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, 85th Texas Legislature, 2017	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	Place date stamp here.
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: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Karin Miller, karin.miller@tea.texas.gov, (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information
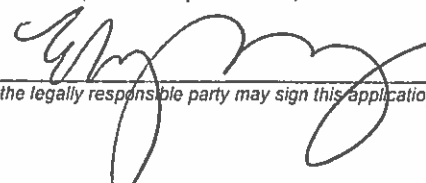
Organization name	County-District #		Amendment #
Humble Independent School District	**101-913**		
Vendor ID #	ESC Region #		
1746001421	**4**		

Mailing address		City	State	ZIP Code
20200 Eastway Village Drive		**Humble**	**TX**	**77338**

Primary Contact

First name	M.I.	Last name	Title
Dr. Adrianne	**S.**	**Holmes**	**Competitive Grants Coordinator**

Telephone #	Email address	FAX #
281-641-8140	**aholmes@humbleisd.net**	**281-641-1060**

Secondary Contact

First name	M.I.	Last name	Title
Angela		**Pomberg**	Director, Assessment & Related Services

Telephone #	Email address	FAX #
281-641-8406	**angela.pomberg@humbleisd.net**	

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
Dr. Elizabeth		**Fagen**	**Superintendent of Schools**
Telephone #		Email address	FAX #
281-641-8001		**efagen@humbleisd.net**	**281-641-1050**

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-18-108-030

Schedule #1—General Information

County-district number or vendor ID: **101-913**	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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☒	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	*See important note for competitive grants	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **101-913**	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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	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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RFA #701-18-108; SAS #292-18   Page 3 of 26
2018–2019 Services to Students with Dyslexia

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **101-913**	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: **101-913**	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.	101-913 Humble ISD	Dr. Elizabeth Fagen	281-641-8001 efagen@humbleisd.net	$ 557,840.
Member Districts				
2.	101-921 **Tomball ISD**	Dr. Martha Salazar-Zamora	281-357-3100 x2005 marthasalazarzamora@ tomballisd.net	$ 110,540.
3.	146-901 **Cleveland ISD**	Dr. Darrell Myers	281-592-8717 dmyers@clevelandisd.org	$ 33,162.
4.	101-924 **Sheldon ISD**	Mr. King R. Davis	281-727-2006 kingdavis@sheldonisd.com	$ 77,378.
5.	170-908 **New Caney ISD**	Mr. Ken Franklin	281-577-8600 kfranklin@newcaneyisd.org	$ 121,594.
6.	101-925 **Huffman ISD**	Dr. Benny Soileau	281-324-1871 bsoileau@sheldonisd.net	$ 22,108.
7.	101-915 **Channelview ISD**	Mr. Greg Ollis	281-452-8005 Greg.ollis@cvisd.org	$ 77,378.
8.				

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	Humble ISD		efagen@humbleisd.net	
Member Districts				
2.	101-921	Dr. Martha Salazar-Zamora	281-357-3100 x2005	$
	Tomball ISD	*Martha Salazar-Zamora*	Msalazar-zamora@tomballisd.net	
3.	146-901	Dr. Darrell Myers	281-592-8717	$
	Cleveland ISD		dmyers@clevelandisd.org	
4.	101-924	Mr. King R. Davis	281-727-2006	$
	Sheldon ISD		kingdavis@sheldonisd.com	
5.	170-908	Mr. Ken Franklin	281-577-8600	$
	New Caney ISD		kfranklin@newcaneyisd.org	
6.	101-925	Dr. Benny Soileau	281-324-1871	$
	Huffman ISD		bsoileau@sheldonisd.net	
7.	101-915	Mr. Greg Ollis	281-452-8005	$
	Channelview ISD		Greg.ollis@cvisd.org	
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3.	146-901 **Cleveland ISD**	Dr. Darrell Myers *Darrell D. Myers*	281-592-8717 dmyers@clevelandisd.org	$
4.	101-924 **Sheldon ISD**	Mr. King R. Davis	281-727-2006 kingdavis@sheldonisd.com	$
5.	170-908 **New Caney ISD**	Mr. Ken Franklin	281-577-8600 kfranklin@newcaneyisd.org	$
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	New Caney ISD		kfranklin@newcaneyisd.org	
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	Huffman ISD		bsoileau@sheldonisd.net	
7.	101-915	Mr. Greg Ollis	281-452-8005	$
	Channelview ISD		Greg.ollis@cvisd.org	
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Schedule #3—Certification of Shared Services

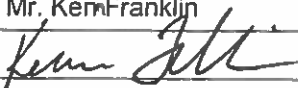| County-district number or vendor ID: **101-913**	Amendment # (for amendments only):

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	Sheldon ISD		kingdavis@sheldonisd.com	
5.	170-908	Mr. Ken Franklin	281-577-8600	$
	New Caney ISD		kfranklin@newcaneyisd.org	
6.	101-925	Dr. Benny Soileau	281-324-7630	$22,108.00
	Huffman ISD		bsoileau@huffmanisd.net	
7.	101-915	Mr. Greg Ollis	281-452-8005	$
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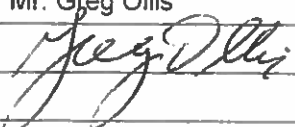| Schedule #3—Certification of Shared Services	
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7.	101-905 **Channelview ISD**	Mr. Greg Ollis	281-452-8008 Greg.ollis@cvisd.org	$ 77,378.00
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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: **101-913**			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:	

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Schedule #4—Request for Amendment

County-district number or vendor ID: **101-913**	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 is the 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 amendment more than 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) 475-3564.

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 a 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

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D 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: **101-913**		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.			

Not Applicable

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **101-913**	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.

The Shared Service Arrangement (SSA) comprised of Humble, Tomball, New Caney, Channelview, Cleveland, Sheldon, and Huffman, Independent School Districts (**7-District Network or the Network**) are seeking funding to enhance dyslexia awareness outreach and identification campaigns, screening, evaluation, service, progress monitoring, curriculum accessibility and parent participation associated with the Dyslexia programs. These programs for students are served through Section 504, Special Education and each district's Dyslexia intervention program. Funding will allow this 7-District Network, in collaboration with Sam Houston State University (SHSU) and Region 4 Education Services (Region 4), to develop a comprehensive research-based dyslexia early identification and service program that is replicable across the state. This proposal is written to align with the Texas Education Agency (TEA) Proposed Initial Draft Plan to the United States Department of Education (USDE) to address the support and delivery of special education services. The table below reflects the diverse demographics of the **7-District Network that** provide a close match up to the State.

District Name	Total # Students	% Ethnic Distribution					% ED	% ELL	% @Risk	Total # Students w/ Disabilities
		Afri. Amer.	Hispanic	White	Asian	Other				
Humble	41,125	19.8	34.8	39.3	0.4	5.7	33.5	8.9	49.0	3,121
Tomball	14,882	4.6	30.1	54.1	7.0	4.2	21.7	10.9	31.5	1,188
New Caney	14,640	3.5	57.2	35.4	1.7	2.2	61.3	29.5	61.1	1,241
Channelview	9,522	11.3	78.2	7.8	0.9	1.8	79.6	30	59	828
Cleveland	4,716	8.2	60.6	28.2	0.7	2.3	82	34.2	65.0	348
Sheldon	8,862	21.2	70.6	6.5	0.5	1.2	79	27.8	68.2	648
Huffman	3,427	2.5	21.0	74.5	0.5	1.5	35.7	5.7	39.9	272
7-District Network	97,174	10.2	50.4	35.1	1.7	2.7	56.1	21	53.4	7,646
Texas	5,343,834	12.6	52.4	28.1	4.2	2.7	59.0	18.9	50.3	467,611

The needs assessment led this network to propose the following targeted activities to address gaps in dyslexia services:
Early Intervention, Parent Partnership, and Early Identification using the Screener on Screener Model:
The 7-District Network SSA will collaborate with Region 4 and SHSU to develop a standard At-Risk for Dyslexia Questionnaire including early warning signs and family history to be publicized through established child find procedures, as well as placed at local libraries. Parents who complete the questionnaire and have concerns for their child would be directed to contact their local elementary school, where they would be provided with access to an early education tool in both English and Spanish (such as Ready Rosie) that leverages the power of video modeling, mobile technology and professional development opportunities to build powerful partnerships between families and educators. Home literacy based activities related to dyslexia early risk factors and areas of assessment are targeted to children birth through age 9. Parent concerns for possible dyslexia would also trigger the screening process described below. Dyslexia awareness activities to engage and develop partnership with parents, students and the broader community would include parent informational meetings, a parent led advisory committee for open communication with district dyslexia staff, October Dyslexia awareness activities, and Movie Night: The Big Picture: Rethinking Dyslexia.

The single strongest factor in forecasting the benefit of dyslexia services is early identification. The 7-District Network believes that dyslexia-screening process should result from standardized and research based early identification screening across all student support programs from RtI, to Section 504 and Special Education. All 7-District Network member districts are using universal screeners, but none specific to dyslexia. The dyslexia screener will be systematically implemented not only to capture unidentified students in need of dyslexia services, but to capture the possible needs of students already identified with a disability other than dyslexia and currently served in Section 504 or Special Education. Establishing clear markers of possible dyslexia and related disorders through an adopted dyslexia screening process across all student support programs, which is communicated to campus professionals and the broader community, will help reduce misconceptions about a clear path to dyslexia intervention. Funding made available by TEA will allow this SSA to use the screener on screener model beginning with their universal screening tool for reading. When a dyslexia profile is suspected, SSAs will use the Shaywitz dyslexia screen for students in K-2 and the Quick Phonics Screener-3 for students

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: **101-913**	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.

in third grade. To ensure high quality professional development to implement both the formal research based and informal dyslexia screening instruments this SSA is collaborating with Sam Houston State University's (SHSU) Dept. of Language, Literacy and Special Pops. to structure and deliver instrument training. SHSU will develop or adopt direct training and train the trainer models designed to build the capacity of collaborating school districts to accomplish long-term implementation.

Dyslexia Intervention Services and Progress Monitoring: Direct instruction for dyslexia intervention by the campus based dyslexia trained reading specialist generally associated with each district's Dyslexia intervention program is of a higher quality than more generic reading services provided through an IEP by a Special Education teacher. While not every student with dyslexia who is also served through Special Education must be served by a Special Education teacher, this grant proposal captures the need to significantly increase dyslexia training for Special Education teachers, for both overall dyslexia awareness and dyslexia intervention training specific to each district's adopted program. Our proposal includes 5 days of training for each Network campus to attend the following courses according to specific campus needs: Texas Dyslexia Identification Academy's Module 1: Foundations and Module 3: Considerations for ELLs. Our proposal includes training on the Esperanza 1-2 intervention and the Wells Spanish transition to English curriculum which facilitates application of prior knowledge as most bilingual programs are 50% or more English by the third grade. The **Network** is proposing to standardize the progress monitoring process for all students receiving dyslexia intervention. Routine and objective progress monitoring instruments inform quality intervention and communicate the results of the program to families. National and local benchmarks within the progress monitoring system must be established and standard rates of improvement identified not to guarantee success, but to guarantee all students with dyslexia are consistently monitored over time to allow appropriate decisions to escalate or fade support. In partnership with SHSU, this Network is proposing to purchase AimswebPlus or similar instrument compatible with district infrastructure. SHSU will assist in delivering professional development to achieve high levels of use of the chosen progress-monitoring tool and work with the **Network** to develop guidance documents articulating national and local norms to provide points of reference for every dyslexia interventionist providing support, which will assist the dyslexia interventionist and Section 504 committees to understand when more support is needed through Special Education, to ensure no student is denied a special education evaluation.

Dyslexia Awareness and Support Campaign: The **7-District Network** will develop marketing material in print form, digital form and through video to actively educate campuses and the broader community on the signs of dyslexia and how to access support. The marketing campaign will communicate the intent of the Response to Intervention Programs (RtI), Section 504, Special Education Programs, the district's Dyslexia Programs, and provide information on how they provide support to students struggling in reading and identified with dyslexia. Navigating all of the Student Support programs is difficult for parents, but also for district intervention teams. The intended audience of the marketing material is external (i.e., parents) and internal (i.e. district and campus personnel). The developed marketing material will focus on identifying clear paths to navigate all student support programs for dyslexia identification and intervention and whom to contact.

Curriculum Access Tools: Curriculum access tools are essential to support the needs of students with dyslexia when they are not receiving dyslexia intervention. Providing curriculum access tools and support in reading, math, science and social studies classes ensure curriculum barriers are removed for students with print disabilities, so they can not only participate, but excel in grade level curriculum. Overcoming phonemic awareness and phonetic deficits associated to dyslexia should not be a prerequisite to curriculum access. This proposal is seeking funding from TEA to enhance or initiate curriculum access tools for every district in this Network. Curriculum access tools could include but are not limited to Kurzweil 3000 and the Snap and Read Programs. District's will have flexibility of choosing the curriculum access programs that best align with their infrastructure, but all participating districts are committed to universal use.

Standard Evaluation Procedures for English and Spanish: Following screening, the evaluation process for dyslexia varies significantly among participating districts based on the district's organizational structure, personnel responsibilities and resources. While this proposal does not mandate specific personnel types (i.e. diagnosticians) for all dyslexia evaluations, it does promote the need to standardize features of dyslexia evaluation regardless of the evaluator type. In partnership with SHSU, a standard evaluation protocol will be developed for English speaking and Spanish speaking students that incorporates a multi-disciplinary team. The primary factors of a dyslexia evaluation that incorporate informal/ formal data and the consideration of related disabilities such as dysgraphia must become a part of all dyslexia evaluations.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **101-913**				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	$136,000	$10,716	$146,716
Schedule #8	Professional and Contracted Services (6200)	6200	$709,033	$0	$709,033
Schedule #9	Supplies and Materials (6300)	6300	$80,039	$391	$80,430
Schedule #10	Other Operating Costs (6400)	6400	$29,021	$0	$29,021
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
Total direct costs:			$954,093	$11,107	$965,200
3.48% indirect costs (see note):			N/A	34,800	0
Grand total of budgeted costs (add all entries in each column):			**$954,093**	**$45,907**	**$1,000,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$954,093	$45,907	$$1,000,000

Administrative Cost Calculation

Enter the total grant amount requested:	$$1,000,000
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$150,000

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

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **101-913**		Amendment # (for amendments only):	

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director/administrator			$
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper		1	$10,716
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:		$
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112 Substitute pay			$136,000
20	6119 Professional staff extra-duty pay			$
21	6121 Support staff extra-duty pay			$
22	6140 Employee benefits			$1,116
23	61XX Tuition remission (IHEs only)			$
24	Subtotal substitute, extra-duty, benefits costs			$137,116
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$146,716**

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: **101-913**	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land		$
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:		$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Early Childhood Reading Readiness Outreach (Ready Rosie)	$122,400
2	IHE Train the Trainer – Formal/Standard Dylexia Screening instruments, evaluation protocol, and professional development. Includes development of marketing materials.	$175,000
3	QPS-3 Teacher licenses	$6,800
4	Bilingual dyslexia/ SPED interventionist training	19,200
5	Progress Monitoring tool and training	$66,238
6	Curriculum Access Tools	$208,895
7		
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$598,533
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$110,500
	(Sum of lines a, b, and c) Grand total	$709,033

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

C. Remaining 6200 - Region IV - Dyslexia Modules, DIP/RBD, and Problem Solving Coaching @ total $110,500

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: **101-913**		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:	$80,430
	Grand total:	**$80,430**

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: **101-913**		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:		$0
	Remaining 6400—Other operating costs that do not require specific approval:		$29,021
		Grand total:	**$29,021**

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: **101-913**			Amendment number (for amendments only):	
#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	
66XX—Computing Devices, capitalized				
2			$	
3			$	
4			$	$
5				$
6				$
7			$	$
8				$
9				$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Curriculum Access Tools		$	$
13	Progress Monitoring Tools, Professional Development		$	$
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:	**$0**

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: **101-913**	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	2,865	106	27
K	6,679	334	19.9
1st	7,253	344	21.1
2nd	7,579	366	20.7
3rd	7,510	365	20.5
COMMENTS	We used the 2016-2017 District Profile, Texas Academic Performance Report for each district's student count. Each district provided their 2016-2017 teacher count by grade level locally.		

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		**This proposal focuses on screening and follow-up inconsistencies. All districts already had in place RtI for students with dyslexia, therefore no additional funding has been included to extend the school day in this proposal.**
Number of days in school year		
Minutes of instruction per school year		

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Need

Schedule #13—Needs Assessment	
County-district number or vendor ID: **101-913**	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.

The **Humble ISD 7-District Dyslexia Network** found that our individual district needs surrounding dyslexia followed the concerns indicated with the Texas Education Agency (TEA) Proposed Initial Draft Plan to the United States Department of Education (USDE). We also noted that we all were implementing various screeners, but not one specific to the needs of a student with dyslexia. Our process entailed an initial face-to-face meeting where over 12 suburban and rural districts met up to think about a responsive dyslexia plan. The next step entailed a survey via email that captured basic information. As we moved further into our planning it was realized that we needed more specific information on each district potentially participating. A more extensive questionnaire was developed and each potential member district had to respond back with their information by a specified deadline.

The Dyslexia District Questionnaire contained the following questions be completed per district:
1. Describe coordination of services with private or community-based providers intend to use in partnership with your district in the grant. These can include local libraries or churches. Please let us know what your district is currently using or intends to use in coordination with this grant.
2. What is your district currently using for dyslexia intervention services? How are you monitoring progress for these services?
3. What universal reading screener does your district have in place for K-2?
4. List any additional screen tools your district is using for dyslexia?
5. Describe how your district provides or encourages parent and community involvement outreach for dyslexia and/ or special education students.
6. How many elementary campuses does your district have as of the start of 2018-19 school year:
7. What curriculum access technology does your district use to support your students' reading disabilities? (Ex: Kurzwell, Snap and Read, Co-Writer, etc.)
8. What is your district currently using for dyslexia intervention services for Spanish speakers?
9. Does your district use campus-based or itinerant dyslexia interventionist to provide services?
10. Does your district use campus-based or itinerant dyslexia interventionist to do evaluations?
11. Have your special education teachers ever received training on dyslexia interventions? If yes, what did this entail?

Data responses from this questionnaire allowed us to see that every district was utilizing screeners, but not specific to dyslexia. This data also showed us that there was no systematic system to progress monitor, no systematic tools, and no formal evaluations. This questionnaire also revealed many districts did not have a means for supporting or screening bilingual students with dyslexia. At this point, some districts decided to forego inclusion. A brief survey sent out to parents of students currently receiving dyslexia services revealed that 83% of parents wish they knew early on if their child was dyslexic. 79% of parents revealed that more awareness about dyslexia should be shared with the entire school community in order to defray myths and stigmas regarding dyslexia and all it entails.

Prioritization of needs once identified were based ensuring that the process families face when they find out their child is dyslexic was helpful in providing awareness, but also early identification and screening, as well as parental support at home.
Need 1: Early Intervention, Parent Partnership, and Early Identification using the Screener on Screener Model
Need 2: Communication of Dyslexia Risk Factors and How to Access Support.
Need 3: Curriculum Access Tools.
Need 4: Dyslexia Intervention Services and Progress Monitoring
Need 5: Consistent Evaluation Practices for English and Spanish Evaluations.
The final seven districts included in this shared services arrangement (SSA) propose to provide better dyslexia services to those students with dyslexia and be able to screen as soon as possible for potential students requiring these services.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **101-913**	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.	Early Identification and Intervention	The 7-District Dyslexia Network will use screener on screener model beginning with their universal screening tool. If a dyslexia profile is suspected, SSAs will use the Shaywitz dyslexia screen for students in K-2nd and the Quick Phonics Screener-Third Edition for 3rd. Develop At-Risk for Dyslexia Questionnaire with early warning signs/family history to be promoted through child find measures and local libraries. Parents with concerns about their children would contact their local elementary school for Ready Rosie subscription (birth-3rd grd) and screening for enrolled students would be provided with the screener on screener model.
2.	Marketing material & strategies to provide information to all stakeholders on the signs of dyslexia and how to access support.	Marketing material in print form, digital form and through video to proactively educate campuses and the broader community on dyslexia. The marketing campaign will also communicate the intent of the Response to Intervention Programs (RtI), Section 504, and Special Education Programs, as well as the components of the districts' Dyslexia intervention programs as described in the Dyslexia Handbook. Information will also be provided on how districts provide additional support to students struggling in reading and identified with dyslexia, and how to access the support.
3.	Curriculum Access Tools	Enhance or initiate curriculum access tools for every district in this SSA, which could include but are not limited to Kurzweil 3000 and the Snap and Read Programs. District's will have flexibility of choosing the curriculum access programs that best align with their infrastructure, but all participating districts are committed to universal use (i.e., all students) of curriculum access tools by the end of the 2019-2020 school year.
4.	Dyslexia Services and Standardized Progress Monitoring	Training on dyslexia and the district intervention program will be provided to special education interventionists. In addition, bilingual SPED and bilingual dyslexia interventionists will also receive training on Module 3: Considerations for ELLs and the Esperanza & Wells Spanish curriculum, which will be purchased for campuses. SSAs will purchase a standard progress monitoring tool compatible with district infrastructure, such as Aimsweb, which includes a fixed form assessment to test the same skills over time.
5.	Consistent Evaluation Practices for English and Spanish Evaluations	The dyslexia evaluation protocol for both English and Spanish speaking students will be developed by SHSU. It will include distinguishable benchmarks that will differentiate the needs of a dyslexia evaluation under the district's Program for Dyslexia, Section 504 and Special Education and incorporate equal components of qualitative data and quantitative data.

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Schedule #14—Management Plan

County-district number or vendor ID: **101-913**	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.	Asst. Director of Responsive Services	The Asst. Director has over 5 years' experience in this position leading responsive services for Humble ISD. She has a BS in Occupational Therapy and a BS in Psychology and Biology; she is certified by the National Board of Occupational Therapist, as well as licensed in Texas as an Occupational Therapist.
2.	Consultant, Dr. Cárdenas-Hagan,	Esperanza Program: Bilingual Speech Language Pathologist & Certified Academic Language Therapist. Creator of the Esperanza program which provides a systematic, sequential and explicit approach to teaching Spanish literacy using the Orton-Gillingham program. The program is evidence based as it has been used in three national studies. https://www.valleyspeech.org/esperanza
3.	Sam Houston State University	The consultant has a doctorates degree and is an evaluator proficient in educational research, as well as a specialized skill set in producing tools to measure educational metrics. The Department of Language, Literacy and Special Populations, provides professional services for educators and educational leaders who possess the knowledge, skills and dispositions needed to cultivate inclusive, culturally responsive instruction and programs.
4.	Grant Admin./Clerk	Individual will order and distribute materials, examine the progress of the funded project and whether the money is being utilized as intended, coordinate training facilities, conduct financial audits on funded projects, Maintain and verify payment records, review invoices and record receipts, prepare monthly reports on the funded project status and submit to management.
5.	District Grant Coordinator	Fiscal Agent's Competitive Grants Coordinator has a doctorates degree in educational leadership in counseling and has over 18 years of experience working with large public entities managing grants and compliance projects at the federal, state, and local level.

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.	Early Identification & Intervention	1.	Purchase Shaywitz Dyslexia & QPS-3 Screeners	08/01/2018	05/01/2019
		2.	Develop & schedule training for screeners w/SHSU	07/02/2018	10/12/2018
		3.	Develop At Risk for dyslexia questionnaire	06/18/2018	07/13/2018
		4.	Purchase Ready Rosie Birth to 3rd Grade	07/02/2018	08/31/2018
2.	Marketing Material	1.	Collaborate with SHSU to develop materials	05/01/2018	08/23/2019
		2.	Collaborate on marketing plan to all stakeholders	06/18/2018	09/28/2018
		3.	Roll out marketing materials	10/01/2018	08/23/2019
3.	Curriculum Access Tools	1.	Collaborate with SSAs to distribute funds for AT	06/18/2018	07/13/2018
		2.	Each SSA purchase curriculum access tools	07/16/2018	08/13/2018
		3.	Provide dys/sped staff training on access tools	08/13/2018	05/15/2019
		4.	Monitor implementation to meet universal goal	08/13/2018	08/23/2019
2.	Services & Progress Monitoring	1.	Schedule Mod 1 all sped & 3 bilingual sped/dys PD	08/20/2018	03/01/2019
		2.	Order Esperanza materials for campuses	06/18/2018	08/31/2018
		3.	Schedule Esperanza training at local site	06/18/2018	09/28/2018
		4.	Purchase standard progress monitoring tool	06/18/2018	08/10/2018
5.	Consistent Evaluation Practices	1.	Collaborate with SHSU to develop materials	06/18/2018	08/23/2019
		2.	Establish standard eval protocol for English	09/04/2018	02/01/2019
		3.	Establish standard eval protocol for Spanish	02/04/2019	05/31/2019
		4.	Benchmarks that differentiate eval needs	06/03/2019	08/13/2019

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: **101-913**	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.

Each Network District will be required to ensure grant outcomes are reported to SPED Directors/ Student Support Services to ensure the program's activities and services are part of their district's organizational management. Each district is structured a little differently, but each has identified the department and titles of the individuals responsible for the overall management of the grant goals and objectives. Additionally, the following additional feedback/continuous improvement systems will assist with communicating to stakeholders progress:

- Districts participating in the SSA will participate in Dyslexia District Network Meetings three times per year (BoY, EoY, MoY) to share progress, issues, successes, and lessons learned.
- All SSA districts already use a system of advisory councils to garner parental engagement. A Parent Advisory Council will be implemented at each Network District specifically for parents of students with dyslexia. These meetings will be held at least two times per year to ensure parent concerns and successes are addressed and either folded into the programming or an alternative is implemented to improve.
- Campus staff routinely meet and review student data to plan and determine next steps in classroom instruction. They review student work and behavior, identify barriers and develop strategies to ensure short term goals are achieved. Participating districts have a variety of settings and supports for students with autism that range from in class support, consultation, and co-teaching, pull out services, social skills groups and classes to self-contained settings with intensive support. Campus level teams review student progress and determine what additional supports are needed. Campuses can access district personnel to provide additional support or guidance on different settings.

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

The 7-District Network SSA project will provide a viable method to be implement and streamline services to students with dyslexia. The creation of the marketing materials for easy print or online distribution will provide a means of outreach that will continue well beyond the 16-month grant term. Below are some of the Dyslexia Awareness Campaign Activities planned for implementation by member districts:

- Hosting Dyslexia Awareness Family Nights
- Dyslexia Simulation Opportunities
- Dyslexia Progress Monitoring Reports

- Movie Night: Invite all to watch "Dyslexia 101"
- October Dyslexia Awareness Month Activities
- Parent/Family Conferences

Humble began using an informal phonemic skill based screener this year for students who demonstrated concerns through the universal reading screener. We provide monthly professional development to campus dyslexia specialists on progress monitoring, identification, screening and case studies. Our plan is to collaborate with other SSAs to provide SPED interventionists this training. We have online training tools for teachers and could share these materials with other SSAs. Humble has had universal co-writer and Kurzweil 3000 for several years and have worked to build campus level capacity for teachers. Humble ISD as the fiscal agent will provide this training and support to SSA members new to these curriculum access tools including provision of a Trainer of Trainers (TOT) model to promote long-term sustainability. 7-District Network SSA will monitor use of Ready Rosie subscriptions, progress monitoring tools and use of dyslexia screeners to be able to anticipate any potential concerns regarding their use and problem solve proactively. Humble ISD will create a Google hangout for 7-District Network SSA members to provide interdistrict communication and problem solving digitally. The proposal also includes the use of a Trainer of Trainers (TOT) model for the dyslexia screeners and progress monitoring tools through SHSU. Because SHSU is developing a standard evaluation process for both English and Spanish, they will be able to provide long-term sustainable training in the use of these evaluation tools and benchmarks.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: **101-913**	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.	Early Identification and Intervention	1.	Increase in number of dyslexia screeners used
		2.	Increase in number of students identified for intervention via screener
		3.	Use of Ready Rosie indicated by data tools embedded within the program
2.	Marketing Material	1.	Collaboration Meeting completed for material development
		2.	Target and deliver to external and internal stakeholders
		3.	Monitor response by parent input form – how did you hear about dyslexia
		4.	Survey parents to see how were doing with outreach and support
		5.	At district events do polls on responsiveness to parent/community needs
3.	Curriculum Access Tools	1.	Completion of staff training of district adopted curriculum access tool
		2.	Increase in number of student accounts & use of district selected tools
		3.	Increase in number of gen ed staff attending PD on access tools
2.	Services and Standard Progress Monitoring Tools	1.	Number of staff trained in dyslexia modules 1 (and 3 for bilingual)
		2.	Increase in number of students using Esperanza or Wells curriculum
		3.	Consistent use of progress monitoring tool
5.	Consistent Evaluation Practices	1.	Complete Collaboration meeting with SHSU to develop materials
		2.	Publish/Share standard eval protocol for English & Spanish
		3.	Publish Benchmarks that differentiate eval needs per support program

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.

For each component of the grant, there are 3 data collection methods explained above. In addition, baseline BOY, midpoint MOY and endpoint EOY data will be collected on the number of dyslexia students identified and receiving intervention, district and campus diversity profile of students receiving intervention for dyslexia, and reading levels of students in dyslexia intervention. Depending on the universal tool used by the SSA, data will be collected on either EOY to EOY or BOY to EOY universal reading screener in grades K-3. Data will be collected on professional development attendance of teachers via sign in sheets and certificate of attendance. Data will be collected on parent group participation via sign in sheets and staff participation in Google Hangouts interdistrict collaboration via usage and number of members. Data may also be collected through each SSA's chosen progress monitoring tool as well as usage of early intervention tools such as Ready Rosie subscription information. Data will be collected on the amount of intervention time each student receives per week to compare between SSAs and adopted dyslexia intervention programs.

Problems with project delivery will be identified using milestone dates and Google hangouts for interdistrict and intradistrict communication. Road blocks to project success will be addressed with SSAs for collaborative problem solving. Potential solutions to problems may be discussed in Google hangouts for district staff and/or parent groups to gain consensus and provide consistent collaboration with all stakeholders. In addition, the grant provides funding for consultation days with Region 4 educational service center's dyslexia specialist as a subject matter expert to provide on-site guidance for problem solving based on guidelines established in TEA's The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders. Any problems related to ongoing training in dyslexia screeners or progress monitoring tools may be addressed through our partnership with Sam Houston State University, who is providing the trainer of trainers' model in those areas.

Quarterly meetings will take place to meet up with member districts to discuss progress on grant/project implementation for continuous improvement.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **101-913**	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.

Research supports the need for early identification and intervention. As described in the Dyslexia Handbook, In Straight Talk About Reading, Hall and Moats (1999) state if intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75%" and "Early identification is critical because the earlier the intervention, the easier it is to remediate." With our program using a screener on screener process, it strengthens the chances of finding difficulties early. Instruction by a highly skilled and knowledgeable teacher who has specific training in the remediation of dyslexia is imperative for student outcomes. All district selected intervention programs will utilize evidence based components of dyslexia intervention including phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension and reading fluency. In addition, research shows that instruction should be multi-sensory, systematic, and explicit. Interventionists must also use teaching to automaticity, as well as analytic and synthetic instruction. Our program provides training to SPED interventionists, bilingual dyslexia specialists and all dyslexia interventionists in these critical components of dyslexia intervention for both English and Spanish speaking students. Providing curriculum access tools and support in reading, math, science and social studies classes ensure curriculum barriers are removed for students with print disabilities, as overcoming phonological deficits should not be a prerequisite to curriculum access. Our program will provide assistive technology tools to increase access and promote student participation and success with the goal of universal use by 2019-20. Technology will also be utilized in a multi-modal marketing campaign to reach the broader community with information about dyslexia and how to access support across all programs at the local level. A need exits for more consistency in evaluation practices between districts in English and Spanish, as well as an equal balance of informal and formal data. Our program plans to collaborate with SHSU Literacy Program, to create a standard evaluation method including distinguishable benchmarks that will differentiate the needs of a dyslexia evaluation under the district's Program for Dyslexia, Section 504 and Special Education.

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.

This **7-District Network** is proposing to standardize the progress monitoring process for students receiving dyslexia intervention regardless of the student support program in which they are served. Routine and objective progress monitoring instruments inform quality intervention and communicate the results of the program to families. National and local benchmarks within the progress monitoring system must be established and standard rates of improvement (ROI) identified not to guarantee success, but to guarantee all students with dyslexia are consistently monitored over time to allow appropriate decision to escalate or fade support. Informal progress monitoring, inconsistent progress monitoring, or no progress monitoring often leads to students receiving the same level of dyslexia intervention with no adjustments in duration, intensity or referral to a different program when needed (i.e., Section 504 or Special Education). In partnership with SHSU this Network is proposing to adopt AimswebPlus or another progress monitoring instrument compatible with district infrastructure. The progress monitoring instrument will be implemented for all students receiving dyslexia intervention regardless of the Student Support Program in which they are served. Grant funding will allow the purchase of this standard progress monitoring tool. SHSU will assist in delivering professional development to achieve high levels of use of the chosen progress-monitoring tool. SHSU will work with the Network to develop guidance documents articulating national and local norms to provide points of reference for every dyslexia interventionist providing support. Progress-monitoring points of reference will assist the dyslexia interventionist and Section 504 committees to understand when more support is needed through Special Education, to ensure that no student is denied a special education evaluation when needed. The progress monitoring tool will collect data on phonological awareness and word attack skills through the use of a fixed form assessment at BOY, MOY and EOY, as well as more frequently when needed in order to determine the need for escalation or fading of support. In addition, baseline, midpoint and endpoint data will be collected on the number of dyslexia students identified and receiving intervention, and district and campus diversity profile of students receiving intervention for dyslexia.

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

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County-district number or vendor ID: **101-913**	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.

The program will utilize an At Risk for Dyslexia Questionnaire via child find campaigns and placement at local libraries. The broader community will also benefit from a multi-modal marketing campaign providing information on the disability condition of dyslexia and how to access support locally. When parents contact their local elementary school for more information, a Ready Rosie subscription will be provided to support at home literacy skills related to dyslexia for children birth to 3rd grade. These literacy skills include alphabet awareness; letters and sounds; building vocabulary; reading practices and routines; reading comprehension; reading words; rhyming, singing and poetry; sounds and syllables; writing routines and games and writing together. In addition, parents will be invited to participate in a parent group, which will meet throughout the year and provide answers to questions and access to teachers trained in dyslexia identification and intervention. Parents will also be invited to participate in a parent Google Hangout for collaboration and support between meeting dates. Additional Dyslexia awareness activities to engage and develop partnership with parents, students and the broader community would include parent informational meetings and online resources, a parent led advisory committee for open communication with district dyslexia staff, October Dyslexia awareness activities, and Movie Night: The Big Picture: Rethinking Dyslexia.

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 addresses the needs of both English and Spanish speaking students through more standardized evaluation protocols and research based interventions. The Spanish dyslexia intervention program also includes the Wells transitional program to help students learn how to apply previously learned phonological concepts in Spanish to the English language through explicit instruction in the five pillars of reading. By third grade most bilingual instruction is 50% or more in English, so this is a vital and much needed component of any Spanish dyslexia intervention program. The progress monitoring tool, Aimsweb, and the early intervention parent partnership tool, Ready Rosie, have materials in both English and Spanish. In addition, the multi-modal marketing campaign including the At-Risk for Dyslexia Questionnaires, in English and in Spanish, placed at local libraries will help broaden the reach beyond the stereotypical homogenous group of students identified with dyslexia toward a more diverse group which is reflective of the demographic diversity of the state.

Our 7-district network includes a diverse student population that mimics similarly the demographics for the State of Texas. The research-based activities and interventions proposed in this project can be replicable for the state, because the student populations are a very near match. Here a few highlights of similarities:
- Texas data indicates that 8.7% of students have some a disability and the 7-district networks data shows 7.8%.
- Just over 50% of the student population is Hispanic.
- English Language Learners will comprise about 20% of the student population.
- 50% of the student population is considered at-risk.

District Name	Total # Students	% Ethnic Distribution					% ED	% ELL	% @Risk	Total # Students w/ Disabilities
		Afri. Amer.	Hispanic	White	Asian	Other				
Humble	41,125	19.8	34.8	39.3	0.4	5.7	33.5	8.9	49.0	3,121
Tomball	14,882	4.6	30.1	54.1	7.0	4.2	21.7	10.9	31.5	1,188
New Caney	14,640	3.5	57.2	35.4	1.7	2.2	61.3	29.5	61.1	1,241
Channelview	9,522	11.3	78.2	7.8	0.9	1.8	79.6	30	59	828
Cleveland	4,716	8.2	60.6	28.2	0.7	2.3	82	34.2	65.0	348
Sheldon	8,862	21.2	70.6	6.5	0.5	1.2	79	27.8	68.2	648
Huffman	3,427	2.5	21.0	74.5	0.5	1.5	35.7	5.7	39.9	272
7-District Network	97,174	10.2	50.4	35.1	1.7	2.7	56.1	21	53.4	7,646
Texas	5,343,834	12.6	52.4	28.1	4.2	2.7	59.0	18.9	50.3	467,611

Source: 2016-17 District Profile, Texas Academic Performance Report; ED= Economically disadvantaged; ELL=English Language Learners

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **101-913**	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.

One of the innovative components in our proposal is its comprehensive approach to dyslexia from awareness, early parent partnership and intervention, screening practices, evaluation practices, dyslexia intervention programs and technology support.

Dyslexia Awareness and Parent Support Measures: Multi-modal informative dyslexia materials will be marketed through a campaign to proactively educate campuses and the broader community on the signs of dyslexia and how to access support through their local elementary school. When parents contact their local elementary school for more information, a Ready Rosie subscription will be provided to support at home literacy skills related to dyslexia for children birth through 3rd grade. These literacy skills include alphabet awareness; letters and sounds; building vocabulary; reading practices and routines; reading comprehension; reading words; rhyming, singing and poetry; sounds and syllables; writing routines and games and writing together. In addition, parents will be invited to participate in a parent group, which will meet throughout the year and provide answers to questions and access to teachers trained in dyslexia identification and intervention. Parents will also be invited to participate in a parent Google Hangout for collaboration and support between meeting dates. If the parent has a student enrolled on the campus and they have expressed concerns in the area of reading, the student will receive an innovative screener on screener model to help identify areas of needed intervention and help determine if further evaluation should be conducted.

Addressing the Specific Needs of ELLs: SHSU literacy department will be collaborating to develop a standard evaluation protocol for both English and Spanish speaking students. Once students are identified by a committee as having the disability condition of dyslexia, they will receive evidence and research based intervention specific to the needs of dyslexic students. Spanish speaking students will receive early intervention through a Spanish program, then benefit from the transitional Spanish program to apply previously learned strategies to English. This transitional program targets the critical shift from the majority of instruction being in Spanish to the majority of instruction being in English.

Universal Curriculum Access Tools: Providing curriculum access tools and support in reading, math, science and social studies classes ensure curriculum barriers are removed for students with print disabilities, as overcoming phonological deficits should not be a prerequisite to curriculum access. Our program will provide assistive technology tools to increase access and promote student participation and success with the goal of universal use by 2019-20.

Trainer of Trainers (TOT) Model: Our proposal includes a sustainability plan with the use of trainer of trainer models which positively impact campus and staff capacity despite attrition. SHSU will assist with long-term implementation and training of the screener and progress monitoring tools, as well as the English and Spanish evaluation protocols and benchmarking standards. Region 4 will assist with the long term training of the Texas Dyslexia Identification Academy Modules. And Humble ISD will support all **7-District Network** districts with access to training on our universal curriculum tools, including Kurzweil 3000 and Co-Writer.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **101-913**	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.

Local libraries will be contacted to place At Risk for Dyslexia Questionnaires, in both English and Spanish, in view of visitors.

Sam Houston State University will be contracted to provide:

- development or adoption of direct training and train the trainer models designed to build the capacity of collaborating school districts to accomplish long-term implementation of formal/standard screening instruments.
- standard evaluation protocol development for English speaking and Spanish speaking students that incorporates a multi-disciplinary team. The primary factors of a dyslexia evaluation that incorporate qualitative data, quantitative data and the consideration of related disorders must become a part of all dyslexia evaluations regardless of the student support program to which the student is referred (i.e. District's Program for Dyslexia, Section 504, or Special Education). The dyslexia evaluation protocol developed by SHSU will include distinguishable benchmarks that will differentiate the needs of a dyslexia evaluation under the district's Program for Dyslexia, Section 504 and Special Education.
- In partnership with SHSU this **7-District Network** is proposing to adopt aimswebPlus or another progress monitoring instrument compatible with district infrastructure. The progress monitoring instrument will be implemented for all students receiving dyslexia intervention regardless of the Student Support Program in which they are served. Grant funding will allow the purchase of this standard progress monitoring tool. SHSU will assist in delivering professional development to achieve high levels of use of the chosen progress-monitoring tool. SHSU will work with the **Network** to develop guidance documents articulating national and local norms to provide points of reference for every dyslexia interventionist providing support. Progress-monitoring points of reference will assist the dyslexia interventionist and Section 504 committees to understand when more support is needed through Special Education, to ensure no student is denied a special education evaluation is needed.
- May also be contracted to help SSAs collaborate and develop the multi-modal Dyslexia awareness campaign

Region 4 will provide training for teachers for Texas Dyslexia Identification Academy Module 1: Foundations of Dyslexia and Texas Dyslexia Identification Academy Module 3: Considerations for ELLs. For SSAs using Region 4's Dyslexia Intervention Program as their adopted dyslexia intervention program, training on the Dyslexia Intervention Program will be provided to special education interventionists. For **7-District Network districts** using an alternate program, they may choose other Region 4 modules for their special education and dyslexi interventionists to build capacity in supporting students with dyslexia. The regional dyslexia specialist may also be contracted to assist in problem solving during the duration of the grant to ensure best practices and adherence to TEA's Dyslexia Handbook: Procedures Concerning Dyslexia and related Disorders.

Valley Speech, Language and Learning Center, through Dr. Cardenas-Hagan, will provide training to bilingual special education interventionists and bilingual general education dyslexia specialists on the Esperanza Spanish dyslexia intervention program for grades 1 and 2 and the Wells Spanish to English transitional intervention program for grades 2-3.

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