

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

2018–2019 Services to Students with Dyslexia		
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY <small>Write NOGA ID here.</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	<small>Place date stamp here.</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> TEAS EDUCATION AGENCY RECEIVED 2018 MAR -8 PM 1:21 DOCUMENT CONTROL CENTER </div>
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Houston Independent School District	101-912		
Vendor ID #	ESC Region #		
74-6001255	04		
Mailing address	City	State	ZIP Code
4400 W. 18 th Street	Houston	TX	77092-8501
Primary Contact			
First name	M.I.	Last name	Title
Courtney		Busby	Director, Interventions Office
Telephone #	Email address		FAX #
713-556-7122	CBUSBY@houstonisd.org		713-556-7023
Secondary Contact			
First name	M.I.	Last name	Title
Annetra		Piper	Manager, Grants Department
Telephone #	Email address		FAX #
713-556-6785	apiper@houstonisd.org		713-556-7023

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
Richard	A.	Carranza	Superintendent of Schools
Telephone #	Email address		FAX #
713-556-6300	HISDSuperintendent@houstonisd.org		
Signature (blue ink preferred)		Date signed	


3-5-18

Only the legally responsible party may sign this application.

701-18-108-035

Schedule #1—General Information

County-district number or vendor ID: 101912

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)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

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: 101912

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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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101912

Amendment # (for amendments only):

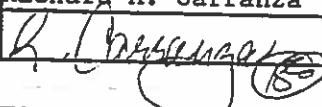
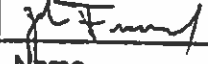
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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.	101912 Houston ISD	Richard A. Carranza 	713-556-6300 HISDSuperintendent@houstonisd.org	\$1,000,000 Funding amount
Member Districts				
2.	123-910 Beaumont ISD	John Frossard 	409-617-5001 jfrossa@bmtisd.com	\$0
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101912

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Fiscal Agent				
1.	101912 Houston ISD	Richard A. Carranza <i>R. Carranza</i>	713-556-6300 HISDSuperintendent@houstonisd.org	\$1,000,000 Funding amount
Member Districts				
2.	County-District # 101919 County-District Name	Rodney E. Watson, Ph.D. <i>Rodney E. Watson</i>	281-891-6025 rwatson@springisd.org	Funding amount \$0
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services

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#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	101912 Houston ISD	Richard A. Carranza <i>R. Carranza</i>	713-556-6300 HISDSuperintendent@houstonisd.org	\$1,000,000 Funding amount
Member Districts				
2.	County-District # 101838 County-District Name Southwest Schools	Name <i>Janelle Jones</i> <i>Southwest Schools</i>	Telephone number 713-784-6345 Email address <i>jjones@swschools.org</i>	Funding amount \$0
3.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101912

Amendment # (for amendments only):

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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.

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#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	101912 Houston ISD.	Richard A. Carranza <i>R. Carranza</i>	713-556-6300 HISDSuperintendent@houstonisd.org	\$1,000,000
Member Districts				
2.	County-District # 101-911 County-District Name GCISD	Name Melissa Duarte <i>Melissa Duarte</i>	Telephone number 281-707-3571 Email address melissa.duarte@gccisd.net	Funding amount \$0
3.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount

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

County-district number or vendor ID: 101912			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Houston Independent School District (Houston ISD) is applying for the Services to Students with Dyslexia grant in order to improve services available to dyslexia students by doing the following: (1) increasing knowledge and practice skills to teachers and interventionist; (2) refining current professional development methods, improving and expanding the delivery of key services to students; (3) improving monitoring of academic performance; (4) increasing parental involvement. This project will benefit the targeted population, by increasing the increasing awareness about dyslexia among school staff and parents. The goals of this grant relate to the demonstrated goals of Houston ISD, by developing teachers through a dyslexia training organization that will provide different levels of intense instruction utilizing the accredited Basic Language Skills Program. Having this expert knowledge, within the realms of literacy, teachers will be prepared for the certification process towards becoming a Certified Academic Language Therapists. Successful completion of the program will lead to more teachers having increased knowledge, skill, and ability to implement a successful program that will raise student achievement.

The budget for the proposed project was developed based on the needs of the students, families and community, and is also based on the needs of the teachers and students with dyslexia. This grant will provide funds for specialized leveled dyslexia training from a certified dyslexia training organization. The budget will provide supplies for participants based on the materials needed to complete the dyslexia training. The budget includes costs for the necessary two year training and implementation required to serve all students identified with dyslexia, throughout Texas. Beginning May 2018, identified teachers will enter into the Basic Language Skills – Introductory Class, and continuing into May 2019 as participants will enter into the Basic Language Skills – Advanced Class.

The demographics of Houston ISD and partnering districts relate to the defined goals and purpose of the grant by serving students that are representative of the state demographics, providing innovative services to students with dyslexia using technology, and serving students ages 3 to 9 or third grade or lower.

The process for the needs assessment was designed by Houston ISD in collaboration with key stakeholders, including representatives from school districts, schools, educators, community partners, and parents. The needs assessment included data from classroom observations, instructional walk-throughs, student IEP goals and objects, progress reports, and district and state academic achievement data. Houston ISD conducted a thorough needs assessment to identify ways to improve the current status of services available to students with dyslexia. In order to determine the needs of the partner school districts, Houston ISD held an information and fact-finding meeting with neighboring school districts at Harris County Department of Education. Based on the needs assessment of Houston ISD and partnering districts, it was determined that there is a need to increase the number of trained teachers that have the knowledge to identify and use interventions to properly serve students with dyslexia. Specialized curriculum training will be necessary for teachers to learn innovative and research-based practices on how to support students with dyslexia. It was

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101912

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.

determined that systems need to be established for positive behavior supports and reinforcements. The assessment also concluded that more parental involvement, including training to help parents become advocates for their children.

HISD's grant will be managed through the Interventions Office at the district office. The Program Director will ensure compliance with state and federal requirements, as well as provide implementation support and training to the schools to ensure high quality programming. The primary personnel for the project will include the following: (1) Teacher Development Specialist; (2) Compliance Analyst; (3) Certified Teachers; (4) Dyslexia Training Organization; and (5) Regional Consultant.

The methods used to evaluate the program will consist of teacher-made data collection, and an analysis of state and local assessments. Teachers will follow campus requirements for progress reports, as well as communicate documented student progress weekly to parents. Teacher effectiveness will also be monitored and training and professional development will be targeted toward increasing the understanding of identification, and service to students. To measure the progress of the program areas, district personnel at the campus level and Houston ISD Interventions Office will regularly monitor student performance, by reviewing files.

Detailed in the application is the description of how Houston ISD will meet all statutory and TEA requirements. Houston ISD, partnering school districts, and the Houston ISD Interventions Office are committed to providing students identified with dyslexia with instruction that is individualized, intensive, and includes phonetic methods and a variety of writing and spelling components as recommended in the Texas Education Agency's Dyslexia Handbook.

Houston ISD is excited to begin this work, and is fully committed to its long term implementation. The Interventions Office, and schools' leadership will work with their staff, families, and partners to identify additional funding streams with an eye toward sustainability in order to effectively continue the program when funding ends.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101912

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	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$692,960	\$0	\$692,960
Schedule #9	Supplies and Materials (6300)	6300	\$217,240	\$0	\$217,240
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$80,000	\$0	\$80,000
Total direct costs:			\$990,200	\$0	\$990,200
7% indirect costs (see note):			\$0	\$9,800	9,800
Grand total of budgeted costs (add all entries in each column):			\$990,200	\$9,800	\$1,000,000

Shared Services Arrangement

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

Enter the total grant amount requested:	\$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: 101912

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112 Substitute pay			\$
20	6119 Professional staff extra-duty pay			\$
21	6121 Support staff extra-duty pay			\$
22	6140 Employee benefits			\$
23	61XX Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs			\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$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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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101912		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	Region 4 – Educational Service Center to provide training	\$20,000
2	Dyslexia organization to provide training and certification to 96 participants/teachers	\$672,960
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$692,960
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$692,960

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: 101912		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:	\$217,240
Grand total:		\$217,240

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: 101912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$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: 101912					Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted		
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$		
66XX—Computing Devices, capitalized						
2	Personal computing devices for assessing students and keeping student data (two per teacher). The two iPads are necessary as part of the assessment/diagnostic component. Each teacher would need a "pair" as throughout the electronic assessment the teacher needs one and the student needs one so the two iPads will communicate throughout the evaluation.	160	\$500	\$80,000		
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:				\$80,000		

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

County-district number or vendor ID: 101912 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	720	90	8:1
K	803	100	8:1
1 st	862	108	8:1
2 nd	878	110	8:1
3 rd	893	112	8:1

COMMENTS Five-hundred twenty (520) general education teachers will be invited to participate in the proposed training specific to supporting students with dyslexia in the general education setting. The proposed project will serve an estimated 4,156 students, in grades prekindergarten through third grades. The proposed project will also serve an estimated 520 teachers that teach grades prekindergarten through third grades.

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	7:30am-2:50pm	For 2018-2019, Houston ISD is standardizing school start times to maximize learning time and to better deliver efficient, reliable, and affordable transportation to students.
Number of days in school year	180 Days	The number of days in the school year will be based on the required minimum by the state of Texas.
Minutes of instruction per school year	70,200	The estimated minutes of instruction per school year is based on 6.5 hours of daily instruction X 180 days.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101912

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.

Houston ISD, in collaboration with key regional stakeholders—representing school districts, schools, educators, community partners, and parents—conducted a thorough needs assessment to identify the magnitude of need in how well the greater Houston area educates and serves students with dyslexia in the early grades of pre-kindergarten through third grades. Although the proposed project is a district-wide grant for Houston ISD, school districts in Harris County and surrounding areas were contacted to collaborate to address dyslexia regionally. The needs assessment included an analysis of community-wide census demographic data, school district data from the 2016-2017 school year (e.g., STAAR results, campus poverty rates, attendance rates, promotion rates, disciplinary referrals, number of student absences, schools with low-parental involvement, and district level data on students with dyslexia). Since 2010, there has been a substantial increase in the number of students in kindergarten through twelfth grades identified for dyslexia services, from 560 in 2010 to 3,705 in 2017; about 48 percent of these students were also diagnosed with a learning disability. This was an increase of 562 percent over the past six years. Also, 14.7 percent of students identified for dyslexia services were White, while at the district level they represented 8.7 percent of the student population in 2017. At the district level, Hispanic students represented 62.1 percent of the student population and 54.5 percent of students identified for dyslexia services. African American students made up 24 percent of the student population in the district, and 28.6 percent of students identified for dyslexia services. Overall, 1.7 percent of all students in the district were identified with dyslexia (Houston ISD, 2017).

The district needs to continue efforts in increasing awareness of dyslexia among school staff and parents. Slightly more than half (52.8%) of the interventionists and teachers of students diagnosed with dyslexia who enrolled in the district's professional development successfully completed their programs; additionally, only 52.8 percent completed the Dyslexia Handbook Revised 2014 training, 34.1 percent of elementary and 8.3 percent of secondary school participants completed the dyslexic intervention training with a dyslexia training organization. Campus visits have proven that students identified with dyslexia are not being served appropriately in accordance with Chapter III of the Texas Dyslexia Handbook, Revised July 2014. Through classroom/campus observations, students have not been provided the necessary multi-sensory approach to learning in which they are entitled. When visiting these campuses, many common excuses stated have been as follows: "The training takes the teacher away from campus for a very long period of time – 10 days." "The campus does not have enough staff personnel to implement this very explicit, intensive, structured, small group, pull-out program." "We can't afford to have students pulled out of core instruction." All of these statements have been repeated from campus to campus. The result in lack of dyslexia awareness by teachers has led to poor student performance and very few being identified.

Although 212,000 students are enrolled district-wide, 3,705 are identified as dyslexic, which does not even equate to 1% of the entire population for student enrollment. An estimated "10-to-15 percent of the general population has a reading based learning disability. Of those individuals, approximately 80% has dyslexia. Yet, many people are misinformed or uninformed about dyslexia, including many school teachers, school staff, and parents" (Dyslexia Training Institute, 2018)—which clearly shows that many students are being under-identified. The proposed opportunity will allow for more certified teachers to be trained in becoming true literacy experts for each campus in the process of locating more students in need regarding the common risk factors associated with dyslexia. The timely screening and identification of students diagnosed with dyslexia needs to occur with urgency in order to ensure that these students are receiving the appropriate services to help them perform academically. Based on the needs assessment, the following five needs are prioritized as the most significant needs: Five prioritized key issues resulted from the needs assessment process: (1) The need to increase knowledge and practice skills that interventionists and classroom teachers require to adequately service students with dyslexia; (2) The need to refine current professional development methods and materials designed to deliver these skills; (3) The need to improve and expand the delivery of key services to students who are currently receiving services and the types and quality of the services they are receiving; (4) The need to better monitor academic performance of students diagnosed with dyslexia to better deliver key services, as needed, to support their academic success; and (5) The need to increase parent engagement and supports to parents of students with dyslexia.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101912

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.	The need to increase knowledge and practice skills that interventionists and classroom teachers require to adequately service students with dyslexia. The number of students identified for dyslexia services has substantially increased 562% during the last six years. As of 2017, 3,705 students have been identified with dyslexia. Districtwide, many teachers have not received any training on how to properly serve students, of diverse backgrounds, identified with dyslexia. This presents a significant barrier to educating students with dyslexia.	Through the proposed project, every elementary school principal will identify and assign a teacher with the requisite training as the dyslexia instructional support teacher. Through professional development opportunities, the support teacher will possess instructional skills that exceed those of a classroom teacher. The participating teachers of students diagnosed with dyslexia, and related disorders, will receive the appropriate training and valid certification through partnering agencies with expertise in serving the needs of students diagnosed with dyslexia.
2.	The need to refine current professional development methods and materials designed to deliver these skills. There is a lack of enough teachers that are sufficiently knowledgeable about the common risk factors associated with dyslexia. Nationally, "the under-identification of students with dyslexia" remains a significant concern for school districts (Neuroscience Research Center (NRC), 2017).	Through the proposed project, classroom teachers, from participating schools, will receive professional development to become Dyslexia Interventionists and Campus- Based Dyslexia Evaluators. It is very important that interventionists and teachers have access to and complete all available professional development opportunities to ensure they possess the requisite skills to adequately provide instructional and learning support for students with dyslexia.
3.	The need to improve and expand the delivery of key services to students who are currently receiving services and the types and quality of the services they are receiving. There is a lack of enough teachers able to increase the identification and interventions of students served for dyslexia.	Through the proposed project, classroom teachers, from participating schools, will be provided with adequate, on-going research-based professional development, coaching, ample opportunities to participate in communities of practice, and access to innovative resources that will leverage the effective use of technology for the early identification of students with dyslexia, evaluation purposes, and to accelerate interventions earlier for students.
4.	The need to better monitor academic performance of students diagnosed with dyslexia to better deliver key services, as needed, to support their academic success. Kindergarten had the lowest percent of students identified with dyslexia (0.5 percent), while fifth grade had the highest percent of students identified with dyslexia (12.6 percent) in 2017. (Houston ISD, 2017).	Through the proposed project, classroom teachers, from participating schools, will be trained on how to utilize the Texas Dyslexia Identification Academy Modules 1-5. Additional trainings will include the following: (1) Understanding the reading process; (2) Knowledge of related disorders and appropriate accommodations including remedial strategies; (3) Knowledge of the structure of language; (4) Reading comprehension, and (5) Reading fluency.
5.	There is a need to equitably increase parent and stakeholder engagement opportunities at all schools. The district should continue efforts in the identification of students with dyslexia by increasing awareness of dyslexia among school staff and parents.	Through the proposed project, district- and campus-based efforts will be significantly increased to provide parents and community members with ample opportunities for training and other activities to assist parents to better support for and advocate for their students identified with dyslexia, such as Dyslexia Awareness Family Nights, Movie Nights to discuss "Dyslexia 101" film, Dyslexia simulation opportunities, Dyslexia Progress monitoring, and parent conferences.

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Schedule #14—Management Plan

County-district number or vendor ID: 101912

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.	Teacher Development Specialist	Master's Degree, 3 years of classroom experience, Certified Texas Educator, experience as a Dyslexia Therapist, qualifications to leads the development and alignment of dyslexia curriculum, preferred
2.	Compliance Analyst	Bachelor's Degree 3 to 5 years work experience, monitoring/reviewing data to ensure compliance of the schools, Skills in Microsoft Office, Diagnostician, Certified Texas Educator
3.	Certified Teachers	Certified Reading Texas Educator, 3-5 years of classroom experience, Master Reading teacher preferred
4.	Dyslexia Training Organization	Certified Texas Educators; proven history of providing teachers and therapists evidence-based tools needed for effective literacy instruction of individuals with dyslexia and related disorders. Professional development must adhere to The Knowledge and Practice Standards for Teachers of Reading set forth by the International Dyslexia Association.
5.	Regional Consultant	Certified Texas Educators; proven history of providing high quality, affordable professional development and instructional support to administrators, teachers, support personnel in core curricular areas, as well as early childhood, bilingual, gifted/talented, educational technology and special populations.

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.	At least 95% of participating teachers will be trained to support students	1. Number of participants who registered	05/31/2018	08/31/2018
		2. Number of participants who participated	08/31/2018	05/31/2019
		3. Number of participants who registered for follow-up training sessions	06/30/2018	07/31/2018
		4. Exit survey feedback	09/01/2018	08/31/2018
2.	95% of classroom observations will demonstrate mastery of training	1. Number of compliance visits	08/31/2018	11/30/2018
		2. Number of teachers observed to exhibit mastery skills	08/31/2018	11/31/2018
		3. Consultants will provide follow-up sessions to observe the fidelity of implementation.	08/01/2018	08/02/2019
3.	Increase in student achievement by 10%	1. STAAR proficiency, comprehension will improve based on lexile comparison of BOY, MOY, EOY	08/2018	06/2019
		2. Number of students increasing in reading/math	05/31/2018	08/31/2019
4.	80% of parents will participate in "Dyslexia 101" sessions.	1. Number of parents who registered	08/01/2018	08/01/2018
		2. Number of parents participating	06/30/2018	07/31/2018
		3. Exit survey feedback.	09/01/2018	04/30/2019

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: 101912

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 Houston ISD Board of Education created the Board Monitoring System as a mechanism to measure the district's progress in achieving goals outlined in the board's Declaration of Beliefs and Visions. It establishes a schedule of detailed reporting to the board and community on the district's efforts and effective use of taxpayer dollars to meet the district's facilities standards, and evaluate all major programs and services. Specific, actionable measures shall be provided to the Board on an annually recurring basis for ongoing monitoring and trend reporting in the areas of rigorous education in reading and math, consistency, and safety. The intent is to provide a holistic view of the district.

Currently, Houston ISD is a decentralized district, therefore, all campus staffing decisions are left with each campus administrative team. This does not allow for equitable opportunities in serving all students identified with dyslexia. Many missed opportunities of recognizing the common risk factors associated with dyslexia delays the identification process. To resolve this, each campus must provide a full time teacher that must possess instructional skills that exceed those of a classroom teacher. Teachers of students diagnosed with dyslexia and related disorders must have the appropriate training and valid certification through a reputable dyslexia training organization. Students are being evaluated and identified by the evaluation staff of HISD which is not completed in a timely manner.

A Dyslexia Advisory group will be established. This group will consist of central office personnel, principals, trustees, community members and parents. This group will be responsible for quarterly program review to determine if progress towards goals is being made. If it necessary to adjust goals and objectives, the Advisory Committee will be responsible for recommending adjustments that will ultimately be approved by the HISD cabinet. Once proper approval has been obtained, changes will be communicated to principals and Dyslexia Coordinators via an Academic Service memo. We will also provide notification on the Dyslexia website for parents and other stakeholders. Additionally, parent forums will be held to discuss changes and the impact on students and families if any.

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.

Each participant will be receiving on-going coaching and support throughout the entire grant period, including: Supervised Practica Demonstrations. In addition, the participants will be included in two follow-up instructional sessions from the Basic Language Skills Introductory level. Every interventionist shall be provided the necessary time allotted to be trained, practice, and implement the newly acquired knowledge and skills. District has allocated funds to ensure that each campus is able to provide a stipend to their campus dyslexia coordinator. The coordinator is responsible for attending monthly Dyslexia meetings and ensuring that students are being serviced. HISD has purchased an innovative progress monitoring platform that will allow readily accessible reports on the progress of Dyslexic students. Principals have been provided with multiple training opportunities regarding Dyslexia to include identification and service implementation.

District leadership to include various central office stakeholders are committed to ensuring that time is allocated for training and communication of best practices is done consistently with both leaders and teachers. All school based professional staff is required to engage in yearly Dyslexia updates via on-line course completion. A Dyslexia teacher development specialist, program manager, and compliance analyst has been centrally funded to assist with on-going implementation and sustainability.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101912

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.	Teacher-made data collection tools	1.	Teachers are able to collect enough data to properly identify students.
		2.	Teachers are able to determine the level of support students will need.
		3.	More students will be properly identified and served.
2.	Analyzing state and local reading assessments	1.	Increase in the number of students who pass state test assessments.
		2.	Increase in the number of students who pass local assessments.
		3.	Increase in the number of students reading on grade level.
3.	Collecting and comparing baseline and end of program data	1.	Increase in the number of students reading better at the end of the program
		2.	Increase in the number of teachers who are trained in program strategies
		3.	Increase in the number of teachers who are able to provide services
4.	Teacher Input	1.	The number of teachers who report satisfaction with the program
		2.	The number of teachers who complete all module trainings in the program
		3.	The number of teachers who receive a state certification for dyslexia
5.	Classroom walk-throughs	1.	Use of video lessons and on-going feedback
		2.	Coaching based on observations for continued growth/development
		3.	Use of strategies taught through 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.

In an effort to determine the success of the program for students, Houston ISD will use teacher-made data collection tools for collecting data, in addition to analyzing data from state and local assessments. Teachers will continue to follow campus requirements specific to reporting attendance and participating in campus-wide assessments and other data collection points. Teachers participating in this grant project will be required to maintain weekly communication with parents and evidence of communication will be reviewed by the teachers and the grant manager. Additionally, teachers are required to provide progress reports to parents according to each campus' reporting schedule. In order to understand the level of impact this program will have on teachers, data will be collected from sign-in/attendance sheets and surveys regarding the effectiveness of the training and support that they received through the program. Data collection will be gathered and maintained primarily by the student information system (SIS), Chancery, and through Cognos, where student information and performance records are stored. These systems report student discipline, student attendance, and student performance. District personnel can monitor student performances by regularly reviewing the files.

To ensure that students are on track, regular monitoring of student performance in the class will be checked by the participating schools as well as by the HISD Interventions Office. Campus interventions will be in place to ensure student academic achievement increases if academic measures are not met. Teacher effectiveness will also be monitored and training and professional development will be targeted toward increasing the understanding of identification and service to students. Program effectiveness will be monitored closely by district personnel and remediation to the pathways will be handled by central office and campus administrators. Any challenges specific to this grant project will be brought to the attention of the Intervention Office director and grant manager for resolution and additional support.

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

County-district number or vendor ID: 101912

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.

Teachers will have the opportunity to receive specialized training from a dyslexia training organization that is dedicated to promoting reading success, providing teachers and therapists evidence-based tools needed for effective literacy instruction of individuals with dyslexia and related disorders. Educators can acquire the knowledge and skills necessary to implement specialized dyslexia intervention, and comprehensive coursework or through participation in a series of topical classes designed to address the evidence-based components of dyslexia intervention. The comprehensive coursework meets all the descriptors outlined in the *Texas Dyslexia Handbook, Revised July 2014 (Chapter III, p.26-27)* and topical classes address particular descriptors.

Technology will be leveraged by allowing remote classes to be available for partnering districts that can receive the same quality instruction. Dyslexia training instructors will be at the remote locations to ensure participants receive the support they need, to answer questions, and guarantee partnering participants are connected as a cohort experientially to the technology. Online courses will provide participants with the opportunity to reinforce their learning after their professional learning experience. The dyslexia training organization's professional development classes adhere to The Knowledge and Practice Standards for Teachers or Reading set forth by the International Dyslexia Association.

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.

Houston ISD will measure student achievement using multiple data sources to establish the baseline and assess progress for each subsequent year. The data sources will include the following: (1) State-mandated (STAAR for grades 3); (2) Present Level of Academic and Functional Performance; and (3) Progress monitoring data from progress reports; (4) Istation BOY, MOY, EOY (for K-3); (5) High Frequency Word Evaluation; and (6) mCLASS CIRCLE Language Arts Assessment BOY, MOY, EOY (for PK). All collected data will be analyzed and reported, including baseline data for students. Teachers will also review data on the effectiveness of designated supports and/or modifications, to support this work.

To establish group assignment, a roster of students who participated in the program at all grade levels will be detailed, including identification number, school, grade level, gender, ethnicity, and economic status. Student information will be respected in regards to FERPA laws. Teachers will be required to collect individual student data that shows mastery of progress towards goals and objectives.

The student achievement data collected at the end of the project period will be used to further refine and define program goals and determine the overall effectiveness of the project. In addition, a participant survey of targeted stakeholders (i.e., students, teachers, parents, school administrators, service providers) will be developed with the Project Director as a feedback mechanism for promoting quality service delivery and implementation. Open-ended responses will allow for collection of information for program improvement or adjustment. Progress toward meeting project goals and objectives will be reported annually by the external evaluator for the project to TEA and Houston ISD.

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

County-district number or vendor ID: 101912

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.

Family engagement is an important component of the grant model. Literacy is generational, and so is illiteracy. While good instruction in school is vital for reading success, it is also crucial that students receive support at home to encourage their ongoing academic development. Part of our training for teachers will focus on how to engage whole families in learning, even when parents have low educational attainment themselves. This aspect of our model is critical in overcoming the structural inequalities that make it so difficult for children to rise out of disadvantaged circumstances.

Ultimately, when our planned project is fully implemented, we expect to see a significant improvement in early elementary literacy levels and, over time, in the overall academic performance of these students.

Participating districts will receive access to a parent information session called "Dyslexia 101" to help parents understand the dynamics under which their student operates with the learning difference of dyslexia. Districts will receive recommendations for sharing formative assessment data with parents on their student's progress from mid-year checkups and year-end assessments, with comparison to other students at their grade level, as well as methods parents can use at home to help their students advance as readers.

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.

The program will reflect the diversity of the state in that districts that have been invited to join the consortium for this grant request are committed to sustainable change, and have student groups that create a balance demographically with representation among participating districts. The model has the potential to become replicable because of access to the gold standard in dyslexia professional learning through the consulting organization that will provide dyslexia training to the teachers. Professional learning will be maximized through the use of technology. Streaming training sessions from remote sites will allow access to districts that are rural and that may have difficulty accessing resources readily. After receiving professional learning, participants will tape their delivery of intervention, and receive feedback through technology-based coaching and just-in-time feedback to refine their practice.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912

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.

Through the proposed project, a regional partnership of participating districts, will collaborate to deploy a cadre of "literacy leaders" that will be cultivated to implement regionally-aligned communities of practice in tandem with on-going research-based professional development opportunities. The challenge of overcoming access to resources by leveraging technology, while guiding professional learning from remote sites, will close the opportunity gap for participating districts. The coaching and support for teachers, with feedback to participants through an online platform who record their practice, will be able to receive feedback to refine and perfect their practice to meet the needs of students with the learning difference of dyslexia. There is growing research that demonstrates that leveraging technology such as through online learning platforms both augment "teaching and learning in 21st century classrooms at all grade levels" (Bill & Melinda Gates Foundation, 2010; Moeller and Reitzes, 2011). Houston ISD's digital online learning platform, known as the HUB, will serve as the project's one-stop digital hub. The HUB will house everything the participating teachers need support and enhance their professional development, access communities of practice, and to personalize instruction and learning for their students, such as digital textbooks, teacher resources, access student, school, and district data, access and share instructional exemplars, access student assignments and work products, and access resources to meet the needs of all learners.

According to the research, there are 12 key benefits of effective digital learning platforms; these include the following: (1) Improved organization and communication; (2) Increasing parental involvement; (3) Enhanced independent and personalized learning; (4) Enhancing the quality and range of online educational resources; (5) Better monitoring of learning and teaching (e.g., the capability to capture and analyze district-wide course usage data, as well as the capability to capture and analyze 3rd party application qualitative and quantitative data to inform decision-making); (6) More opportunities for collaboration and interaction between teachers and students; (7) Enhanced digital literacy; (8) Making best use of the teachers' time; (9) Facilitating strategic leadership and management; (10) Supporting additional needs and inclusion; (11) Better student behavior and attendance outcomes; and (12) Building the school identity and community (Moeller and Reitzes, 2011). Houston ISD's HUB provides a one-stop framework for teachers with access to a multi-tiered system of support—a framework integrating assessment, enrichment and interventions within a multi-level instructional system to maximize student achievement and to reduce behavioral problems. With this framework in place, teachers will use data-based decision making, problem-solving, and professional development to focus quality instruction, identify student instructional needs, continually monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

The proposed project will align the professional development opportunities with the resources that will be accessible to all participating teachers through the use of the digital online platform. Through the proposed project, participating schools will be able to effectively integrate the following: (1) Increase the use of technology in instruction for diverse learning styles; (2) Increase the use of assistive technology to support communication; (3) Increase the use of classroom technology, such as Smartboards to engage young students identified with dyslexia; (4) Develop exemplar videos to support professional development for teachers; (5) Develop webinars as a means to support collaboration among teachers who are participating in the proposed project; (6) Develop web-based tutorials that show teachers how to teach and implement specific skills, strategies and techniques; and (7) Design a webpage that can house the professional development videos, webinars and tutorials, as well as document project successes and opportunities for improvements. For sustainable change, a crucial element of the proposed project will be to enhance family and community engagement. Both district- and campus-based efforts will be significantly increased to provide parents and community members with ample opportunities for training and other activities to assist parents to better support for and advocate for their students identified with dyslexia, such as Dyslexia Awareness Family Nights, Movie Nights to discuss "Dyslexia 101" film, Dyslexia simulation opportunities, October Dyslexia Awareness Month activities, Dyslexia Progress monitoring reports, and parent/ family conferences. Additionally, each participating school will have a dedicated space on campus to provide a *Parent Literacy Resource Center (PLRC)*. Through the PLRC, parents will be able communicate with each other and obtain information on community resources. Parent centers offer an excellent strategy for schools to involve culturally-diverse families in the educational process (Correa, 1989; and Padak & Rasinski, 2003).

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

County-district number or vendor ID: 101912

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.

This grant will coordinate services with a dyslexia training organization dedicated to promoting reading success, Region 4, and Harris County Department of Education (HCDE), a local educational provider that has the capacity for outreach to the area, as well as state-wide, school districts, and open-enrollment charter schools.

Houston ISD will serve as the fiscal agent in coordinating all communications, for both educators and parents, training dates, collaboration, monitoring data analysis, and other supports needed to implement this program successfully.

The dyslexia training organization will provide evidence-based training and support to educators and district leaders, supplies, information, and resources to families, and offers direct services to learners. Its staff includes licensed dyslexia therapists, authors of research papers in peer-reviewed journals and textbook chapters on effective reading instruction, and board members of international organizations that promote evidence-based reading instruction.

HCDE provides support for Harris County schools and several other districts outside of the county by providing enriching educational opportunities and value through services. HCDE will provide the location for workshops, parent meetings, and any other local training that may be necessary for full compliance with innovative practices with the Services to Students with Dyslexia grant. HCDE has a common flexible meeting space that can hold as many as 375 participants or can be divided into 3 meeting spaces; 2 technology labs that can each seat 30 participants; and 3 classroom areas that are flexible learning spaces that can be combined for one oversized classroom. HCDE will be able to provide the scope and breadth for professional learning that the Dyslexia grant requires through technology integration. HCDE provides numerous technology services to help meet the learning needs of adult and student learners. Through the dedicated hosting of Moodle-based Learning Management Systems, HCDE provides interactive content-learning experiences for over 10,000 classroom teachers and administrators and 72,000 K12 students. Courses can also be offered in the intentional design of effective online learning with a specific focus on enabling teachers to be both responsible consumers of online content and architects of effective digital learning objects for students. HCDE's Virtual Instructor's Academy of Texas is one of only a small handful of providers of qualification to teach for the Texas Virtual School Network.

Multiple approaches to learning for teachers through professional learning should and will be based on three principles (McLaughlin and Talbert, 2006): (a) Complementarity between classroom coaching and teamwork, collaborative team work, and off-site activities; (b) Interdependence which encourages the building of knowledge for practice as professional community; (c) Synergy between classroom professional relationships, learning communities and system-wide professional development. Coordination for all services will occur between the Houston ISD Teacher Development Specialist, the Dyslexia training organization, and the HCDE Curriculum Director for Special Populations.

Although much of the training will occur in locations that are easily accessible to others outside of the fiscal agent district, this coordinated effort will allow teachers from other locations as well as locally to access the training and programs through technology that will allow for anytime, anyplace training.

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