2018–2019 Services to Students with Dyslexia

		FOR TEA USE ONLY Write NOGA ID here:
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017	
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
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 #	
Alief ISD	101-903					
Vendor ID #	ESC Region #					
1-74-6000019	4					
Mailing address			City		State	ZIP Code
4250 Cook Rd.			Houston		TX	77072

Primary Contact

First name	M.I.	Last name		Title		
Zack		Ward		Grants Specialist		
Telephone #	Email address			FAX #		
(281) 498-8110	zachary.ward@aliefisd.net			(281) 498-4051		

Secondary Contact

First name	M.I.	Last name		Title		
Teresa		Ringlein		Special Services Coordinator		
Telephone #	Email address			FAX #		
(281) 498-8110	teresa.ringlein@aliefisd.net			(281) 498-4051		

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
HD		Chambers	Superintendent
Telephone #	Email address		FAX #
(281) 498-8110	hd.chambers@aliefisd.net		(281) 498-4051

Signature (blue ink preferred)   Date signed

03/02/2018

Only the legally responsible party may sign this application.

701-18-108-032

Schedule #1—General Information	
County-district number or vendor ID: 101-903	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: 101-903	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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	Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903	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: 101-903	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.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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	Schedule #3—Certification of Shared Services (cont.)			
County-district number or vendor ID: 101-903			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 #5—Program Executive Summary	
County-district number or vendor ID: 101-903	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.

Alief ISD is applying for the 2018-2019 Services to Students with Dyslexia Grant to provide targeted dyslexia services for students in an autonomous environment that is rich in technology, evidence-based curriculum and materials, and action based learning. Students with dyslexia or who are at risk of dyslexia require a unique environment and multiple layers of support to reach their potential. While Alief implements quality dyslexia programming at campuses across the district, the option of an autonomous, controlled environment that meets students with a disability where they are and differentiates instruction throughout the day will be very enticing to both parents and students. Dyslexic students need extensive support, a variety of options, and specific venues that aid their growth and development. Unfortunately, our families are generally low income and cannot afford competitive private facilities. Alief proposes to open the Center for Academic Rigor & Enrichment (CARE) as a free school-within-a-school model to provide these students with the foundations for lasting academic success and social/emotional wellbeing. Alief aims to prepare all students for tomorrow by caring for them today. The proposed CARE program will offer much needed support to a unique and underserved population of students who can flourish given the proper systems of support.

- The leadership team, under the direction of the Special Services Coordinator, built the budget of $1,000,000. Payroll costs of $760,765 include salary and benefits for a Program Director, and Program Coordinator, and a secretary for the school-within-a-school, as well as the salary and benefits for five dyslexia teachers and a part time Licensed Specialist in School Psychology. The payroll budget also reflects extra duty pay for staff for the afterschool enrichment and summer programming. Contracted services of $20,000 is for afterschool and summer enrichment programming. The $171,611 budget for supplies and materials includes action based learning labs and equipment, curriculum, tablets and corresponding apps, iPad Robots, interactive white boards for each classroom, moveable desks and classroom furniture, and basic supplies and materials. Transportation costs of $30,000 are budgeted for busing students to the program, as opposed to their zoned campus, as well as costs of transportation following extended day and for summer programming. Indirect costs are claimed at the district's approved rate.
- Alief ISD is comprised of mostly minority students – 53% Hispanic, 29% African American, 12% Asian. Additionally, 85% of our students are economically disadvantaged, 78% are At Risk, and 44% are English language learners. The CARE program strives to serve any student from any subpopulation that is dyslexic or at risk for dyslexia, with an added focus on students in our bilingual program, as data suggests that this subgroup struggles with developing the requisite reading and comprehension skills to achieve academic success going forward. With so many of our students attempting to acquire academic English – and so many of them struggling to balance two languages on top of at least one disability – it is imperative that we offer targeted services to our growing bilingual population.
- The needs assessment process is part of the continuous improvement cycle. The Special Services Coordinator works with central instructional leaders, as well as the Director of Curriculum & Instruction and Area Superintendents, to determine success and areas for growth each year. The team identifies and analyzes potential data sources, including the required performance measures, and builds a needs assessment based on evidence and a forward thinking mentality. The Special Services Coordinator determines the efficacy of the needs assessment, and works collaboratively with central instructional leaders to assess and change the process as needed.
- Alief's Special Services Department has strong, effective, and experienced leadership both centrally and at the campus level. The Special Services Coordinator, campus Response to Intervention-Early Intervening-Dyslexia (REID) teachers, the new grant program director and coordinator, and Federal Programs & Grants staff will meet regularly throughout the grant period to ensure progress toward goals, adjustment of programming as needed, and fiscal compliance. The school-within-a-school model will leverage existing district staff that are seasoned dyslexia educators, as well as new hires with the credentials and experience to effectively deliver quality programming to students with dyslexia and students at-risk of dyslexia.
- The program will participate in the same continuous improvement cycle utilized by all of Alief's campuses and departments. Data-driven decisions will ensure that students are continually making progress, and that staff are well-trained and equipped with strategies that effectively support all students. A universal screener will provide a baseline for student academic data, and will be used to track growth, differentiate instruction as needed, and ensure mastery of skills throughout the grant period. Progress monitoring will occur every three weeks, with ensuing data analysis

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-903	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.

and comparison to data of students district wide. Staff will be formally evaluated using T-TESS, and weekly staff meetings will provide opportunities for growth and learning.

- The proposed Center for Academic Rigor & Enrichment completely and accurately answers all statutory requirements. Our program incorporates research-based and evidenced-based diagnostic teaching and action based learning, as well as state-of-the-art technology to deliver programming and training in the classroom and to parents/community members remotely. A universal screener will be used to identify students with dyslexia, and students at risk of dyslexia. Continued screening throughout the year will be used to track growth from each students' baseline data, and data will be regularly analyzed to evaluate effectiveness of instruction and determine necessary levels of differentiation and adjustment in teaching. Weekly trainings, lessons, and/or webinars in a newly formed Learning Lounge will provide targeted assistance to parents of students in the CARE program. Additionally, district staff will conduct quarterly home visits for participating families to review student progress and further assist parents in their endeavors to support learning outside the classroom. The CARE program truly encompasses the diversity of the state. Alief's demographics in minority populations, economically disadvantaged and at risk students, and English language learners far exceed state averages. The proposed CARE program can be effectively replicated as it is not dependent on a specific curriculum or training method; rather it is predicated on targeted, action based instruction that is richly infused with technology and parental support, and programming that is delivered by a staff this is highly qualified and trained in evidence-based practices.
- The proposed Center for Academic Rigor & Enrichment completely and accurately answers all TEA requirements. Innovative approaches include all program staff trained in *Language Essentials for Teachers of Reading and Spelling (LETRS®)* to ensure highly qualified teachers delivering systematic, evidence-based instruction, action based learning in all program classrooms, a Licensed Specialist in School Psychology to address co-occurring disorders and other challenges faced by students with dyslexia, extended day afterschool enrichment opportunities in STEM, fine arts, culinary exploration, and sign language, a Learning Lounge for parental support and community based lessons, technology infusion including iPad Robots (currently successfully implemented in Alief's Career & Technical Education program), and foundations in college and career readiness through collaboration with our CTE Department and local higher education partners. Alief's proposed program will also leverage existing partnerships with local private childcare providers, higher education partners, enrichment programs, child wellness programs, and Region 4 Education Service Center to deliver quality programming to participating students.

Alief is fully committed to the success of this grant program. Program leaders will lean on the principles of other successfully implemented school-within-a-school models currently operating in the district. The Board of Trustees established priorities in the District Improvement Plan, including the successful preparation for postsecondary success for all students, regardless of age, disability, language barrier, or socio-economic status. The Special Services Department is determined to support all dyslexic students and students at risk of dyslexia in this initiative by providing quality, targeted programming that supports the growth of all students. The success of this program could result in the reallocation of staffing units to indefinitely continue the CARE program.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101-903				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	$760,765	$	$760,765
Schedule #8	Professional and Contracted Services (6200)	6200	$20,000	$	$20,000
Schedule #9	Supplies and Materials (6300)	6300	$171,611	$	$171,611
Schedule #10	Other Operating Costs (6400)	6400	$30,000	$	$30,000
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$982,376	$	$982,376
Percentage% indirect costs (see note):			N/A	$17,624	$17,624
Grand total of budgeted costs (add all entries in each column):			**$982,376**	**$17624**	**$1,000,000**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$	$	$
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: 101-903 | 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	5		$326,000
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director/administrator	1		$111,027
5	Project coordinator	1		$79,612
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant	1		$36,626
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	Licensed Specialist in School Psychology		.5	$40,000
16	Title			$
17	Title			$
18		Subtotal employee costs:		$593,265
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$5,000
20	6119	Professional staff extra-duty pay		$42,995
21	6121	Support staff extra-duty pay		$3,908
22	6140	Employee benefits		$115,597
23	61XX	Tuition remission (IHEs only)		$
24		Subtotal substitute, extra-duty, benefits costs		$167,500
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$760,765**

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: 101-903	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	Enrichment activities	$20,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$20,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$20,000

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 #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-903	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:	$171,611
	Grand total:	**$171,611**

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: 101-903		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:		$30,000
Grand total:		**$30,000**

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 101-903			Amendment number (for amendments only):
#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**

#	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			$	$
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:	**$0.00**

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

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

County-district number or vendor ID: 101-903	Amendment # (for amendments only):

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	0	0	n/a
K	20	2 (1 mono, 1 bilingual)	10:1
1st	10	1	10:1
2nd	10	1	10:1
3rd	10	1	10:1

COMMENTS	

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	**7:55-3:20**	Optional extra hour for 163 days (September 24 – May 23), 3:30-4:30 – 9,780 hours
Number of days in school year	176	Optional summer program, 24 days for 5 hours/day
Minutes of instruction per school year	78,320	

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Need

Schedule #13—Needs Assessment	
County-district number or vendor ID: 101-903	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 needs assessment is essentially the cornerstone of the continuous improvement cycle. The Curriculum & Instruction Department assembles annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and successes from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.

Once all strengths are identified and matched against the current goals, the discussion turns to needs. If the department did not achieve a goal, that becomes a need. New needs arise each year as education is a constantly moving and changing field. Changes in student population, curriculum, state and federal guidelines, staffing, and funding all impact our needs assessment. Identified needs are prioritized based on our firm belief that first line instruction is the most important factor in reaching kids and achieving success. Areas of need that are influenced by first line instruction always come first since our number one priority is student success and achievement. The team prioritizes other needs by considering feasibility, funding, staffing, and student and community impact.

Alief's demographic makeup of largely underrepresented subpopulations also impacts our needs assessment. The Curriculum & Instruction team always considers our high need student populations - Economically Disadvantaged (80%), At-Risk population (78%), Limited English Proficient (44%) – when making decisions. The Alief community is also highly mobile, and has many first generation college students, single parent households, and apartment dwellers. Additionally, our students and families speak more than 80 languages and dialects. Understanding our student and family population is critical in creating, choosing, and delivering programs that meet the needs of a region as diverse as ours.

As part of the needs assessment process, the Coordinator of Special Services also considers, in addition to the above criteria, the number of students who are specifically identified as dyslexic or at risk of dyslexia. Identified needs for the dyslexic student population this year include social-emotional support, particularly for students with co-occurring disabilities; lower student to teacher ratios; differentiated instruction; increased use of technology to help break down learning barriers; flexible programming; parent outreach and education; and multi-sensory instruction in cross-curricular areas.

The central team also worked with the Second Language Education Department to analyze the growing needs of our English Language Learner (ELL) students, with a focus on potential under identification within the bilingual population. Empirical data reveals that 33% of our bilingual kindergarten students placed in Tier 2 or Tier 3 of overall reading measures on a universal screener, and 18% of bilingual kindergarten students fell below the 25th percentile for overall reading score. At the first grade level, 35% of bilingual students placed in Tier 2 or Tier 3, and in the second grade (when students are transitioned out of bilingual education and into English-only instruction) 53% of students placed in Tier 2 or Tier 3. This data supports a significant need for early identification to help identify students who are dyslexic or at risk for dyslexia within the ELL population. Furthermore, the second grade (transition year) data gives a strong indication that these students lack mastery of their first language, struggle with the second language while also dealing with dyslexia, and are then moved out of bilingual instruction ill-equipped to achieve success in general education. Early identification and appropriate learning supports are vital to the ongoing success of these students.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-903	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.	Social/emotional support for children with dyslexia or who are at-risk	• Weekly individual or small group session with a Licensed Specialist in School Psychology (LSSP) • Extended school day enrichment program • Action Based Learning classrooms • Four week summer camp • Parental/family support through multiple venues • Home visits and community based instruction • Mentors
2.	Parental support and collaboration	• Parental Advisory and Network meetings • Family access to Licensed Specialist in School Psychology (LSSP) • Parent liaison to provide assistance with Section 504 and Special education navigation • Home visits and community based instruction • Parent training through the Learning Lounge and Summer camp to support or improve skills (child/parent)
3.	Technology integration	• 1:1 devices that include iPads and tablets • Extensive use of text to speech and speech to text software and apps • iPad robots • Digital resource library for children and parents • Interactive whiteboards • Enrichment and summer camp STEM and coding offerings
4.	Continue expanded efforts to identify ELL children who are dyslexic or at-risk for reading difficulties in PK-K	• Outreach program to our seventeen private PK centers within Alief ISD via public meetings, on-site training, and parent information meetings • Consult and collaborate with community stakeholders regarding early identification process • Provide bilingual language acquisition training • Provide multiple language digital/print resource libraries
5.	Ongoing teacher professional development and lesson design planning	• Extended one hour teacher day for individual student lesson planning • All teachers will be trained in Action Based Learning • Training or conference attendance at Regional Service Center, Nuehaus, International Dyslexia Association (local or national branch) • Curriculum training (5E, STEM, Fine Arts, AVID)

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Schedule #14—Management Plan

County-district number or vendor ID: 101-903	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.	Coordinator of Special Services	Master's Degree and mid-management or supervisor certification required; Special Education certification required; ESL certification preferred; 5 years teaching experience; strong knowledge of Section 504, dyslexia services, STAT, and RtI
2.	Program Director	Master's Degree; mid-management/principal certification; extensive knowledge of dyslexia identification and programming, RtI, Section 504, and special education; five years experience as an administrator
3.	Program Coordinator	Certified teacher; Master's Degree preferred; at least 3 years experience as a dyslexia specialist; extensive knowledge of RtI, Section 504, and special education curriculum and assessment
4.	Dyslexia/REID Teachers	SBEC certification; ESL certification; strong knowledge of reading, math, and dyslexia instruction across grade levels; strong knowledge of STAT/RtI process; 3 years of teaching or interventionist experience preferred; bilingual certification preferred
5.	Director of Federal Funds	Bachelor's Degree; aptitude for mathematics and accounting; knowledge of entitlement and competitive grant processes; skills in regulation interpretation and information dissemination

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.	Create autonomous environment	1.	Identify campus for school within a school model	05/01/2018	05/30/2018
		2.	Identify staff (admin, teachers, LSSP, secretary)	05/01/2018	07/31/2018
		3.	Parent information meetings and notifications	05/14/2018	07/31/2018
		4.	Student recruitment, application process, registration	05/14/2018	08/31/2018
2.	Data Collection	1.	Dyslexia assessments and screening	08/13/2018	06/01/2019
		2.	Universal Screener administration (BOY,MOY,EOY)	09/10/2018	06/01/2019
		3.	Progress monitoring screeners (ongoing)	09/01/2018	06/01/2019
		4.	Student data comparison to dist. Dyslexia program	09/01/2018	06/01/2019
3.	Parental Support and Collaboration	1.	Establish a Parental Advisory Committee	08/13/2018	10/31/2018
		2.	Provide parent network and trainings monthly	09/01/2018	06/30/2019
		3.	Home visits and community based instruction	10/01/2018	06/01/2019
		4.	Family Learning Lounge & Summer Camp activities	08/13/2018	06/30/2019
4.	Social/Emotional Support for Students	1.	Consult with LSSP regarding supplemental curric.	05/01/2018	07/31/2018
		2.	Extended day enrichment program	09/01/2018	06/01/2019
		3.	Summer camp (student and family activities)	06/01/2019	06/30/2019
		4.	Attendance verification LSSP sessions	09/01/2018	06/01/2019
5.	Teacher Professional Development	1.	Train teachers in Action Based Learning	06/01/2018	07/31/2018
		2.	Train teachers in use of iPad Robots	06/01/2018	10/31/2018
		3.	Curriculum training (5E, STEM, Math in Focus)	06/01/2018	06/01/2019
		4.	Provide coaching support to teachers	08/13/2018	06/01/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-903	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.

Alief ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The plan is developed collaboratively with district and campus staff, as well as parents and community members. Included in the planning process are, among others, content-area leadership groups, community committees, the district Instructional Leadership Team, the district Educational Improvement Council, and the Superintendent's Council. The final plan is submitted to the Board of Trustees for approval. This district's continuous improvement cycle consists of an ongoing process of building readiness, collecting and analyzing data, setting goals based on data, investigating research-based practices, making action plans, implementing and monitoring plans, and evaluating effectiveness and sustaining efforts. The continuous improvement cycle is a fluid process and the district's formal plan is posted publicly on the district website.

District instructional leaders meet annually to analyze the previous year, and set goals for the upcoming year based on collected data and results. In addition to data, goal setting and subsequent strategies are directly tied to Board priorities and feedback from the Board and Superintendent's Council. The Curriculum & Instruction team formally presents their program and data to the Board annually, which gives district leadership and the community transparent access to the department.

The Special Services Coordinator meets with Response to Intervention, Early Intervening, Dyslexia (REID) teachers monthly to discuss progress toward goals, and the REID teachers disseminate key information to the campuses. The district also has a Dyslexia Assessment Committee that meets monthly to analyze assessment data and discuss strategies for improved assessment results.

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.

Alief implements a strong special services program across all campuses. During a 2015 Performance Effectiveness Review, TEA staff noted that Alief's Response to Intervention model at the elementary level was the strongest they had observed in the state at that time. Additionally, TEA staff took some of Alief's documentation to use as models with other districts. Alief's Special Services Coordinator is a member of the Region 4 Dyslexia Advisory Network. Five Alief staff members are certified trainer-of-trainers for the Dyslexia Identification Academy, meaning they are qualified to deliver dyslexia training anywhere in Texas. Furthermore, Alief is routinely invited to present at local, regional, and state dyslexia conferences.

Alief conducts Section 504 meetings annually for eligible students to develop appropriate service plans and accommodations. Teachers maintain services logs for monthly captures of assessments and other support services rendered. The district also uses an electronic document system for special services. This is critical given our high mobility rate; students can move to any campus within the district without any drop-off in services.

All staff are required to participate in dyslexia awareness training annually, and the district has also committed financial resources to continue professional development for dyslexia specialists, general education teachers and content specialists, and administrative staff.

The coordination of efforts among the Special Services Coordinator, the program director and coordinator, REID teachers, central instructional leaders, and campus instructional leaders will continue throughout the grant period to maximize the effectiveness of grant funds. This leadership team will meet monthly to ensure effectiveness of programming and progress toward goals and objectives. Federal Programs & Grants staff will also participate in these meetings to provide compliance advice and fiscal oversight.

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| Schedule #15—Project Evaluation ||||
| County-district number or vendor ID: 101-903 ||| 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.	Student enrollment	1.	Maintain an enrollment of 50 students
		2.	Monthly outreach meetings for families and community stakeholders
		3.	Monitor daily attendance and enrichment afterschool attendance
2.	Student achievement	1.	Universal Screener assessment BOY, MOY, EOY tracking progress
		2.	Universal Progress and Curr. measures administered every three weeks
		3.	Monthly comparison of student data to other campus students with dyslexia
3.	Teacher Collaboration and Professional Development Opportunities	1.	Extended teacher day (1 Hour) for individual student planning
		2.	All teachers will be trained in Action Based Learning
		3.	Weekly staff meetings, observations, and instructional coaching sessions
4.	Parental Collaboration and Support	1.	Monthly parent advisory and network meetings
		2.	Quarterly support group for families with LSSP
		3.	Home visits, Learning Lounge and community based activity participation
5.	Technology Integration	1.	Train students and teachers to utilize iPad robots
		2.	Ongoing support to students using text to speech & speech to text software
		3.	Monthly training to parents regarding digital resources

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.

Our program will actively recruit district wide and retain at least 50 students who are identified with dyslexia or who are at risk for dyslexia in grades K-3. Our goal is to maintain district demographic representation with emphasis on students whose first language is other than English. At the beginning of the year, students will complete a Universal Screener in the areas of reading and math. In addition, a review of their dyslexia assessment or screener will be conducted by the Program Director, Program Coordinator, and teachers. Any previous year(s) student data will also be analyzed. This will establish a solid baseline of strengths and areas for targeted growth. Additional Universal Screener administration will be done during the middle and end of the school year. The purpose is to track progress on individual skills and adjust instruction. To ensure deep levels of mastery, teachers will differentiate instruction, provide reteaching opportunities, and provide additional individualized instruction on targeted areas. This may occur during the school day, at afterschool enrichment, or the Learning Lounge. The Program Director and Program Coordinator will monitor the fidelity of the curriculum. Throughout the year, every three weeks, a progress monitoring measure will be done by the teachers. This data will be used to monitor student growth. The progress measures include a standardized measure in addition to curriculum based measures. This data will be compared to students who receive dyslexia services at other district campuses. Teachers will have an extended day to ensure individually designed lessons. Teachers will meet weekly to analyze data. The Program Director and Program Coordinator will provide classroom walkthroughs and instructional coaching sessions. All teachers will be formally evaluated using T-TESS. Through ongoing teacher/parent communication, our monthly parent meetings and home visits, parents will be kept apprised of their child's progress. Parents also have access to data on the Parent Portal. Our students will have support from the campus Licensed Specialist in School Psychology (LSSP). Our families will have access to quarterly meetings with the program's LSSP to address the co-occurring disorders that are often associated with dyslexia. This support may occur during the school day, at our afterschool enrichment program, and summer camp. All children and parents will receive extensive training on devices, apps, text to speech and speech to text software and digital resources. Teachers and children will be trained in the use of iPad robots. This will allow student led or teacher led opportunities for school based and non-school based projects and activities. This technology will allow parent participation via face-to-face interaction or online.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101-903	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.

Our motto in Alief ISD is *Preparing Students for Tomorrow-Caring for Them Today.* Therefore, our school within a school is proposed as the **Center for Academic Rigor and Enrichment (CARE)**. This is not merely a motto, but an engrained culture. This grant would allow the enhancement and extension of services and supports offered to children with dyslexia and to those who are at-risk. CARE will emulate a safe physical and emotional learning environment.

Not only will our curriculum be founded on evidence-based and research -based best practices, our classrooms will be designed and equipped as *Action Based Learning* areas. Through teacher directed, explicit and systematic instruction, dyslexia instructional components will be embedded and at the fore front of lesson design and delivery across curriculum areas. Our teachers and staff will be highly skilled and knowledgeable, ensuring diagnostic teaching to automaticity.

Every teacher has been provided Language Essentials for Teachers of Reading and Spelling (**LETRS®**) training. "Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continued assessment of the student's retention and application of skill" (Birsh, 2011, p. 19.).

Each child will have a technology integration plan designed to meet their individual needs. Every child will have an iPad and tablet for use at school and home. Each classroom will have at least one interactive white board.

Our school will have iPad robots. iPad robots will be used for teaching, special projects, community based instruction, parent training, and student led learning. For example, this allows a teacher to conduct an after school lesson from our Learning Lounge or community based instruction site and the child and/or parent can actively participate from home if they are unable to attend in person. The robots provide a venue for students to interact with classrooms and campuses across the district, parents and community stakeholders showcasing their many talents.

Our Parent Portal will house a variety of digital resources along with progress measures. Resources include, but are not limited to: TX Language Arts 2X2, Brain Pop, EPIC, Unite for Literacy, Smithsonian Collections, and Homeworkspot.

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.

Children in our school will be identified as a student with dyslexia or, based on their dyslexia screener score, they are at-risk. A comprehensive Universal screener will be administered three times a year. Each student's progress will be monitored through the use of a standardized progress monitoring measure administered every three weeks. Teachers will administer assessments that correlate to curriculum standards, for example: unit exams, campus common assessments, and district common assessments. Third grade students will also take the STAAR assessment.

Teachers will maintain individual student portfolios. Within the portfolios, teachers will maintain observations and anecdotal notes that include but are not limited to: oral reading fluency, word lists, and student work samples.

Parents will be provided the results of the Universal Screener and progress monitoring measures. Teachers will conference with the parents every three weeks. Curriculum utilized enables the teachers to monitor and adjust lesson delivery through the use of individualized and small group instruction. Lessons maybe accelerated or additional practice provided to build deeper levels of mastery.

Teachers will be required to attend weekly staff meetings. The purpose will be to discuss student progress, analyze student data and plan instruction to maximize growth.

Student data will be tracked and compared to a control group of similar students within the district, who receive dyslexia services at their home campus.

Students will have the opportunity to attend afterschool Enrichment and a four week summer camp. Activities that include, STEM, Fine Arts, Culinary exploration, and American Sign Language. The Learning Lounge will be utilized for family centered activities.

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

County-district number or vendor ID: 101-903	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parents of a child with dyslexia require support understanding dyslexia's lifelong implications. It starts with early intervening services and continues on towards college and career readiness. Through monthly parental advisory and support network meetings, parents will receive curriculum supplements and district and community resource information. Parents will be a vital element of their child's educational planning. A majority of our parents are second language learners, and they require assistance with the English language. We will provide targeted assistance through our weekly Learning Lounge parental session or webinars. Parents may enhance their own skills, or participate in student led activities. Teachers will conduct quarterly home visit to review student progress. This is in addition to our iPad robot lessons that parents may participate/interact from home while the teacher is at another site.

An essential component of parental support is access to our school's Licensed Specialist in School Psychology (LSSP). Many of our students have a co-occurring disorder such as: lack of motivation, low-self-esteem, attention deficit hyperactivity disorder (ADHD) and anxiety. Students and their families will receive direct support navigating the challenges that dyslexia and co-occurring disorders manifest.

Parents will be invited to attend Curriculum Based Instruction (CBIs) lesson. These lesson will be conducted within the community. This allows students to generalize and apply skills in a non-academic setting.

Parents and students will be trained in self-advocacy. A deep understanding of dyslexia, accommodations, Section 504, Special Education, and College and Career Readiness is a must. We will maximize our district's partnerships with University of Houston Culinary School, University of Houston-Downtown (Innovative School), and Houston Community College.

A component of our four week summer camp is family focused. Dyslexia impacts all members of the family whether directly or indirectly.

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.

Alief's proposed CARE program design can be easily replicated. All stakeholders must collaborate to determine how each child's needs will be met. Children currently identified in Alief ISD as dyslexic in grades K-3 are comprised of: 50% Hispanic, 38% Black/African American, 10% White, and <1% Asian. Alief ISD is committed to ensuring students whose first language is other than English are not forgotten. Highly knowledgeable and skilled teachers are critical to student achievement. Prior to being hired as a dyslexia teacher, candidates must go through an interview process that includes a literacy/knowledge skills screener and an extensive interview. All dyslexia teachers are trained in LETRS®. LETRS® is a professional development for improving instruction in reading, writing and spelling. These guiding principles permeate across content areas. LETRS® is not contingent on the dyslexia program a district uses. LETRS® has made a significant impact on our instructional practices. We have already proven the ability to replicate. We have trained general, bilingual, special education teachers and special education assessment personnel.

Technology is essential for student success. Research has confirmed the impact technology has on minimizing a print disability. Used correctly, technology affords our children endless life changing opportunities that might not otherwise be available.

Districts will have to establish resources for staff. Teacher to student ratios should be monitored. The utilization of progress monitoring tools is essential despite whatever curriculum or dyslexia program used.

Parental engagement can't be left out. Children with dyslexia need well informed parents. Families navigating through the gifts and challenges that dyslexia bestows should have a school system that builds on the child's strengths and "gets it". Too often, parents become frustrated with the 'non-flexible', 'you have to do it this way' system.

Our dyslexia teachers have provided professional development at the local, regional and state level. We have consulted with multiple districts across the state regarding our existing program. We would love the opportunity to showcase our enhanced program and would welcome state wide collaborations.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-903	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.

Our school within a school model proposed as the **Center for Academic Rigor and Enrichment (CARE)** will afford our children and their parents a program that embraces their gifts, unique needs, and challenges associated with dyslexia and reading difficulties. Transportation will be provided. Teacher to student ratio will be maintained at 1:10. This ratio will ensure individually designed instruction. All staff will be trained in *Language Essentials for Teachers of Reading and Spelling (LETRS®)*. This is the foundation for student success. Through direct, explicit, and systematic instruction taught with fidelity, dyslexia instructional components will be embedded in and across all content areas that meet or exceed state standards. Highly skilled and knowledgeable teachers/staff will have an extended day to discuss student progress, analyze data, and plan instruction to maximize growth. Our program will provide an innovative and safe physical and social-emotional learning environment for our children and families. Many of our children with dyslexia have a co-occurring disorder. Our classrooms will incorporate an *Action Based Learning Lab* and be equipped as a *Moving Minds™* classroom. This will ensure that student's bodies and minds are engaged. Our program will provide weekly individual or small group sessions with a Licensed Specialist in School Psychology to address co-occurring disorders and various challenges dyslexia bestows. This will occur during the school day as well as during the afterschool enrichment program. During our summer camp, the Licensed Specialist in School Psychology will provide family activities. Dyslexia impacts family members directly or indirectly. The Licensed Specialist in School Psychology will conduct assessments and will be a member of the student data team. Children will have the option to attend an extended day afterschool enrichment program. Enrichment offerings will include STEM, Fine Arts, Culinary exploration and American Sign Language. In addition, academic/behavioral targeted skills will be addressed. Our Learning Lounge will also be available to parents to learn more about their child's program or to enhance their personal skills. We will incorporate student led and teacher led lessons. Our staff will provide community based instruction lessons to supplement content curriculum. Through the use of our iPad robots, a teacher may demonstrate a lesson anywhere. Parents have the option to actively participate in person or on-line. This allows ongoing student/parent learning. For example, we may visit the grocery store as a word detective looking for an item with a designated vowel pair, or provide a math word problem with purchased items etc. These lessons will be archived in the Parent Portal. Students will use the iPad robots for projects, staying connected to other students/staff, and showcasing their talents to our community stakeholders. Our summer camp will focus on the child and their family. Home visits are required by staff .The camp will be provided for four weeks. Camp will address academic skills, but provide extensive enrichment opportunities for our children and families. Children will have an enrichment wheel to select the desired area. Areas will include, but are not limited to STEM, Robotics/Coding, Theatre, Visual Arts, Dance, Culinary Exploration, and Health & Fitness. Family and individual group sessions will be provided with the Licensed Specialist in School Psychology. The Learning Lounge will be open every day for parents. Each child will be assessed to develop an individual technology integration plan. Every child will have access to a tablet and iPad for school and home use. Their technology plan will be monitored and adjusted throughout the year. Extensive training and support will be provided to children and parents regarding text to speech and speech to text software which will be included on all devices. Technology, when used correctly and efficiently, can change student's lives by demolishing print barriers. Teachers will maintain a student work portfolio that will be stored electronically. Teachers and staff will remain apprised of available apps and digital resources to supplement curriculum. As apps and software etc. are incorporated to the child's technology plan, explicit and direct instruction will be provided. Our Parent Portal will house an extensive digital resource library as well as student data. An emphasis will be placed on early exploration of college/career paths. Students with dyslexia often feel that college is not an option due to their academic challenges associated with dyslexia. Our staff, parents, and children will work together to obtain their defined goal regarding College and Career Readiness. We will consult and collaborate with our university and business partnerships that include but are not limited to University of Houston, University of Houston-Downtown, University of St. Thomas, and Houston Community College. We will have the opportunity to interact with staff from Alief ISD's Career and Technical Education Department, Biotechnology & Life Sciences Innovative Academy (CTE Early College High School), and Alief Early College High School via Houston Community College. Parents will also be provided assistance to navigate student service plans, accommodations, Section 504, Special Education, and community resources.

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

County-district number or vendor ID: 101-903	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.

Alief's program will take full advantage of the district's established partnerships throughout the Houston area. This will prove beneficial to Alief's children and families. There are 17 private preschool centers within the district's boundaries, and we currently have working partnerships with several of these sites. Outreach will be provided to support early identification and literacy initiatives beginning with the kindergarten level.

Alief currently has an advisory representative for dyslexia, Section 504, and Response to Intervention (RtI) at Region 4 Education Service Center, and the district will be participating in the Multidisciplinary Approach to Dyslexia Identification training at Region 4 in March 2018. Additionally, Alief has five state Trainer of Trainers for the Texas Dyslexia Identification Academy.

The district looks forward to continued collaborations with area universities to enhance our services, whether it be through bilingual teacher preparation with the University of St. Thomas, our administrator development program with the University of Houston, our Culinary School via the University of Houston, our School of Innovation via the University of Houston-Downtown, and our STEM programs with Houston Community College.

Our care of children extends beyond academics. To ensure our children are physically prepared to learn, we have access to shot clinics on site, *See to Succeed* (vision test/glasses), a dental clinic, *Backpack Buddies, and Brighter Bites* in addition to a multitude of various resources to meet their needs.

Professional development opportunities will include but not be limited to: Action Based Learning, Neuhaus, Region 4, Region 10, language acquisition (Speech Language Pathologist), Mad Science, and Fine Arts.

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