state (see below). They are struggling with identifying students with dyslexia during the early grades. They are requesting dyslexia assessments primarily in grades 4 & 5. The strategies used to address the needs can be replicated with other students throughout Texas.

	Avondale Elementary	Carver Early Childhod Academy	Carver Elementary	State of Texas
African American	13.0%	24.2%	41.3%	12.6%
Hispanic	38.8%	27.0%	25.6%	52.4%
White	41.2%	42.1%	25.3%	28.1%
Economically Disadvantaged	77.2%	49.3%	72.6%	59.0%

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 188-901

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.

By using the Wilson Foundations and Wilson Reading System as our dyslexia curriculum, we are hoping to reduce the amount of time a student will need to be in a dyslexia intervention. This curriculum will allow for a smooth transfer from early grades into grades 2 & 3. It will also allow for pre-testing of basic phonics skills in order for the student to start the program at a higher level.

The effects of regression on students with dyslexia during school breaks has not been a topic for dyslexia in Texas. By reducing the regression effects over lengthy school breaks, we are, again, hoping to reduce the amount of time a student will need to be in a dyslexia intervention. We will provide take-home packets, that will also include instructional technology log-ons, during these school breaks. Students who are in the dyslexia intervention will be able to attend a refresher of dyslexia strategies for reading and writing. This will be held at their campus, 1-2 days per week, during the summer.

We are wanting to change the way schools support parents of students with dyslexia. Students with dyslexia struggle with more than reading and writing. They struggle with emotional and social issues. Their families struggle with how to support them during their educational career. We want to make our parent training individualized to the parent and student's needs. We will meet with parents where they are comfortable, whether at school or in their home. We believe the outcomes of providing parent support in this manner will positively effect the student for many years to come. The topics we will discuss will go beyond the basics of dyslexia. Some of the expanded topics could be

- How to be their student's advocate from diagnosis through graduation
- How to set appropriate expectations of their student's reading/writing abilities through the years
- How to handle the social and emotional toll having dyslexia has on their student
- How to find their student's strengths and amplify them, focus on strengths, support weaknesses
- How to lessen the regression of reading/writing skills during lengthy school breaks (grant would provide technology at home, decodable take home books, games, etc.)
- How to handle and assist with homework, particularly when parents have reading difficulties (grant would provide technology assistance-such as reading pens)
- Assistance to help with the transfer of skills learned during the dyslexia intervention to home reading & writing

Our district has struggled with how to provide additional guidance on when to refer a student in the lower grades for a dyslexia referral. By using data/observations from classroom teachers, universal screening data, and observations from the grant-funded dyslexia teachers, we will develop a more helpful protocol to guide elementary campuses to early identification.

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

County-district number or vendor ID: 188-901

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.

Amarillo ISD will partner with Amarillo College's Education Department. This partnership will allow future teachers enrolled in education courses with Amarillo College to complete observation hours at the campuses where the grant will be implemented. These observation hours can be completed with the grant dyslexia teachers during PreK, K and 1st grade pre-reading intervention, during the dyslexia intervention and during parent/inhome training. This will provide these future teachers the much needed experiences of working with students with dyslexia. It will allow them to see a dyslexia intervention program that aligns with the required components from the TEA Dyslexia Handbook. It will build a better, deeper understanding of dyslexia for these future teachers.

During the grant year, the project coordinator and/or dyslexia teachers will be a guest lecturer at Amarillo College for the course "Emergent Literacy." They may demonstrate a dyslexia lesson, while explaining how this instructional method works with students with dyslexia.

During the grant year, the project coordinator and/or dyslexia teachers will speak at one of the Amarillo College Childcare Program parent monthly meetings about dyslexia and strategies to build pre-reading skills.

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