

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

2018–2019 Services to Students with Dyslexia			
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017		FOR TEA USE ONLY <small>Write NOGA ID here</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION MAY 10 11 21 AM '18 </div>
Grant Period:	May 1, 2018, to August 31, 2019		
Application deadline:	5:00 p.m. Central Time, March 8, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>		
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581		

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Wayside Schools	227803		N/A	
Vendor ID #	ESC Region #			
74-2869144	13			
Mailing address	City	State	ZIP Code	
6405 S IH 35	Austin	TX	78744	
Primary Contact				
First name	M.I.	Last name	Title	
Hope		Astor	Sr. Dir. Academic Programs	
Telephone #	Email address		FAX #	
512.507.8424	hastor@waysideschools.org		N/A	
Secondary Contact				
First name	M.I.	Last name	Title	
Meghan		Jones	Director of Development	
Telephone #	Email address		FAX #	
512-220-9182	mjones@waysideschools.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
Deroald	R	Hopkins	Chief Operating Officer
Telephone #	Email address		FAX #
512-358-1815	dhopkins@waysideschools.org		N/A
Signature (blue ink preferred)			Date signed

March 7, 2018

Only the legally responsible party may sign this application.

701-18-108-026

Schedule #1—General Information

County-district number or vendor ID: 227803

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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On this date:

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By TEA staff person:

RFA #701-18-108; SAS #292-18

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227803

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
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227803

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X 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: 227803

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.	227803 Wayside Schools	Deroald R Hopkins	512-358-1815 dhopkins@waysideschools.org	\$399,566
Member Districts				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District #	Name	Telephone number	Funding amount

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

County-district number or vendor ID:

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:				\$399,566

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RFA #701-18-108; SAS #292-18

Schedule #5—Program Executive Summary

County-district number or vendor ID: 227803

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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By TEA staff person:

Wayside Schools Comprehensive Dyslexia Program of Services (CDPS) offers an innovative, research-based, and easily replicable approach to identifying and serving all dyslexic students in our district in grades K-3. Wayside Schools is an open-enrollment, tuition-free charter school network. The grant will support programming at all of our campuses that educate students in grades K-3, including: 1) Eden Park Academy, 2) Altamira Academy, and 3) REAL Learning Academy. Wayside Schools is applying for the grant because we are committed to offering students with dyslexia the resources and tools that are necessary to succeed. Wayside School has demonstrated a commitment to the goals of the grant by providing strategically planned dyslexic student services since 2015.

Students in the target population will benefit from the program in four core ways. First, we will implement a multifaceted early identification and intervention process for dyslexia diagnosis at Wayside Schools that will evaluate all 846 students in grades K-3. Early diagnosis and identification will be an individualized evaluation and not just a screening. This robust approach ensures that all students with dyslexia will be identified. Second, the program will support Dyslexia Specialists, facilitate small group education for dyslexic students, and lower student to teacher ratios -- all important factors in promoting students achievement. Third, through the initiative, all Dyslexia Specialist/small groups facilitators will be trained in the delivery of a research-based approach to dyslexia education: Basic Language Skills (BLS). BLS involves intensive training in a therapeutic, multisensory, and Orton-Gillingham based curriculum for effectively teaching phonics and language structure to students with dyslexia and other reading difficulties. Finally, the program also ensures all early learning classroom teachers in our district are trained in early identification, engages parents and families, and provides information on signs of dyslexia to our community. Notably, all aspects of our program model will be offered in both English and Spanish to reflect the diversity of our system.

To develop the budget, we took the following steps: First, we will hire four Dyslexia Specialists to conduct identification and deliver programming. Each Dyslexia Specialist will be assigned to one of the three targeted campuses, with the exception of one specialist who will be assigned as a dyslexia assessment/evaluator and will work at all four campuses providing services in both spanish and english. The grant will support the training and certification of the Dyslexia Specialist in BLS, a research-based approach to dyslexia education. Next, the budget supports a Project Coordinator who will be responsible for overall program implementation, management, and evaluation. Finally, the budget will support assistive technology for dyslexic students (e.g., text-to-speech software and chromebooks), as well as a laptops for the Dyslexia Specialist and the Project Coordinator to facilitate program implementation.

Wayside Schools educates a diverse student body. The demographics of the three campuses involved in the program are as follow: 49% female 51% male; 71% Hispanic, 18% white, 6% black; 67% qualify for free or reduced lunch; and 34% are English Language Learners. Of the 846 students who are in grades K-3 on these campuses, we anticipate that 126 will be identified as dyslexic. Notably, all program material including identification of students, dyslexia education and parental outreach will be available in both English and Spanish.

Wayside Schools employs a comprehensive, multi-step needs assessment, that involves, 1) Clarifying and Prioritizing Problem Statements; 2) Establishing a Review Team and Developing Objectives; 3) Gathering Data; 4) Analyzing Data; 5) Root Cause Analysis, including the use of 10,5,5 protocol developed by the Texas Accountability Intervention System; and 6) Creating Goals and Strategies. The process is overseen by Wayside's CEO who determine its efficacy and determines when and how the process needs to be changed.

The management plan consist of the following. The Project Coordinator will be responsible for the overall implementation of the program. S/he will regularly meet with and directly supervise the Dyslexia Specialist to ensure that goals and outcomes are met. The Project Coordinator will report directly to the Project Director, a position that will be supported by Wayside Schools. The Project Director will work with the Coordinator to identify and address challenges and to ensure

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227803

Amendment # (for amendments only):

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RFA #701-18-108; SAS #292-18

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.

the program receives consistent, high quality management. The Project Director reports directly to the Chief Academic Officer.

Wayside Schools is committed to a robust program evaluation that will document lessons learned and help to inform future program delivery. To evaluate the program, we will collect the following data: 1) Formative Assessment Data, 2) Observations, 3) Surveys, 4) Project Data (e.g., documenting daily reading progress), and 5) Focus Groups/Interviews. We will use the 2017/2018 academic school year as a baseline and compare data collected during the grant period to determine program efficacy.

Our application meets all statutory requirements and completely and accurately answers all TEA requirements. The program uses a research-based approach (BLS) that meets standards set by the Texas Education Agency, International Multisensory Structured Language Education Council, and the International Dyslexia Association; collects empirical data on student achievement and compares to baseline to determine efficacy; engages parents and families through various touch points, including numerous program information sessions and school sponsored events; reflects the diversity of the state (e.g., 33.6% of Wayside students are English Language Learners); and involves the identification of four core steps that can be replicated in similar programs across the state. Additionally, the program employs innovative practices to overcome obstacles (e.g., all program materials and activities offered in English and Spanish and multi-step, individualized evaluation as opposed to traditional screening) and relies upon a community based provider -- the Rawson Saunders School -- to deliver research-based training and certification.

Wayside Schools is committed to identifying and educating students with dyslexia. The Wayside Schools Academics Team led by the Chief Academics Officer has been working to address the needs of Wayside Schools Dyslexic students within the structuring and support of the Section 504 program since 2015. By approving this grant application, Chief Executive Officer is committing the organization not only to the goals and objectives of the proposed program, but also the appropriation of future revenues to sustain and continue to grow dyslexia services and the support of elementary literacy education.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227803

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	\$251,421	\$61,995	\$313,416
Schedule #8	Professional and Contracted Services (6200)	6200	\$55,000.00	\$0	\$60,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$0	\$10,000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$16,150	\$	\$16,150
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$ 399,566.00

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:	\$399,566
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:	\$59,934

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: 227803

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	4		\$208,000.00
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator		1	\$6,500.00
5	Project coordinator	1		\$45,000.00
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:			\$ 259,500
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$ 2,000.00
20	6119	Professional staff extra-duty pay		\$
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$ 51,916
2	61XX	Tuition remission (IHEs only)		\$

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3			
2			
4		Subtotal substitute, extra-duty, benefits costs	\$ 53,916
2		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	\$313,416
5			

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: 227803

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:		\$ 0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Coaching from Region 13 Dyslexia Services	\$ 5,000.00
2	Neuhaus Dyslexia BLS Program Training	\$ 48,000.00
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$ 53,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$ 7,000
(Sum of lines a, b, and c) Grand total		\$60,000

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

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RFA #701-18-108; SAS #292-18

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227803		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:	\$ 10,000
Grand total:		\$ 10,000

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: 227803		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$

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: 227803		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	5 Mac Laptops for teachers	5	\$ 900.00	\$4,500.00
3	Chromebooks and Headphones	15	\$ 600.00	\$9,000.00
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	text to speech software	20 licenses	\$2,6500	\$2,650
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$16,150

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: 227803

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	N/A	N/A	N/A
K	209	11	19 to 1
1 st	223	11	20 to 1
2 nd	210	11	19 to 1
3 rd	207	10	21 to 1

COMMENTS

The number of students above reflects all students who will undergo an individualized evaluation for dyslexia. We anticipate that 126 will be diagnosed with dyslexia.

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:45 am - 3:30pm	
Number of days in school year	187	
Minutes of instruction per school year	76305	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227803

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.

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To identify needs and close gaps between current and desired outcomes, Wayside Schools employs a process that is informed by strategic prioritization and data collection. Through our strategic planning process, we develop Priority Work and Data Plans that identify core priorities. For each priority within the plan, we identify the need; list the desired products and deliverables; define how we will monitor progress through data collection; set quantifiable outcomes and outputs that will capture success; and list the supports and resources that will help to accomplish the priority.

In support of this process, data are collected formally and informally throughout the year from a wide variety of stakeholders, including administrators, teachers, parents, and community members. Some examples of data that campuses analyzes (from our CIP): Populations Data, Discipline Referral Data, Student, Staff and Parent Surveys, Campus Culture Data, Technology and Operations Needs Review, Analysis of Academic Data (STAAR, benchmarks, TPRI, SRI/SMI, language proficiency tests, PSAT/ACT, ACT, IB Assessments, Graduation Data, Emergency Plans Review, Involvement from Teachers in Determining Campus need for PD and Hiring, Professional Development Review, Evaluation of policies and procedures to have a positive impact on student performance Student and Staff Retention

As part of the aforementioned process, Wayside Schools conducts a comprehensive needs assessment that involves the following:

- 1: Clarifying and Prioritizing Problem Statements: We clearly define and prioritize the the problems that need to be addressed and develop problem statements. These problem statements synthesize the data analysis process into objective statements that bring clarity to the areas that should be included in our improvement plan. The problem statement is also used to pinpoint the gap in the data that is going to be examined through a root cause analysis.
- 2: Establishing the Team and Developing Objectives: This step is continuous process in which we identify stakeholders and gather input to address issues identified in Step One using a collaborative approach. This team develops objectives aimed at addressing the need(s).
- 3: Gathering Data (see above for types of data we use): We collect quantitative and qualitative data to examine the factors that are impacting student achievement. We focus on gathering data and organizing into user- friendly data sets and documents that are clear, accurate, and concise.
- 4: Data Analysis Review: We identify trends and reveal the big picture through comparisons of the data. As the data is analyzed, the administration determines if the needs identified are strategic or tactical issues. **All strategic needs are prioritized by the order in which learning is impacted.**
- 5: Root Cause Analysis: A critical step in the needs assessment process where we identify the root causes of a problem using a 10,5,5 protocol developed by the Texas Accountability Intervention System
- 6: Create Goals/Strategies: Once the root cause is identified, we create the improvement plan to address the problem. This plan is monitored at the campus level by the campus principals who checks in weekly with the Chief Academics Officer.

This process is reflected in our Campus and District Improvement Plans. Campuses who are engaging in this process that have students in grades K-3 are: Eden Park Academy, Altamira Academy and REAL Learning Academy.

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227803

Amendment # (for amendments only):

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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.	<u>Limits to Early Diagnosis and Identification:</u> Wayside Schools has two teachers trained to conduct dyslexia screenings for students in English, beginning in 2 nd grade. Only one teacher is able to test in Spanish; however, she serves 30 plus students daily and is unable to screen students on other campuses. Wayside Schools contracts out student dyslexia evaluations for Spanish speaking student(s) or for our campuses without a trained dyslexia screener.	By hiring a bilingual dyslexia teacher trained in the evaluation and assessment of dyslexia and reading difficulties, the early identification and intervention process for dyslexia at Wayside Schools will begin in Kindergarten and will be multifaceted, satisfying both state and federal requirements. Early diagnosis and identification will be an individualized evaluation and not just a screening, conducted through 504 procedures or through the Individuals with Disabilities Education Act and will effectively reach all students in grades K-3.
2.	<u>High Student/Teacher Ratios for Small Group Instruction:</u> Across the three Wayside elementary campuses, we estimate that approximately 126 out of 846 students in grades K-3 are dyslexic. These students are being served by three dyslexia teachers (one teacher per campus), which is a 1:42 student ratio. On average, students are receiving services 3-4 times per week.	Wayside Schools will hire four dyslexia specialists to serve all dyslexic students in grades K-3 in both English and Spanish (as needed). Employing dyslexia specialist will reduce the student teacher ratio in half and allow dyslexia specialist teachers to see small groups of 3-5 students 4-5 times per week in their native language. SR#4
3.	<u>Lack of Highly Trained Dyslexia Specialists/Teachers:</u> Only two Wayside Schools teachers have been trained in an evidence based Orton-Gillingham based phonics program. Teachers who provide services to identified dyslexic students in grades K-3 through our special education program are not trained in any research based dyslexia programs of instruction.	By partnering with Rawson Saunders and the research-based Basic Language Skills (BLS) program out of Houston, TX, all Wayside Schools small group teachers/specialists who teach identified dyslexic students will become certified dyslexia practitioners and/or therapists.
4.	<u>Lack of Early Intervention and Comprehensive High Quality Instructional Programming:</u> With the help of Wayside program administrators, we will implement a research-based, comprehensive dyslexia standard of instruction: Basic Language Skills (BLS) Introductory Course (Rawson Saunders). BLS offers a research-based approach to teaching essential literacy skills such as phonological awareness, letter recognition, decoding, comprehension, spelling, grammar, and written composition.	The course was developed at Neuhaus Education Center in Houston, Texas, and is a component of the Dyslexia Specialist Preparation Program. BLS Intro involves intensive training in a therapeutic, multisensory, and Orton-Gillingham based curriculum for effectively teaching phonics and language structure to students with dyslexia and other reading difficulties. SR#2
5.	<u>Need for Professional Development for all teachers of students with dyslexia:</u> Little to no classroom teacher assistance is available due to low staffing and dyslexia teacher training and coordination	The program will provide quarterly classroom teacher training; in class support; regular guidance to support early identification in all classrooms, including those in need of bilingual support

Schedule #14—Management Plan

County-district number or vendor ID: 227803

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

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requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Program Director	Master's degree or related years of experience. 5-10 years of previous teaching and dyslexia experience. Background in adult development or learning. Federal grants management experience (3 years minimal). Advocate of the Wayside culture of teaching excellence. (.5 FTE – Admin Costs)
2	Project Coordinator	Bachelor's degree or higher. Demonstrated skills in project coordination reading intervention, and/or dyslexia services. Strong writing skills, competency in Adobe Suite and Editing software. (Direct Program Costs)
3	Dyslexia Specialist(s)/ Teachers (Bil pref)	Master's degree preferred. 5-10 years of teaching experience/dyslexia services and/or reading intervention in grade levels K-3. Demonstrated expertise in classroom teaching skills and coaching success. Advocate of the Wayside culture of teaching excellence. (Direct Program Costs)
4	External Consultant(s)	Master's degree preferred. 5-10 years of experience Dyslexia and/or reading intervention experience. Demonstrated expertise in classroom teaching skills and reading intervention success.
5	Dyslexia Specialist/ Diagnostician	Master's degree preferred. Bilingual pref. 5-10 years of teaching experience/dyslexia services in English and Spanish. Experience with reading intervention in grade levels K-3. Demonstrated expertise in classroom teaching skills and coaching success. (Direct Program Costs)

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	Hire and Onboard Dyslexia Staff and Consultants. Begin planning work	1. Hire Dyslexic Specialists 2. Hire Program Coordinator 3. Partner with dyslexia program consultants 4.	05/01/2018 05/01/2018 05/01/2018 05/01/2018	07/31/2018 07/31/2018 07/31/2018 07/31/2018
2	Design and Implement early identification and Evaluation processes and procedures	1. Identify screening tools and processes 2. Identify evaluation tools 3. Design processes for data review and decisions 4. Use tools for evaluation and program decisions	06/01/2018 06/01/2018 06/01/2018 06/01/2018	09/31/2018 09/31/2018 09/31/2018 09/31/2018
3	Create a dyslexia Training/Professional Development Plan for teachers/specialists	1. Identify Dyslexia teachers and the levels of training needed 2. Arrange training for all dyslexic providers 3. Monitor training progress and outcomes 4.	05/01/2018 05/01/2018 05/01/2018 05/01/2018	08/31/2019 08/31/2019 08/31/2019 08/31/2019
4	Implement researched based dyslexia reading programs in spanish and english	1. Develop a continuum of reading services eng. 2. Develop a continuum of reading services in sp. 3. Implement dyslexia reading programs on three campuses 4.	08/01/2018 08/01/2018 08/01/2018 08/01/2018	05/31/2019 05/31/2019 05/31/2019 05/31/2019
5	Develop Dyslexia Instructional Program/Formal Evaluation Process	1. Gather baseline data 2. Set project goals 3. Develop a process/procedures for evaluation 4. Use evaluation data in decision making	11/01/2018 11/01/2018 11/01/2018 11/01/2018	08/31/2019 08/31/2019 08/31/2019 08/31/2019

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: 227803

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To monitor the attainment of goals and objectives, Wayside Schools employs the following techniques. First, we assign a primary point of contact (POC) who is broadly responsible for monitoring a specific goal and objective. Second, we collect and analyze data at regular intervals to determine whether goals/objectives are projected to be met. If a goal is not projected to be met, the POC meets with principals to identify obstacles, develop strategies, and modify the plan to ensure outcomes are achieved. These changes are then communicated to stakeholders in the following ways: 1) at weekly leadership team meetings and student support team meetings (staff/teachers), 2) in classroom newsletters and 'reading corner' letters home (students), and 3) during town halls and parent nights (parents/community)

For the proposed program, the Network Dyslexia Director will be the primary POC, and each campus will have a point of contact who reports directly to the primary POC. We will collect baseline data using universal screeners beginning in kindergarten and complete data-driven reviews on all aspects of this grant. All proposed grant activities would be monitored, managed, assessed, and evaluated using this management system. A Plus/Delta review of meetings and programs will be used during which participants highlight aspects that are most effective and areas where the most improvement is needed.

The POC (Network Dyslexia Director) will meet with stakeholders to review this data at all regular meetings to project progress towards outcomes and ensure continuous improvement. Stakeholders include: 1) a Program -level committee at each campus consisting of CDPS staff/administrators, 2) a Network Improvement Committee (DIP) consisting campus representatives, school staff, and other community partners, and 3) a Wayside Comprehensive Dyslexia Program of Services or CDPS Advisory Committee will focus on project-wide review of local program objectives, strategies, activities and evaluation data

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.

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Wayside Schools current efforts to serve its dyslexic scholars is limited by its ability to identify this population, a high student/teacher ratio, lack of highly trained dyslexia teachers, and access to evidence-based training and monitoring. Despite these challenges, we successfully educate 103 dyslexic scholars per year. The proposed program directly address these needs and would expand our ability to identify and educate the target population by thoroughly training, preparing and evaluating our teachers, as well as by educating our staff, parents and families and developing a highly effective system for monitoring and evaluating program effectiveness. The Wayside Schools Academics Team led by the Chief Academics Officer has been working to address the needs of Wayside Schools Dyslexic students within the structuring and support of the Section 504 program since 2015. By approving this grant application, our Chief Executive Officer is committing the organization not only to the goals and objectives of the proposed program, but also the appropriation of future revenues to sustain and continue to grow dyslexia services and the support of elementary literacy education.

Schedule #15—Project Evaluation

County-district number or vendor ID: 227803

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.	Formative Assessment Data (FAD's)	1.	80% of students performing at grade level reading proficiency on DRA, EDL, MAP
		2.	80% of dyslexic students passing at 70% or better on FAD data tracker (by demographic) used by participants
2.	Observations	1.	Teacher performance (Strong Start)
		2.	Instructional Coaches observation notes and recommendations
		3.	Principal walk-thru and observations notes
3.	Surveys	1.	Parent surveys indicating program quality satisfaction
		2.	Staff surveys indicating high quality dyslexia program results and program development
		3.	Committee level survey on process refinement
4.	Project Data	1.	846 K-3rd grade scholars screened for dyslexia, of whom we anticipate 15% will be diagnosed
		2.	Student Reading progress data well documented and used daily by personnel
		3.	Students growth clearly measurable
5.	Interviews/Focus Groups	1.	Meeting Minutes, sign-in sheets, plus/delta feedback, participant feedback
		2.	Periodic cumulative reports
		3.	Project presentations to Board of Directors

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

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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 Wayside Schools Comprehensive Dyslexia Program of Services (CDPS) will conduct multiple measurements of baseline data for all 846 students in Grades K,1,2,3 using a TEA commissioner and board approved multidimensional assessment tool such as the MAP screener, the TPRI/Tejas Lee early reading inventory, the Shaywitz DyslexiaScreen, DIBELS Next, or AIMSweb. Those students who are identified as "at risk" are given a follow-up behavioral screener, using the KTEA-3 Dyslexia Index score or a similar Index. Following this two-step screening process, the student support team meets to determine next steps for each student. Students at risk are given supplemental instruction, using a multi-linguistic word study program for 9–12 weeks. To monitor academic progress, curriculum-based measures are administered weekly, and the KTEA-3 subtests from the Dyslexia Index score are re-administered using the alternate form every 3–4 months.

The subtest growth scale values (GSVs) are charted and compared over time to determine if significant progress has been observed. Underperforming students are referred for a comprehensive evaluation that includes cognitive, language, and achievement measures. The student support team considers these test results and other sources of information, such as school grades/test scores, hearing and vision tests, classroom observation, teacher reports, and parent/ caregiver interviews (family history/background information), to determine what services a student is qualified to receive.

Once identified for dyslexia supports a student will be progress monitored by the student support team using multiple measures including but not limited to curriculum-based measures and formative assessments, MAP screenings, benchmarks. Data will be reviewed by the student support team to look for evidence of student improvement and program effectiveness.

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

County-district number or vendor ID: 227803

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 proposed program incorporates research-based approaches to serving students with dyslexia. Specifically, all Wayside Schools small group teachers/specialists who teach identified dyslexic students will become certified dyslexia practitioners and/or therapists through the Basic Language Skills Program (BLS). BLS meets the standards set by the Texas Education Agency, International Multisensory Structured Language Education Council, and the International Dyslexia Association. The program involves intensive training in a therapeutic, multisensory, and Orton-Gillingham based curriculum for effectively teaching phonics and language structure to students with dyslexia and other reading difficulties.

Additionally, research has shown that early identification and intervention is critical to helping students achieve success. Our program model includes a robust, multi-step identification and evaluation model that reaches all K-3 students in our district. This approach moves beyond traditional screening and ensures that the needs of all students in our target population are identified and addressed. Dyslexic student will participate in the evidence based RtI process in order to provide the best possible continuum of reading intervention services.

The program leverages a variety of technologies that can help students with dyslexia. Assistive technology comes in many types and platforms and does not have to be expensive, complicated, or "high-tech." It may be a simple, inexpensive low-tech tool such as a reading ruler or pencil grip, or it could be a more complex high-tech item such as text-to-speech software or a smart pen. A student can benefit from technology in a variety of ways. For example, he/she may have specialized software on the personal computer, or he/she might use iPad, Android, or Google Chrome applications. There are a variety of tools for reading, writing, spelling, organization, and executive function, sticky notes on the computer and other designated supports will be provided on a regular basis for identified students. Audiobooks are tools we will use in the classroom if a student requires audiobooks for equal access to the curriculum. E-text and Text-to-Speech (TTS)—Software, applications, or devices that let a student see and hear digital or electronic text at the same time will be used. Additionally, the premium version of Read&Write for Google Chrome is available to teachers.

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.

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Wayside Schools collects data on student achievement at regular intervals using universal screeners, formative assessments and benchmarking data systems. Through this process, we are able to capture the following measures: students who are at-risk of reading difficulty, norm-referenced and curriculum-based measurements of achievement. This data is collected by Wayside Schools and is regularly reviewed by Network academics team members and campus administrators and teachers. We will use this approach to collect baseline data in support of the program. For the purposes of the program, our baseline measures of achievement will be taken from the 2017/2018 academic school year. This data is already being collected as part of our regular data collection efforts.

Additionally, as discussed above, we also conduct multiple measurements of baseline data for all 846 students in Grades K,1,2,3 using a TEA commissioner and board approved multidimensional assessment tool such as the MAP screener, the TPRI/Tejas Lee early reading inventory, the Shaywitz DyslexiaScreen, DIBELS Next, or AIMSweb.

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

County-district number or vendor ID: 227803

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.

As part of the Parent and Family engagement plans within the Campus Improvement Plans, the Wayside Schools CDPS will develop a continuum of dyslexia support, services and information for parents both in Spanish and in English. Prior to program implementation, Wayside Schools will host an informational session with parents, where we will seek to both inform our families about the initiative and solicit their feedback and support. We will also host similar sessions with program staff and families during the fall and spring semesters, and parents will be informed about the program at various school sponsored events (e.g., student orientations, parent teacher conferences, etc).

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.

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According to the US Census Bureau's American Community Survey (ACS) from 2015, about 35.4% of the Texas population (over nine million people) speaks a language other than English at home. The Wayside Schools student population mirrors the state with 672 of its 2000 (33.6%) students identifying as English learners. Additionally, 66% of our students qualify for free or reduced lunch.

The Wayside Schools CDPS is focused on the accurate screening, early identification, and evidence based instruction for early learners who are dyslexic. Our program has identified four core steps that can be replicated in similar programs across the state: 1) bilingual, wide-scale, and multi-step dyslexia evaluation and assessment, 2) a focus on small group instruction, 3) training and certifying teachers in an easily available, evidence-based curriculum, and 4) provision of bilingual (as needed), high quality multimodal dyslexia programming and instruction. The program also ensures all EL classroom teachers are trained in early identification, engages parents and families and provides info on signs of dyslexia in english and in spanish.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227803

Amendment # (for amendments only):

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

The proposed program will address the unique needs of scholars with dyslexia by employing the following innovative approaches.

First, language barriers have been found to be an obstacles in both identifying students with dyslexia and delivering quality programming to this population. Wayside Schools will leverage its experience educating a bilingual student body (34% of students are classified as English Language Learners) and employ dyslexia specialists who are bilingual. Additionally, all screening and evaluation, programming, and outreach material, including information for families, will be offered in both English and Spanish.

Second, school districts have often faced challenges when attempting to identify dyslexic students in primary grades. The proposed program employs an innovative, multi-step individualized evaluation that engages all K-3 students in our district in early diagnosis and identification. Moreover, by reaching all members of our student body, students in all of our program -- general education, special education, RtL, and 504 -- will benefit from the initiative and have access to a continuum of services that offers them the best opportunity to achieve success.

Third, research has shown that, for 90 to 95 percent of poor readers, prevention and early intervention programs that combine instruction in phonemic awareness, phonics, fluency development, and reading comprehension strategies— provided by well-trained, linguistically informed teachers— can increase reading skills to average reading levels or above. Evidence from decades of scientific research has shown that with research-based, intensive instruction, students with all but the most severe reading disabilities can be effectively taught in the early grades so that they stay on track toward academic success. Through the program, all Wayside Schools small group teachers/specialists who teach identified dyslexic students will become certified dyslexia practitioners and/or therapists after completing the research-based BLS program, which will delivered by our partners at the Rawson Saunders School.

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

County-district number or vendor ID: 227803

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.

The program will coordinate with the Rawson Saunders School to provide training and certification in the research-based Basic Language Skills. BLS Intro involves intensive training in a therapeutic, multisensory, and Orton-Gillingham based curriculum for effectively teaching phonics and language structure to students with dyslexia and other reading difficulties. Through this collaboration, all Wayside Schools small group teachers/specialists who teach identified dyslexic students will become certified dyslexia practitioners and/or therapists.

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