

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

2018–2019 Services to Students with Dyslexia			
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017		FOR TEA USE ONLY 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:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>		
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581		

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
Pasadena Independent School District	101-917			
Vendor ID #	ESC Region #			
74-6001850	4			
Mailing address	City	State	ZIP Code	
1515 Cherrybrook Lane	Pasadena	TX	77502-4048	
Primary Contact				
First name	M.I.	Last name	Title	
Jeanne		Nelson, Ed.D.	Dyslexia/504 Coordinator	
Telephone #	Email address		FAX #	
(713) 740-0067	JNelson@pasadenaisd.org		(713) 740-5942	
Secondary Contact				
First name	M.I.	Last name	Title	
Olivia		Smith-Daugherty	Executive Director of Grants	
Telephone #	Email address		FAX #	
(713) 740-0865	OSmith-Daugherty@pasadenaisd.org		(713) 740-4034	
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
DeeAnn		Powell, Ed.D.	Superintendent of Schools
Telephone #	Email address		FAX #
(713) 740-0244	DAPowell@pasadenaisd.org		(713) 740-4040

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-18-108-034

Schedule #1—General Information

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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On this date:

Via telephone/fax/email (circle as appropriate)

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	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:

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: 101-917

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	Signature	Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	

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

County-district number or vendor ID: 101-917		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	Signature	Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-917

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.

Program Overview

With the Collaborative Approach to Dyslexia Identification Program (CADIP), Pasadena Independent School District (Pasadena ISD) will increase the availability of year-round, in-school and out-of-school dyslexia support services by:

- 1) Increasing the availability of targeted intervention tools for the district and private daycare providers.
- 2) Expanding staff development opportunities (district staff, private daycare staff, and surrounding districts) in order to provide comprehensive training to effectively identify and support students in need.
- 3) Offering regular parent and caregiver support to increase their ability to best care for their special needs children.
- 4) Providing year-round learning opportunities via summer camps.
- 5) Improving collaboration between 504 staff, Dyslexia staff, Special Education, and General Education staff to ensure an early identification process and seamless support system for students with special needs.

Pasadena Independent School District Dyslexia Services and Programming

Pasadena ISD provides identification and dyslexia support services for students in the district. Once identified, students receive structured, systematic language curriculum that meets the specific characteristics of dyslexia. This is a multi-sensory program which involves all pathways of learning simultaneously – seeing, touching, hearing, writing, and speaking. Funding from the Services to Students with Dyslexia Grant will greatly benefit the students enrolled in Pasadena ISD's Dyslexia program during their time in school as well during their time in daycare or early childhood education programming. This funding will also help ensure an early identification process and seamless support system for students with special needs.

Budget Development

The budget development process was led by the district's Dyslexia/504 Coordinator with input from Intervention Specialists. Together, these staff members created an appropriate and cost effective budget that will allow for successful implementation of program activities. The budget went through a budget approval process which included review by the Accounting Department and Grants Department. This process ensures all budgeted activities are within district and government guidelines as well as the grant program guidelines.

Demographics

Located just miles from the Houston Ship Channel in Southeast Houston, Pasadena ISD is a large, urban school district. Most of the schools are located in predominantly minority neighborhoods. Districtwide, 84% of students are Hispanic and 7% are African American. Economically disadvantaged students make up 84% of the student population, more than a quarter are limited in English proficiency (28.9%), and more than half of the student body (60%) are at-risk for academic failure. So far during the 2017-2018 school year, more than 17,000 Pre-K through third graders have been identified and enrolled into Dyslexia programming.

Needs Assessment Process

In an effort to continue best serving the needs of Pasadena ISD students (and their families), specific ongoing needs assessments have taken place during the 2017-2018 school year. Led by the Dyslexia/504 Coordinator, these smaller assessments were combined to create a comprehensive needs assessment that includes multiple stakeholders and partners. The needs assessment includes the following components: Dyslexia staff and Instructional Leadership Needs information sessions; Parent Needs information sessions; daycare assessment; and data analysis. Results of the four components were aggregated to create five top needs.

Management Plan

The program will be led by the Grant Coordinator who will be directly supported by a dedicated Administrative Assistant. Together, the Grant Coordinator and the Administrative Assistant will monitor the implementation of daily programming and associated staff. The Grant Coordinator will also receive guidance and support from the Dyslexia/504 Coordinator

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-917

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 District Intervention Specialist as well as the Grants Compliance Coordinator to make sure the program is operating within both district and grant guidelines.

Evaluation Methods

The success of the project will be monitored via the collection of data relating to district assessments, school screening data, pre and post literacy assessments, attendance rates, and training participation. This data will provide ample information to monitor the indicators of accomplishment and determine progress towards meeting the overall program goals.

Statutory Requirements

In implementing this grant program, Pasadena ISD, in conjunction with participating daycare providers, will address the four statutory requirements. Regarding requirement 1 (evidenced-based design and technology), the program will use a number of proven, content-rich intervention tools based in technology (e.g. Lexia and Waterford). For requirement 2, district assessments, school screening data, and progress monitoring data will be used to collect empirical data and determine appropriate baselines. Regular parent classes, Dyslexia Awareness Month, and Literacy/Reading Nights will incorporate parental support and collaboration, fulfilling requirement 3. Lastly, with the aid of an outside evaluator, a set of implementation and instructional guidelines will be created so that the program may be replicated by districts statewide to address the needs of monolingual, as well as bilingual students, with dyslexia or at risk of dyslexia.

TEA Requirements

As with the statutory requirements above, Pasadena ISD will address the TEA requirement regarding the use of innovative approaches to effectively address the needs of students with dyslexia by incorporating the following innovative approaches into the program activities: Year Round Learning Opportunities Through Prep for School Summer Reading Enrichment Camps for Students with Dyslexia; High Level Collaboration and Support of Daycares and Early Childhood Education; and Dyslexia-Focused Action-Based Learning Labs.

Sustainability and Commitment: Pasadena Independent School District and the Dyslexia and Special Education Departments are committed to maintaining this project beyond the life of the grant. During the grant term, the Grant Coordinator and Administrative Assistant will position the program to continue operation post funding. The program structure will be completed and fully operational by the end of the grant. Purchases made as part of the grant project will be integrated as part of regular programming. In regard to ongoing activities, detailed plans and instructions will be created to allow implementation of project activities in subsequent years. With a strong management team in place, we are confident that the project will continue to grow and succeed. At the close of the grant period, the project activities will become part of the Dyslexia and Special Education departments and continue with support from the district.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-917			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 th 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	\$134,404	\$0	\$134,404
Schedule #8	Professional and Contracted Services (6200)	6200	\$31,860	\$45,000	\$76,860
Schedule #9	Supplies and Materials (6300)	6300	\$348,568	\$0	\$348,568
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$514,832	\$0	\$559,832
2.051% <u>indirect costs</u> (see note):			N/A	\$11,482	\$11,482
Grand total of budgeted costs (add all entries in each column):			\$514,832	\$56,482	\$571,314
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$571,314
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:					\$85,697

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: 101-917

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			\$0
2	Educational aide			\$0
3	Tutor			\$0
Program Management and Administration				
4	Project director/administrator			\$0
5	Project coordinator	1		\$75,000
6	Teacher facilitator			\$0
7	Teacher supervisor			\$0
8	Secretary/administrative assistant	1		\$30,000
9	Data entry clerk			\$0
10	Grant accountant/bookkeeper			\$0
11	Evaluator/evaluation specialist			\$0
Auxiliary				
12	Counselor			\$0
13	Social worker			\$0
14	Community liaison/parent coordinator			\$0
Other Employee Positions				
15	Title			\$0
16	Title			\$0
17	Title			\$0
18	Subtotal employee costs:			\$105,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$0
20	6119	Professional staff extra-duty pay @ \$28 per hour		\$10,000
21	6121	Support staff extra-duty pay		\$0
22	6140	Employee benefits @ 11.75% (\$13,513) plus \$2,945.40 for health insurance for the two full-time positions (\$5,890.80)		\$19,404
23	61XX	Tuition remission (IHEs only)		\$0
24	Subtotal substitute, extra-duty, benefits costs			\$29,404
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$134,404

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: 101-917

Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evidence-based teacher training for Spanish program focused on literacy skills for 36 campuses X \$305 per campus = \$10,980	\$10,980
2	Evidence-based reading readiness program for 72 teachers X \$290 per teacher	\$20,880
3	Outside Evaluator	\$45,000
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$76,860
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$76,860

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: 101-917		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	<p>Total supplies and materials that do not require specific approval:</p> <p>Ages 3 & 4 2 computers per Pre-K Classroom X \$425 each X 96 classes = \$81,600 2 computers X 3 daycares X \$425 each (pilot program) = \$2,550 750 Waterford software licenses X \$20 per license = \$15,000 750 Lexia software licenses X \$40 per license = \$30,000 Esperanza program materials for 36 campuses X \$470 per campus = \$16,920 Action-Based Learning Labs for 2 campuses X \$24,121 each = \$48,242</p> <p>Ages 5 & 6 2 computers per dyslexia teacher's classes X \$425 each X 36 classrooms = \$30,600 600 Waterford software licenses X \$20 per license = \$12,000 600 Lexia software licenses X \$40 per license = \$24,000 Esperanza program materials for 36 campuses X \$470 per campus = \$16,920</p> <p>Ages 7, 8, & 9 800 Waterford software licenses X \$20 per license = \$16,000 36 Dyslexia Literacy Libraries X \$206 each = \$7,416 Esperanza program (2nd grade) materials for 36 campuses X \$470 per campus = \$16,920</p> <p>General Supplies Special Education/General Education Collaborative training supplies for 36 campuses X \$125 each = \$4,500 Special Education/General Education Collaborative meeting supplies for 36 campuses X \$100 per meeting X 3 meetings = \$300 Book study supplies (<u>Dyslexia and Depression</u>) for 130 people = \$16,900 Spelling Bee supplies (Printing and Trophies) = \$700 Office supplies = \$5,000 Parent event supplies = \$3,000</p>	\$348,568
Grand total:		\$348,568

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: 101-917		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$0

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101-917			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	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment or furniture				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$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: 101-917		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:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit <input type="checkbox"/> Private For Profit <input type="checkbox"/> Public Institution
Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	2,353	95	18:1
K	3,333	184	18:1
1 st	3,933	205	19:1
2 nd	3,991	239	17:1
3 rd	4,231	212	20:1
COMMENTS	Pasadena ISD has one Dyslexia and Intervention teacher on each of the 36 elementary schools. The actual student to teacher ratio varies based on each school.		
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 am - 3:05 pm	None	
Number of days in school year	174	None	
Minutes of instruction per school year	76,560	Students receive 440 minutes of instructional time per day.	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 101-917

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.

Through the Dyslexia and Special Education Departments, Pasadena ISD provides identification and dyslexia support services for students in the district. Decisions about dyslexia assessment, identification, and placement into the most appropriate educational setting are made by a committee of informed educators at the student's campus. This process begins at the Campus Intervention Assistance Team level. If a decision to assess is made, the Section 504 procedures are followed. Once identified, students receive structured, systematic language curriculum that meets the specific characteristics of dyslexia. This is a multi-sensory program which involves all pathways of learning simultaneously – seeing, touching, hearing, writing, and speaking.

In an effort to continue best serving the needs of Pasadena ISD students (and their families), specific ongoing needs assessments have taken place during the 2017-2018 school year. These smaller assessments were combined to create a comprehensive needs assessment that includes multiple stakeholders and partners. The needs assessment included the following components:

Dyslexia Staff and Instructional Leadership Needs Information Sessions -sessions included the groups: Dyslexia Teachers; Intervention Specialists; Instructional Leadership; Deputy Superintendent and Dyslexia/504 Coordinator. These sessions produced a comprehensive need list compiled by instructors and administrators.

Data Analysis – a review of reading levels among 9 year-old/third grade students was conducted to determine common issues among struggling readers and students with dyslexia. The results were analyzed by members of the District's Leadership and Curriculum and Instruction Department, including the Dyslexia/504 Coordinator and the lead Intervention Specialist, to determine the down root causes of common difficulties.

Parent Needs Information Sessions – as part of regular meetings (every other month), parents of student with dyslexia were polled to determine their most pressing needs. Parent needs were also discussed at the annual Dyslexia Month Celebration and Information Session.

Daycare Assessment – the Dyslexia/504 Coordinator and Intervention Specialists assessed the needs of students at the beginning the year. Result showed students who attended daycare prior to starting school and/or continue to attend daycare, do not receive specialized support required for struggling readers and students with dyslexia.

Results of the four components were aggregated and analyzed to produce the **top five needs**:

- | | |
|---|--|
| 1) Targeted Intervention Tools and Related Technology | 3) Parent/Caregiver Support |
| 2) Staff Development/Training to Better Identify and Support Students | 4) Year Round Learning Opportunities |
| | 5) Collaboration Among Departments for Identification and Intervention |

These needs were chosen based on the following prioritization order: 1) Needs that addressed lowest performing students groups (Lowest District Assessments (<25%) and Dyslexic students); 2) Needs that related to meeting and achieving new Dyslexia laws and state mandates; 3) Recurring needs across all four assessment components

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-917

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.	Targeted Intervention Tools and Related Technology: These tools, including tools specific to English language learners, will address the following: <u>Ages 3-4:</u> Print exposure; Phonological and Phonemic Awareness; Alphabetic Principle; Lack of environmental experiences; Vocabulary/Handwriting <u>Ages 5-6:</u> Phonemic Awareness; Bilingual interventions <u>Ages 7-8:</u> Improve reading skills	Purchase and/or implement targeted intervention tools and technology, including tools for English Language Learners and At Risk Students. <u>Ages 3-4 (Pre-K, District Daycare and Private Daycares Pilot Program):</u> Waterford (SmartStart and Backpack), Lexia, Learning Ally, Computers, and Action Based Learning Labs. <u>Ages 5-6:</u> Esperanza, Lexia, Bilingual Licenses, Learning Ally <u>Ages 7-8:</u> Learning Ally, Lexia, Dyslexia Literacy Library
2.	Staff Development/Training to better identify and support students: These staff will include members of Pasadena ISD including Special Education, Teachers, and Administrators, daycare partners, parents, as well as, staff from nearby districts.	Training Topics will include: <u>Ages 3-4:</u> phonological awareness, phonemic awareness, alphabetic principle, and print exposure; dyslexia characteristics <u>Ages 5-6:</u> Intervention Tools (Early Literacy/Pre-Reading; Phonological and Phonemic Awareness; Oral Language Development, Fluency, Spelling, Handwriting); dyslexia characteristics <u>Ages 7-8:</u> Assessment; Disaggregation and Analysis; dyslexia characteristics
3.	Parent/ Caregiver Support: Many parents are not prepared to support a child with learning issues. This project will provide parents with tools and knowledge to best support their children.	Parent Night Training will (occur every 9 weeks) and include topics such as: Early literacy; Reading activities in the home; Literacy night/reading night; Advocating for their child; Parenting students with dyslexia; Technology resources to use at home.
4.	Year Round Learning Opportunities Through Prep for School Summer Reading Enrichment Camps: Students in Pasadena ISD usually do not come from print rich homes. When students do not read for two months their skills regress. Reading is a skill, which requires practice, just like sports or math facts. Summer reading helps students of all ages keep their skills sharp so they are ready when school begins in the fall.	Prep-For-School Camps (will include playful format): <u>Ages 3:</u> Open school libraries for daycares <u>Age 4-5:</u> Prep for kindergarten/first. One week Summer Camp for students who show potential for being at risk for dyslexia to review and enhance reading skills. <u>Ages 6-7-8:</u> One week Summer Camp for students identified with dyslexia or show potential for being at risk for dyslexia to review and apply reading skill and participate in Summer Reading Program
5.	Intervention Collaboration (504 Staff and Special Education Staff): in order to provide an early identification process and seamless support system for students with special needs, effective communication and collaboration between 504 staff and Special Education staff is a necessity.	Collaboration will be improved and encouraged via: <ul style="list-style-type: none"> • Collaborative staff development and training • Early interventions and support while collecting cumulative and summative assessments to aid instruction and the proper support systems • Professional Learning Community Book Study

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Schedule #14—Management Plan

County-district number or vendor ID: 101-917

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.	Dyslexia/504 Coordinator	The Dyslexia/504 Coordinator will hold a Master's Degree in Mid-Management; At least 5 years as a Teacher of Dyslexia Students; and have a minimum of three years of experience with fiscal/budget management, data reporting, and implementing and managing grant projects.
2.	Campus Dyslexia Teachers	Campus Dyslexia Teachers will hold a bachelor's degree and valid teaching certificate. Teachers will also have at least six years of teaching experience specifically in the area of Reading.
3.	Grant Coordinator	The Grant Coordinator will hold a master's degree in education (or related field) and have a minimum of three years of experience with fiscal/budget management, data reporting, and implementing and managing grant projects.
4.	Intervention Specialist	The Intervention Specialist will have a master's in Reading, a valid teaching certificate, and three years of experience in the dyslexia field. The specialist will also exhibit successful leadership in the Response to Intervention process at the campus level and have experience working in curriculum or professional development.
5.	Evaluator	The external Evaluator will have experience evaluating special education/special populations programs and will be knowledgeable of techniques that result in program data usable for program guidance, continuous improvement, determining project effectiveness, and producing best practices/instructional guidelines.

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.	Increase Availability of Intervention Tools	1. Purchase and Install Intervention Tools	05/1/2018	9/15/2018
		2. Complete Teacher/Instructor Training	9/15/2018	9/28/2018
		3. Full Implementation of Intervention Tools	9/15/2018	8/1/2019
2.	Expand Staff Development	1. Create Dyslexia Teacher Training Modules	5/1/2018	5/1/2019
		2. Create Daycare Provider Training Modules	5/01/2018	6/1/2018
		3. Hold Dyslexia Teacher Trainings	8/1/2018	5/1/2019
		4. Hold Daycare Provider Trainings	9/2/2018	10/31/2018
3.	Improve Parent/ Caregiver Support	1. Create and Compile Parent Support Materials	7/1/2018	9/30/2018
		2. Publicize Parent Days and Meetings	8/25/2018	5/1/2019
		3. Hold Parent Night Meetings	9/1/2018	7/1/2019
		4. Signed Parent Contracts	9/1/2018	9/28/2018
4.	Provide Year Round Learning Opportunities	1. Create Summer Camp Lessons Plans/Activities	5/1/2018	6/1/2018
		2. Open School Libraries to Daycares	6/1/2018	8/1/2019
		3. Hold One Week Summer Camp (4-5 age group)	6/1/2018	8/1/2019
		4. Hold One Week Summer Camp (6,7,8 age group)	6/1/2018	8/1/2019
5.	Improve Identification/Support via Collaboration	1. Special Populations Collaborator Meetings (SPED, 504, General Education Specialists (monthly)	8/1/2018	5/1/2019
		2. Dyslexia Chair and Intervention Chair Training (bimonthly)	8/1/2018	5/1/2019
		3. 4 Collaborative Trainings – SPED and Gen Ed Dyslexia Teachers	8/1/2018	5/1/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings 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: 101-917

Amendment # (for amendments only):

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

The district currently has written processes and procedures for monitoring the attainment of grant-funded programmatic goals and objectives and they are explained in a grant award meeting within 30 days of receiving the Notice of Grant Award. In addition, the district has a full-time **Grants Compliance Coordinator (GCC)** dedicated to monitoring all grant-funded programs for funding compliance with all district and funder statutory, budgetary, and reporting requirements. For the Services to Students with Dyslexia grant, the GCC will dedicate three to four hours per month ensuring the Service to Students with Dyslexia grant is implemented with fidelity.

A full-time **Grant Coordinator (GC)** will provide hands-on, one-on-one guidance for problem-solving challenges to ensure successful program implementation. The GC will use cumulative and summative data to monitor for consistent use of interventions, assess program activities for quality and use of collaborative partner resources, and ensure stakeholder involvement. Further, the GC will monitor activities by meeting with the dyslexia teachers during meetings held every month, to ensure activity content is aligned to student gaps at the schools.

Monthly progress monitoring will include a review of the following by the Grant Coordinator, Dyslexia Coordinator, Intervention Specialist, and Dyslexia Intervention Teachers:

Ages 3-4: Smart Start (Waterford); Anecdotal Notes; Letter Sound and Name, Colors, Shapes...; Parent Reading Logs

Ages 5-6: Smart Start (Waterford); Anecdotal Notes; Data Binders; Letter Sound and Name, Basic Sight Words

Ages 7-8: Running Record; Waterford; TPRI; I-Station; Mastery Checklist; Anecdotal Notes; Data Binders; Fluency, Comp. Sight Words

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.

Existing Efforts: Pasadena ISD provides identification and dyslexia support services for students in the district. Decisions about dyslexia assessment, identification, and placement into the most appropriate educational setting are made by a committee of informed educators at the student's campus. Once identified, student receive structured, systematic language curriculum that meets the specific characteristics of dyslexia. This is a multi-sensory program which involves all pathways of learning simultaneously – seeing, touching, hearing, writing, and speaking. Currently, several targeted intervention tools are in place (e.g. Lexia, Waterford, Action Based Learning Labs) for use in general education settings and dyslexia intervention settings. With this program, the availability of these tools will be scaled up and focused toward at risk students and students with dyslexia.

Sustainability: Pasadena Independent School District, the Dyslexia and Special Education Department, and the Curriculum and Instruction Department are committed to maintaining this project beyond the life of the grant. With a strong management team in place, we are confident that the project will continue to grow and succeed. As the project continues, the district will take on the cost of maintaining the computers/supplies and keeping the targeted intervention tool software up to date. The Dyslexia/504 Coordinator and her team will ensure instructors are kept up-to-date and well-trained on the intervention tools and practices. This team will continue collaborating with private daycare providers and surrounding school districts to create a culture of support and to stay abreast of best practices. The Special Populations Collaborators meetings will continue so that the best possible student support will be provide across multiple district departments. Lastly, we will continue working with private daycare providers and surrounding school districts to ensure our programming continues to align with best practices both statewide and nationally. We expect the project to continue to support our students for years to come, providing at risk and dyslexic students with the much support they need and deserve.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-917

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.	District Assessments	1.	25% decrease in retention rates for First Grade
		2.	80% of students will be within 5% of meeting grade level standards or on grade level
		3.	Students receiving services the year before Kindergarten will outperform the state average on standardized state tests in 3 rd and 4 th grade.
2.	School Screening Data	1.	100% of PK-1 st students in grades will be screened in basic literacy skills
		2.	100% increase in students identified with dyslexia in the primary grades.
3.	Pre/Post Literacy Assessments	1.	90% of students will have a positive rate of improvement
		2.	Flexible grouping will be determined /implemented based on data results
4.	Programming Supports and Attendance Rates (School and Out of School Activities)	1.	Intervention students will demonstrate at least a 90% attendance rate.
		2.	Approximately 150 students will attend summer camp
		3.	80% of the students will participate in their programs with fidelity
5.	Training Participation (school staff, daycare staff, parents/guardians)	1.	Approximately 72 school staff will attend at least one training
		2.	approximately 5 daycare staff will attend at least one training
		3.	Approximately 75 parents will attend at least one training

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The overall responsibility for implementing the program's evaluation plan for qualitative and quantitative data collection methods will be the responsibility of the Grant Coordinator (to be hired). The Grant Coordinator will be assisted by the Dyslexia/504 Coordinator as well as district Intervention Specialist. Data collection sources will include, but are not limited to: program records, student records, test results, and survey results - including student and teacher surveys; student achievement and test scores reported and evaluated by grading period, semester, and annually; and numbers of students and faculty participating in program activities reported.

Multiple types of data will be collected, including data to determine: 1) Number of students participating in the project activities (e.g. school attendance, dyslexia and at risk student counts, summer camp attendance); 2) Individual Student Progress (e.g. progress reports, universal literacy screenings – start, middle, and end of the school year, intervention tool progress monitoring); 3) Overall Student Progress (e.g. attendance rates, district assessments); and 4) Staff Development and Training Indicators (e.g. teacher assessment, teacher confidence surveys, professional development evaluation).

Cumulative data collected at multiple points throughout the year will be used to monitor the project's movement toward final goals and outcomes. Data will be reviewed at least quarterly to identify problems with project delivery. The project team, led by the Grant Coordinator will meet monthly to monitor and disaggregate data. In addition, frequent classroom walkthroughs will be conducted to ensure the fidelity of the program as will Compliance Visits by the district's Grants Compliance Coordinator. Any unexpected data will be reviewed among the project team to determine adaptation or changes needed to address these anomalies or issues with project delivery.

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

County-district number or vendor ID: 101-917

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.

Technology has many benefits for students with reading difficulties, but the opportunity to access rich content ranks at the top. Technology tools allow students with dyslexia to be equal participants in school-based learning experiences. The most common ways in which technology is used to support students with learning difficulties are computer-mediated instruction and synthesized speech feedback to improve basic reading as well as access to electronic texts to aid in comprehension (Hecker & Engstrom, 2005). Furthermore, time management, note taking, exam preparation, and written responses are all enhanced through the use of such technology as a supplement to direct teacher instruction and intervention (Hecker & Engstrom, 2005). Studies demonstrate the effectiveness of tools such as word processors, word prediction, voice recognition, spell checkers, and graphic organizers as successful supports for student writing (Hecker & Engstrom, 2005). Whether the technology is accessed for personal use, instructional use, or assistive use, the accommodations can be effective in helping to compensate for the reading and writing difficulties that accompany dyslexia (Puckett & O'Bannon, 2012).

This project incorporates several evidenced-based targeted intervention tools based in technology. **Waterford** is a proven system shown to be effective in improving reading achievement among low-performing elementary school students. (Ball State University). **Lexia** has been proven to accelerate the development of critical fundamental literacy skills in elementary grades in nine studies published in peer-reviewed journals. **Esperanza (HOPE)** is part of the Valley Speech Language and Learning Center. The program is led by Elsa Cárdenas-Hagan, Ed.D, who was the co-principal investigator of a longitudinal study funded by the National Institute of Child Health and Human Development and the Institute for Education Science that examined the oracy and literacy development in English and Spanish of Spanish-speaking children. In addition, the project also includes **Learning Ally** and **Bookshare**. Bookshare is an online library that offers the world's largest collection of accessible titles. Learning Ally is an online audiobook program.

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.

The program will collect empirical data on student achievement using the following assessments and informational tools:

3 and 4 Year Olds	5 and 6 Year Olds	7 and 8 Year Olds
District Assessments: End of each 9 Weeks; Beginning, Middle and End of Year; Pre/Post Literacy Assessments School Screening Data: Circle Test; Family History; Speech Screeners; Health Info Progress Monitoring Programming Data: Smart Start; Lexia; Learning Ally & Book Share; Reading Logs	District Assessments: AIMSweb (monthly); Beginning, Middle and End of Year;; Pre/Post Literacy Assessments; Kinder End of Year; Reading Levels School Screening Data: Istation; Family History; Speech Screeners; Health Information Progress Monitoring Programming Data: Waterford; Lexia; Learning Ally & Book Share; Reading Logs	School Screening Data: Benchmark Assessment System (BAS) Beginning, Middle, and End of year (Spanish & English); Reading Levels every 9 weeks; IOWA (2nd grade); Waterford (Beg., Mid, End of Year); AIMSweb (Monthly) Additional Data: Family History Speech Screeners; Health Info; Parent/Teacher Questionnaire (Colorado Learning Disabilities Questionnaire)

The Dyslexia and Intervention Teacher and the Professional Learning Communities on each grade level will disaggregate the data on each student who demonstrates at risk characteristics for reading difficulty. The purpose of this process is to have an authentic understanding of the students and teachers strengths and areas of growth, to make fast targeted corrections and link each to systematic, research based and timely instructional supports administered by trained professionals. Data from progress monitoring and universal screenings will be the primary sources used to establish baselines for each grade level.

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

County-district number or vendor ID: 101-917

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 need for additional parent and caregiver support was identified as main need during Pasadena Independent School District's needs assessment project for the Dyslexia Program. To address this need, the Collaborative Approach to Dyslexia Identification Program (CADIP) will include the following parental supports and collaborations:

- Parent Classes (9 weeks, monthly – alternating between Parent Class and Lunch Bunch sharing sessions)
 - Early Literacy Training
 - Learning Ally and Bookshare
 - Read Activities for Home
- Parent Contract: parents agree to read with their child for 20 minutes per day
- Provide and Encourage Parents to Volunteer for Activities at the Schools
- Host Literacy Night and Reading Nights
- Host Dyslexia Awareness Month

These trainings will provide parents with the tools they need to better support their dyslexic or at risk child. In addition, Dyslexia Awareness Month and Literacy/Reading Nights will also provide information that will help parents identify issues and behavior that may be a sign of dyslexia. Early identification is key in helping dyslexic children develop the skills needed so that they may be academically successfully.

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.

Diversity of the state

According to the Office of the State of Texas Demographer, Hispanics are expected to outnumber whites in Texas by 2020 and expected to make up the state's majority population by 2042. Pasadena ISD, 83.2%, or 45,114 of the district's 54,215 students, are of Hispanic descent. Of those 45,114 Hispanic students, at least 15,000 have some level limited English proficiency (LEP). Recognizing that dyslexia has no one language or culture, the Collaborative Approach to Dyslexia Identification Program (CADIP) program in Pasadena ISD includes components to address the needs of dyslexic students who struggle with English. These students face twice the barriers of their native speaking classmates. By including targeted intervention tools like Lexia and Esperanza (both of which have targeted components for English language learners) as well as instructor training to best utilize these tools, the CADIP program reflects the diversity of the State of Texas and its residents.

Statewide program replication

The two primary intervention tools for bilingual students are readily available for purchase throughout the State of Texas, but proper implementation and use of the tools goes beyond purchase. As part of this program and with the support of an outside evaluator, Pasadena ISD will document program components and results to determine best practices. The evaluator and Pasadena ISD staff will collaborate to create implementation and instructional guidelines so that the program may be replicated by districts statewide.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-917

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.

With the addition of the Collaborative Approach to Dyslexia Identification Program, students in Pasadena ISD and the surrounding area will benefit from several innovative practices that will improve their academic achievement and schools success.

Prep for School Summer Reading Enrichment Camps:

Summer bridge camps have proven effective in easing the transition from one campus to another or from early childhood education to elementary school. With these programs, students (and their parents) become aware of the expectations, familiar with the school structure, and aware of/comfortable with the resources available. Summer reading camps and programs are also proven to be effective. Reading is a skill, which requires practice, just like sports or math facts. Summer reading helps students of all ages keep their skills sharp so they are ready when school begins in the fall. While general summer bridge camps and summer reading programs are common place, summer bridge camps that focus on the specific needs of dyslexic students are far less available. By introducing the Prep for School Summer Reading Enrichment Camps for these students, this transitional support will build off proven practices to create an innovative opportunity for students with dyslexia.

Collaboration with Daycares and Early Childhood Education Programs:

Teacher training is an essential piece in the screening and early identification equation. Teachers are trained to know how to address specific deficits once a child has been identified in order to implement early evidence-based instruction for all at-risk students. Currently, this approach is not being fully realized in most private daycare programs, especially those available to economically disadvantaged families. Through this program, training and support will be provided to allow these precursors to be identified and assessed in participating Day Cares, and Pre-Kindergarten, Kindergarten, and First Grade classes. The assessments will follow the characteristics of the acronym SCREENED: Short, Comprehensive, Resourceful, Early, Neurobiological/Genetics, Evidence-based response, Developmentally Appropriate.

Screening and identification are not the only pieces missing from private care providers. These providers often lack the resources and tools to provide explicit and intensive interventions to students with dyslexia. Studies show that when at-risk beginning readers received explicit and intensive instruction prior to first grade, 50 to 90% of these children reached average reading performance levels (Torgesen, 2004). By introducing a pilot program that provides three day care providers with the training and targeted intervention tools (software and hardware), the early intervention will give at risk and struggling readers even more of a chance to achieve average reading levels.

Action Based-Learning Labs

Research across the country reveals that schools with action based learning opportunities have experienced improvements in academic achievement, behavior, and attendance ("Ready, Set Go!: The Kinesthetic Classroom"-Mike Kuczala). Movement increases Brain Derived Neurotrophic Factor (BDNF) – a protein in the brain that acts as a "Miracle Gro" to grow and strengthen neural connections. Children who engage in regular movement tend to have better improved working memory, and elevated moods. Movement can also be helpful for students with special needs because of the improvement it provides in centering attention (Mulrine, C. F., Prater, M. A., & Jenkins, A. (2008). The addition of action-based learning opportunities will provide dyslexic students and struggling readers with an additional way to settle their minds and help move beyond the frustration so often faced by special needs learners. Action Based Learning Labs are designed to prepare the brain for learning. Each active learning station in the lab, applies what we know about the brain body connection by focusing on the 12 foundations of Learning Readiness. For example, the body's vestibular system controls balance and spatial awareness. Strengthening these foundations facilitates the student's ability to place words and letters on a page. When a student walks or crawls in specific patterns, the brain's ability to encode symbols is increased. Proper development and remediation of these systems are critical to a child's ability to learn.

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

County-district number or vendor ID: 101-917

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.

The Collaborative Approach to Dyslexia Identification Program will include coordination of services with a number of private and community-based providers. These providers can be placed into three categories: Early Education Providers (Private Daycares, Pasadena ISD Daycares and Pre-Kindergarten Program), Surrounding Districts, and Training Providers.

Early Education Providers (Private Daycares, Pasadena ISD Daycares, Pre-Kindergarten, and Early Childhood Education Program)

To aid the transition from Day Cares to PreK and/or Kindergarten classes, a multitude of activities will occur at both the Day Care programs and receiving Pasadena ISD programs to ease the transition for children with dyslexia or reading issues. Pilot daycare providers will collaborate with Pasadena ISD to provide support to children in their care who would not otherwise receive early intervention for reading issues. With this grant program, private daycare staff will receive training in targeted intervention tools as well as the software, and when necessary, hardware, to properly implement these tools. In addition, Students from the Early Childhood Education (ECE) program, will take field trips to local kindergartners to become more familiar with the structure and expectations of kindergarten. At this time, ECE staff will also be able to connect students with appropriate dyslexia and/or at risk resource available to the elementary school.

Surrounding School Districts (including Pasadena ISD staff)

Trainings for early childhood education providers, kindergarten teachers, school administrators, parents and special needs coordinators will be provided in the spring/summer. Various topics will be discussed using a roundtable format. This format will enable participants to share and learn about other programs and to start building connections.

Training Providers:

In addition to the primary targeted intervention strategies detail in previous sections, the program will also provide training and support via collaborations with Avance to strengthen at risk families through effective parent education and support programs, and Neuhas Education Center to promote reading success among at-risk and dyslexic student.

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