

**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 #	
Goldthwaite Consolidated Independent School District	167901		
Vendor ID #	ESC Region #		
	12		
Mailing address	City	State	ZIP Code
PO Box 608	Goldthwaite	TX	76844
Primary Contact			
First name	M.I.	Last name	Title
Jenice	M	Benningfield	Technology Director
Telephone #	Email address		FAX #
325-648-3531	j.benningfield@goldisd.net		325-648-2456
Secondary Contact			
First name	M.I.	Last name	Title
Tanya		Patterson	Dyslexia Specialist
Telephone #	Email address		FAX #
325-648-3630	t.patterson@goldisd.net		325-648-2456

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
Ronny	R	Wright	Superintendent
Telephone #	Email address		FAX #
325-648-3531	r.wright@goldisd.net		325-648-2456

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-18-108-017

Schedule #1—General Information

County-district number or vendor ID: 167901

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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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 167901

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 requirements</u> .
<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 requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 167901

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: 167901

Amendment # (for amendments only):

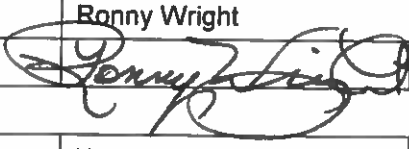
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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.	167901 Goldthwaite CISD	Ronny Wright 	325-648-3531 r.wright@goldisd.net	79205.80
Member Districts				
2.	N/A	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: 167901

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:				79205.80

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Schedule #4—Request for Amendment

County-district number or vendor ID: 167901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 167901

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 167901

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.

Goldthwaite ISD is applying for this grant because we believe early intervention and identification of students with Dyslexia is critical to their success. We currently have 14 students in grades PreK-3 identified out of a total of 172 students. This is only 8%. In the 4th and 5th grade, we have a total of 93 students, 26 of which are identified as dyslexic. That is 28%. The overall difference is 20% of our students that were not identified before 4th grade. That indicates to us that we need to focus on identifying these students earlier. This grant would enable us to have a designated instructor and training for lower grade levels. The instructor can easily screen students who appear to be struggling readers and make sure they are getting all of the help they need. Our district as a whole is committed to serving the needs of all students. While we recognize that a large part of our student population is dyslexic, due to a lack of funding for the program, it can be difficult to meet everyone's needs. Our 3 designated instructors are shared between campuses and resources are shared as well. Our program is strong and our instructors have been trained in using MTA, our curriculum for dyslexia. We also provide learning ally and an ipad to students as an accommodation. We recognize dyslexia impacting our reading score, which were close to the state average in 2016 (79%), as well as impacting our math scores with the new TEKS including more word problems. In 2016, our 3rd grade math scores were below state average at 68%. These scores improve substantially post intervention. This grant will also help us comply with HB 1886, which mandates that every student be screened prior to the end of 1st grade.

Our budget was developed around the students that are currently being served, as well as looking at current TPRI results to identify students that appear to be in need of screening in grades PreK-3. We identified the need for another teacher to focus and assist in these lower grade levels. Currently, we have one teacher full time and one teacher part time at the elementary campus to serve all 40 students. (The part time teacher we share with middle school.) This can be challenging since students are grouped by the MTA program to work in kits. It is ideal if students working in the same kit are seen by the teacher at the same time. This makes scheduling all students difficult with the limited staff we have. It is also difficult to work time into their schedule to screen students and work with teachers on identifying students in the lower grade levels. We also provide an assistive device for every student (an iPad). This device is loaded with Learning Ally (where students can read books), audio exam reader (teachers will read their exams into the device so the student can listen to the questions), and dragon dictation (where students can use speech to text). We are including Scottish Rights "Take Flight" training for all dyslexia staff as well. This training teaches how to identify as well as intervention methods for dyslexic students. One of our teachers has already had this training.

We have a designated Dyslexia Coordinator and a lead teacher who oversee the program and gather information on best practices. These individuals identified a need to screen students in lower grade levels even prior to the grant. To try and assist with this goal, our kindergarten classes were departmentalized and the designated reading teacher was sent to training on the MTA curriculum and dyslexia. It can be difficult for a regular education teacher to find the time to identify all struggling students. It is also difficult for our existing staff to screen all struggling students, and near impossible for them to screen all students. Right now, our lead teacher also has students at middle and high school. Our Coordinator is also our Elementary Principal. Having an additional teacher for the lower levels will not alleviate all of the multiple hats our staff wear, however, it will allow students in the lower grade levels to be identified and received services. The Coordinator, lead teacher and 2 dyslexia teachers meet with parents and show them lessons and give updates on student progress multiple times through the year. We host a large parent meeting with all parents and students as well to seek input on how the program is working for each student. These factor into our needs assessment process and help us identify its efficacy. If changes need to be made, they are identified and made in this process. We measure student success as progress. This can be evident on mastery of TEKS, increased STAAR scores, and increased class participation. We also hear from parents and teachers that as their strategies are enhanced, their struggle with homework and classwork becomes less.

We are a small, rural school. Our demographics have really started to shift, beginning with our lower grade levels. Our pre-k program serves 17 students who are all economically disadvantaged. We have seen an overall increase in our economically disadvantaged status. As a campus, we are now 55% economically disadvantaged. We have seen an increase in our foster student population as well. Since our dyslexia program is still new, our numbers are increasing

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rapidly. We are testing 9 additional students this week. Unfortunately, they are already above the 3rd grade level. Currently, as a district, we serve 67 students in our program. We have 575 students enrolled, which means 12% of our student population is dyslexic. We anticipate this number to be much higher and are hoping that this grant will give us the opportunity to begin screening students prior to the 2nd grade, because early identification is critical to the students success. Currently, our students in PreK-3 that are served are all 2nd and 3rd graders.

After the grant period, Goldthwaite CISD will continue to employ a teacher dedicated to early intervention in grade levels PreK-3. We will continue to utilize the Scottish Rights "Take Flight" training knowledge obtained by our staff. We will also continue to utilize all early intervention and program evaluation tools to make certain that all students needs are met. The success of the program will be evidenced with students being identified earlier in their academic career.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 167901

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.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 167901

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	\$49630	\$5500	\$55130
Schedule #8	Professional and Contracted Services (6200)	6200	\$12695.80	\$0	\$12695.80
Schedule #9	Supplies and Materials (6300)	6300	\$4200	\$0	\$4200
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$7180	\$0	\$7180
Total direct costs:			\$73705.80	\$5500	\$0
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$73705.80	\$5500	\$79205.80

Shared Services Arrangement

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

Enter the total grant amount requested:	\$79205.80
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:	\$11880.87

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: 167901			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	1	0	\$49630
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director/administrator	1	0	\$3500
5	Project coordinator	0	0	\$0
6	Teacher facilitator	1	0	\$2000
7	Teacher supervisor	0	0	\$0
8	Secretary/administrative assistant	0	0	\$0
9	Data entry clerk	0	0	\$0
10	Grant accountant/bookkeeper	0	0	\$0
11	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
12	Counselor	0	0	\$0
13	Social worker	0	0	\$0
14	Community liaison/parent coordinator	0	0	\$0
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$0
20	6119	Professional staff extra-duty pay		\$0
21	6121	Support staff extra-duty pay		\$0
22	6140	Employee benefits		\$0
23	61XX	Tuition remission (IHEs only)		\$0
24	Subtotal substitute, extra-duty, benefits costs			\$0
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$55130

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: 167901		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	Scottish Rights "Take Flight" Training; \$2600/person x3	\$7800
2	Mileage for both training sessions; \$610.40 x2	\$1220.80
3	Hotel costs - week one	\$1911
4	Hotel costs - week two	\$1764
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$12695.80
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$12695.80

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: 167901		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:	\$4200
Grand total:		\$4200

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: 167901		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: 167901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	iPads	20	\$329	\$6580
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Cases for iPads	20	\$30	\$600
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:				\$7180

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: 167901

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	17	1	17/1
K	46	3	46/3
1 st	33	3	33/3
2 nd	35	3	35/3
3 rd	41	3	41/3

COMMENTS

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	8am-3:45pm	This is the total amount of instruction available to K-3 students during the day. PreK is half day.
Number of days in school year	167	
Minutes of instruction per school year	78415	Our Pre K would be different; it is a half day program.

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 167901

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.

For our district, which is small and rural, students are really named individuals for us. We try to meet every students needs. We meet with teachers and aides regularly. We meet with parents to review TPRI and CLI Engage three times per year. The results for their Beginning of Year, Middle of Year, and End of Year results are reviewed and discussed. Aides, teachers and administrators attempt to identify areas where students seem to struggle. We prioritize the need of every student, however, if there are specific groups of students, as in dyslexia that need served, we try to meet the needs of student groups first.

We implemented our dyslexia program 4 years ago, this year. When we began identifying students, we saw that ¼ of our population was currently dyslexic. We are sure there are other students that we miss in our screening – partly because this is fairly new to our staff, and partly because of a lack of training and availability of qualified Dyslexia staff. While we are easily identifying severe students, some of our students, especially in our lower grade levels, are not being identified. We departmentalized all the way down to Kindergarten, and designated a reading teacher for each grade level. Just this last year, we sent the Kindergarten reading teacher to training on MTA, our dyslexia program.

This grant will help us address the need to assess our students beginning in earlier grade levels. Our elementary campus was selected for this grant since they are our only campus serving PreK-3rd grade students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 167901

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.	Have trained individual that screens and works with students in grades PreK-3. Identification needs to happen early than it is currently. Comply with HB 1886 and screen all students prior to second grade.	The grant will fund a dedicated teacher to screen every student.
2.	Train specialized teachers to effectively work with dyslexia students in a pull out program, beginning in PreK-3 rd grade.	The grant will fund training for all 3 of the dyslexia teachers so they can better assess students and screen all students early on. All teachers will be involved in screening all students prior to 2 nd grade and then dedicated PreK-3 teacher will work with students.
3.	Provide students with assistive technology and load it appropriately with apps that have been proven to work in the dyslexia program.	1:1 ipads for students identified dyslexic.
4.	Generally raise awareness of dyslexia and our program among all teachers.	Have staff meetings that address the efficacy of the plan.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 167901

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.	PreK-3 Dyslexia Teacher	Qualifications – teaching certificate to include K-4 and possibly EC-4; Experience with Learning Ally, MTA, and working with students with Dyslexia
2.	Project Director	Familiarity with the Dyslexia Program at GCISD. Someone currently working in the program willing to take charge of the project, arrange meetings, and report on efficacy. They will also coordinate with Technology on identified students and their 1:1 needs.
3.	Teacher Facilitator	Current instructor that would be willing to take a "lead" teacher role and oversee scheduling of screening for younger students, as well as scheduling intervention plans for younger students.

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.	May 1, 2018	1. Search for qualified personnel to fill all roles	05/01/2018	08/01/2018
		2. Post teaching position	05/01/2018	08/01/2018
2.	May 1, 2018	1. Contact Scottish Rights and schedule training to be held in June/July/August – depending on staff hiring	05/01/2018	08/20/2018
3.	September 2018	1. Begin Screening to coincide with BOY TPRI window	09/2018	09/2018
		2. Review TPRI results to prioritize initial screenings in K-2	09/2018	09/2018
		3. Review BOY in CLI Engage with PreK	09/2018	09/2018
		4. Order iPads	09/01/2018	09/30/2018
4.	October - December	1. Continue Screening and review TPRI MOY	10/2018	11/2018
		2. Have every PreK-3 students initial screening complete	12/1/2018	12/15/2018
		3. Begin working with all identified students	10/2018	12/2018
5.	September-May	1. Meetings with teacher bi-monthly to discuss success of program	09/2018	05/2018
		2. Review data from students BOY to EOY screenings for effectiveness of program	05/2018	05/2018

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: 167901

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.

We have team meetings twice per month with key faculty for Dyslexia. We have faculty meetings once per month and discuss the program and receive feedback from teachers on how it is working. We have formal referrals that teachers fill out to have a student screened with a Dyslexia teacher. This process seems to be working just ok. With the addition of a teacher for K-3, all students will be screened. We host parent meetings at meet the teacher, as well as individual grade level meetings at the beginning of the year. The new PreK-3 designated Dyslexia teacher will attend these grade level meetings as well and let all parents and community members know we will be screening all students. The local paper attends the events and will publish a report also.

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.

We are screening students as we can. If they are really struggling and Dyslexia receives a referral, they screen the student. We would like to reverse this process and screen all students, not only to comply with HB 1886, but also to ensure we aren't missing early intervention for any student. Our PreK-3 numbers should begin mirroring our numbers identified in fourth grade and beyond, which are currently average ten students per grade level. We should see vast improvements in students reading and math levels; TPRI scores and ultimately, in the 3rd grade, STAAR scores and students all around success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 167901

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.	Faculty Meetings	1.	See an increase in screening PreK-3
		2.	Review any barriers/accomplishments
		3.	Schedule times for screening of all students, prioritizing struggling students
2.	TPRI/CLI Engage	1.	Review initial Beginning of Year Reading Benchmark
		2.	Select struggling readers for initial screen
		3.	Review growth curves from previous years; set targets
3.	Post Middle of Year TPRI/CLI Engage	1.	Compare growth curves – Students identified should improve at a better rate
		2.	Review number of students identified – number should increase
		3.	Discuss adaptive technology and review usage reports – increase in students reading
4.	Programs will reflect student achievements – reports will be disaggregated	1.	TPRI/CLI Engage/ STAAR scores should improve
		2.	Learning Ally usage should increase for student reading
		3.	Test scores should improve with use of Audio Exam; decoding knowledge

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.

1. Initial meetings and training will be for Dyslexia Teachers and Administrators.
2. Teacher meetings with dyslexia teachers to review BOY TPRI/CLI Engage/Benchmarking for all Prek-3rd students prior to the end of September.
3. Lists will generate order in which students will be screened based on these results.
4. All students will be screened and accommodations will be set. Students identified will begin seeing the dyslexia teacher.
5. Progress in the MTA kits, Learning Ally, and exams using audio exam creator will be monitored. Students will show improvement in academic subjects. Reading improvement will be evidenced by increased scores on MOY and EOY TPRI and CLI Engage. 3rd grade benchmark scores for TEKS mastery and STAAR scores will improve on both reading and math tests. Math will improve due to reading word problems and decoding abilities increasing in students.
6. Teachers will discuss progress at monthly staff meetings with entire staff.
7. Number of students identified in grades Prek-3 will increase.
8. Parent meetings will be hosted as well as 504 meetings to address any parent/student needs.
9. All data will be reviewed at the end of the year, as well as ongoing throughout the year.

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

County-district number or vendor ID: 167901

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.

Since Dyslexia affects how students' brains cope with the spoken and written word, it is imperative that assistive technology provides value in allowing them to have access to apps that incorporate accommodations such as speech to text, audio books, and even math, science, and social study apps that help the learning process by reading text. We selected the iPad after reading a lot of research and seeing that it had the most apps that were available for dyslexia. It is compatible with Learning Ally, our audio book program, which was necessary. We allow modifications on exams, and audio exam creator was easy for the teacher to use to read the text of the test. Then, the student can use audio exam reader to listen to questions on the exam and answer them. This allows students to have multiple resources in one device.

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.

We will begin looking at the CLI Engage, TPRI and initial benchmarks from the regular education classroom. Students will be placed in priority lists for screening, so that the student who struggles the most will receive assistance the fastest. However, we will continue screening until every student is screened prior to the 2nd grade. Reports from programs that are technology based, and well as students 3 time per year formal testing will be reviewed. Once students are identified, information from intervention programs, teachers, and completion of MTA kits will be monitored as well.

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

County-district number or vendor ID: 167901

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.

We will continue to have 504 meetings with parents. We will also continue to host parent night twice per year. We meet with the parents and actually demonstrate lessons and show them what their students are learning. We also communicate what they can do at home to help their student. We show them how Dyslexic students learn differently so they can understand how to better help. We also host a night to introduce them to the iPad and show them what is on the iPad and what the student can do with it. We will continue to do these meetings to partner with parents for their students success.

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.

Our program will serve every student. We have students that are ethnically diverse, economically disadvantaged, foster students, military connected students. This program serves every student, regardless of their ability to provide a device (one is assigned to them) or overcome language barriers (devices can be set to different languages). It can be implemented state wide because it is tailored to the individual, regardless of their needs, abilities, or limitations. Being small and rural often means we serve student from every type of background and situation. This makes us a great place to make certain that the program is effective for every student.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 167901

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.

Goldthwaite Elementary will screen every student prior to them entering the 2nd grade. An assistive device (iPad) will be loaded with Apps to assist a student in every area, reading, math, social studies and science. We have trained our Kindergarten Reading teacher and departmentalized all grade levels so that all students have a reading teacher trained specifically in reading and dyslexia. We host parent meetings and have students demonstrate actual lessons so parents are more aware of what decoding and dyslexia class looks like. We have our older students who are dyslexic come and visit with the younger students. This is a great way to show younger students what can be accomplished. We have reviewed several dyslexia programs and believe we are bringing in the best from each program. This grant will allow us the funds to hire additional staff, provide additional devices, and train our dyslexia staff so that every student has an opportunity to be screened and identified. Early identification and intervention is the key to success!

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

County-district number or vendor ID: 167901

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.

We will continue to coordinate with our local library, which also provides an ebook system for our students. It provides helpful study tools through Learning Express and Britannica online. The Jennie Trent Dew Library also provides extended hours on weekends and afterschool that our students benefit from. We offer a summer reading program together, where students use Learning Ally and the ebook system to read books and then come in to either the school library or local library and take Accelerated Reader tests. Students who earn over 50 points in the summer are rewarded with a field trip at the beginning of the school year.

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