Texas Education Agency
Standard Application System (SAS)

018–2019 Services to Students with Dyslexia		
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	*[date stamp: RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2018 MAR -8 PM 3:29]*
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 #	
Royal ISD	237905			
Vendor ID #	ESC Region #			
	4			

Mailing address		City	State	ZIP Code
PO Box 489		Pattison	TX	77466-

Primary Contact

First name	M.I.	Last name	Title
Susan		Cardiff	Grant Writer/Federal Programs
Telephone #	Email address		FAX #
2819346905	scardiff@royal-isd.net		281948339

Secondary Contact

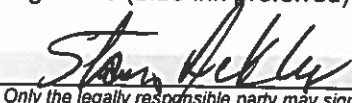| First name	M.I.	Last name	Title
Gladys		Hein	Business Manager
Telephone #	Email address		FAX #
2819341330	ghein@royal-isd.net		2819348339

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
Stacy		Ackley	Superintendent of Schools
Telephone #	Email address		FAX #
281946901	sackley@royal-isd.net		281948339

Signature (blue ink preferred)

[signature]

Date signed: 03/12/18

Only the legally responsible party may sign this application.

701-18-108-036

Schedule #1—General Information

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

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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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: 237905	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with dyslexia.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that the program will incorporate meaningful inclusion.
12.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
13.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Standard Application System (SAS)

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount

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

County-district number or vendor ID:

Amendment # (for amendments only):

Member Districts

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
9.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
10.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
11.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
12.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
13.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
14.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
15.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
16.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
17.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
18.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
19.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
20.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
			Grand total:	

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

| County-district number or vendor ID: 237905 | 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 Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 237905	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.

Our "dyslexia program" is basically non-existent. We have ONE person serving sixty-five students district wide and this does not include our Kindergarten and 1st grade students who are not being identified with early issues. We have a desperate need for more staff to work with our struggling readers and our identified dyslexia students. Royal ISD is a rural district in Waller County. We serve 2401 students – 41% of which are English Language Learners and 82% of which are at-risk. Our program will focus on grades K – 3 – this comprises two campuses {one is EC- 1st – Early Childhood Center and one is 2nd-3rd – Elementary campus}. Student demographics at the ECC are 84% economically disadvantaged, 49% English Language Learners, and 63% at-risk. Our other focus group indicates an eco-disadvantaged percentage of 89%, an at-risk percentage of 79.3% and an ELL percentage of 57.5%. With the grant funds we propose to hire two certified staff members for the Early Childhood Center. There would be one bilingual and one monolingual dyslexia teacher at the campus and they would provide the interventions for the RTI students that are struggling readers, those that demonstrate characteristics of dyslexia, and the dyslexia students. Based on the numbers of students we currently serve in RTI, it is estimated there will be 15 students in each grade level from K to 1st that will be receiving services from the ECC dyslexia teachers (a total of 30 students.) We would also like to hire an aide to assist with screening and paperwork. This person will be highly trained in dyslexia programs and early signs of the issue. While we do not propose to have a structured program for our 4-year olds the teachers will have training in detecting early signs of dyslexia and these babies will be monitored through out the year. The teacher at the elementary paid from the Dyslexia grant will be bilingual and will service 2nd and 3rd graders. We will hire an aide to assit in the lab with programs for reading (istation, Fast ForWord, DRA). Our currently staffed person (bilingual) will continue to serve the other identified students on the campus (4th and 5th). Our administration is considering a person to serve our secondary students. Based on our current numbers there will be anywhere from 25 – 35 students being serviced in grades 2-5 and numbers will increase next year. All of the students from K to 3rd that are struggling readers can use the Fast ForWord program for 30 minutes a day every day in addition to their pull out times. An aid or a teacher can monitor their usage in the computer lab and the dyslexia teachers will provide support to the students when as identified through the Fast ForWord data.

All of our campuses are Focus or Priority campuses and two are in "improvement required" status – one for the 3rd year in a row. We struggle with reading scores each year – based on our TAPR data our reading scores in 3rd grade went down from 55% approaches to 52% approaches – state average is 73%. Our 4th graders also declined – going from 52% to 42% and the spiral continues into 5th grade and beyond. Until we get a grip on the core foundation issues in reading we will never come out of this slump. It is imperative that we begin at a very early age to assist our students with reading difficulties.

While our budget is not a $1,000,000 one, it IS one that absolutely reflects our needs as a small rural district. Our budget was developed by a group of stakeholders – the current dyslexia teacher, the grant writer, the RTi specialists, principals, a parent, and instructional specialists. We looked at current salaries, requested professional development, needed programs and material (technology). We do not have any SSA because we are too far from anyone else who was interested in the grant.

The goal of the grant is to provide funds for LEAs to provide services to students with dyslexia in a school-wide program. The demographics of our campus/es reflect a need for assistance for struggling reading students in order to provide a very strong groundwork in the areas of oral language, phonological skills, decoding, fluency, and comprehension. Our needs were determined by our above mentioned group. As a group we looked at data and needs and came to a consensus regarding the needs, processes, evaluations, and effectiveness of the proposed plan. As time goes on we will look at data from istation, TsKEA, DRA, CBA's and even STAAR assessments to conclude areas of weaknesses and strengths and made changes to better the program.

Our district dyslexia coordinator will be the over-seer of the program. She/he will assure that students are being screened within a specific time frame, will assure we have properly trained every staff member who works with our students, will have bi-weekly meetings with stake holders to monitor processes, and will assist with individual evaluations of student work as well as evaluations of programs we are using. We will strive for consistent, high-quality management. While the goal for all of our programs is for students to be on grade level reading, we know this can be a "Pollyanna" type of mindset so we will measure the progress of our students by the levels they complete and master in both DRA and Isation. We will also use the Fast For Word program for progress monitoring and individual practice on weak skills.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 237905	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.

This program Targets the Root Causes of Reading and Learning Struggle. Many learners' struggle to read because their brains do not process the phonemes of English as efficiently as their peers. Fast ForWord was designed by neuroscientists to target the underlying causes of reading and learning struggle directly. Once the processing weaknesses are addressed, learners are able to develop reading and learning skills far more quickly. To catch up to their peers, struggling readers need 10-30 times the amount of reading practice. Fast ForWord delivers more practice opportunities than any other intervention. program. Exercises are designed to adapt delivery to each learner, ensuring that each learner develops the critical cognitive skills and reading skills they need to become proficient readers. The Fast ForWord program can also be used as a supplement with students from Pre K to third grade that are struggling readers. The program is available in Spanish and English so our RTI staff can use it with both groups. This program is used for 30 minutes a day every day. It can be monitored by a teacher or an aide. In addition to using the FFW program we will continue our intense RTI program focusing on students in TIER 3. These students get 30 minutes daily with an RTi specialists. Finally, we use Istation subtests to determine student reading preparedness difficulties. We use the Phonemic Awareness screener monthly for k-1st and we use Word Analysis for 2nd – 5th. Students who score below the 5%tile are referred to our dyslexia contact for further testing. Our plans are to contract with Region 4 to develop a better streamlined policy and procedures manual to guide us with the most effective means of finding and serving our dyslexia students.

We will also use the Region IV Dyslexia Intervention Program with all students upon entrance to the dyslexia program. Once they have completed the DIP program fundamentals and the student demonstrates mastery, they may exit the program. If the student does not demonstrate mastery they complete the REWARDS program too. Once again the student is evaluated and if they demonstrate mastery they may exit the program. We will use the Esperanza Program with our Spanish speakers. Once they have completed the fundamental lessons and are proficient in English they complete the REWARDS program to transfer their Spanish reading knowledge to English too. Once the student demonstrates mastery they may exit the program.

All statutory requirements have been printed out and shared with stakeholders so there is no gray area or misunderstandings of the legal expectations of the grant. We have reviewed all General and Fiscal Guidelines and can assure that we will not supplant and we will complete required financial reports as well as any other required reports from TEA.

We will need technical assistance in developing policy and timelines – we will contract with Region IV for this service. Continued support via salary funds, release time for professional development, additional staff and material has been verbalized by our administration. We will continue to use local funds, state funds, and other grant funds to keep our program at a level that assures success for our struggling readers. As stated before, until we get the foundation and basics of the reading process under control we will continue to have issues with assessment results, attendance and behavior.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 237905				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	$287,700	$0	$287,700
Schedule #8	Professional and Contracted Services (6200)	6200	$4000	$0	$4000
Schedule #9	Supplies and Materials (6300)	6300	$75,000	$0	$75,000
Schedule #10	Other Operating Costs (6400)	6400	$10,000	$0	$10,000
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
Total direct costs:			$	$0	$
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$376,700**	**$0**	**$376,7000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0	$0	$0

Administrative Cost Calculation

Enter the total grant amount requested:	$376,700
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:	$113,010

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: 237905			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	3	0	$205,200
2	Educational aide	2	0	$ 61,500
3	Tutor	0	0	$0
Program Management and Administration				
4	Project director/administrator			
5	Project coordinator		1	$ 15,000
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:		281,700
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$6,000
20	6119	Professional staff extra-duty pay		$0
21	6121	Support staff extra-duty pay		$0
22	6140	Employee benefits		$0
23	61XX	Tuition remission (IHEs only)		$0
24		Subtotal substitute, extra-duty, benefits costs		$6000
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		287,700

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: 237905	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:	$0
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		0
2		0
3		0
4		0
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.		
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	4000
	(Sum of lines a, b, and c) 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 #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 237905		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	10,000
	Grand total:	**$75,000**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 237905	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:		$10,000
Grand total:		**$10,000**

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 237905

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			$	$
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				$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: 237905 | 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: | x Public | ☐ Open-Enrollment Charter | ☐ Private Nonprofit | ☐ Private For Profit | ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	0		0
K	18	1	18:1
1st	15	1	15:1
2nd	16	.5	16:.5
3rd	15	.5	9:.5
COMMENTS	We will also utilize aides in the computer labs when students are working on Fast ForWord.		

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) 8:00am – 3:30pm	7:40 – 3:40	Get out an hour early on Friday
Number of days in school year	170	
Minutes of instruction per school year	79,260	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 237905	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.

Our needs assessment process started with looking at staff. It is just not possible to effectively serve sixty-five students with one teacher. We need staff to assist with early detection – through istation data, DRA data, and TxKEA data. Staff is also needed to assist with formal assessment and then providing services for identified students. At this time our STAAR reading scores are well below the state average (52% vs 73% in 3rd, 44% vs 70% in 4th, 68% vs 82% in 5th and the secondary grades are on the same track). We have issues with campuses being in Improvement Required and labeled as Priority or Focus campuses (we have only 4 campuses and all are affected).

Needs were prioritized based on what we saw as most prevelant should we get the grant funds. Taking care of the most obvious needs (more staff) can definitely assist with more effective program delivery and student engagement.

Other needs include professional development focusing in dyslexia. Region IV is a wealth of opportunities and it is our plan to get every aide and teacher who touches the lives of the at-risk student trained in identification and programs and processes for assistance. In addition, we will send some regular teachers to training to become a trainer of trainer so everyone will be aware of methodologies and identification.

We have so many needs and at the top of our list is just to get this program up and going in a manner that will promise more awareness of this disability and to get more students served with more time. Thirty minutes a week is just not enough time to get anything effective accomplished.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 237905	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 for additional staff is evident in the work load the current single – district-wide teacher is working. Smaller class sizes are needed and students need more frequent interaction with teachers and programs.	Providing more staff to reduce the 68:1 ratio we now have district wide
2.	The need for a better program to assist students with phonetical awareness, comprehension, even critical thinking.	The purchase of Fast For Words will address this need.
3.	Improvement of reading levels as seen in Istation, DRA, TxKEA. Long term effect on STAAR as students develop a stronger foundation in reading/comprehension/fluency.	A more effective/long term use of these programs will help in giving teachers a better understanding of individual student progress.
4.	Better understanding by parents and teachers in what may "cause" dyslexia and how we can address the early signs and needs.	PD for staff – parent meetings
5.	Get our district off of ground zero – or better ourselves – our program is very skeletal. Develop a Dyslexia Advisory Committee – include RTI teachers, dyslexia teachers, parents, aides, even students. Contract with Region 4 to develop a policy/plan for implementation.	Provide much needed funds for PD, materials and programs, technical assistance.

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Schedule #14—Management Plan

County-district number or vendor ID: 237905 | 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 Teacher PK-K	Degree in elementary grades. A minimum of four years experience in working with young children. Basic training in Dyslexia identification- ability to speak Spanish is a plus, but not a requirement. Ability to work with young students and their parents. Good communitcation skills.
	Dyslexia Teacher K – 1 and another teacher 2-3	Degree in elementary education. A minimum of four years experience in working with young children. Basic training in Dyslexia identification- ability to speak Spanish. Ability to work with young students and their parents. Good communitcation skills.
3.	Region 4 staff	Knowledge of program – awareness of needs and methods of reducing student program participation – need exit criteria.
4.	Dyslexia Coordinator	Master's Degree in Education. Understanding of dyslexia and the brain. Understanding of the reading process. Ability to evaluate teacher effectiveness. Ability to manage staff and budgets. At least 20 hours in dyslexia training.
5.	Dyslexia aide	Aide certification from TEA. Ability to speak Spanish. Willingness to attend PD when required – must attend 12 hours before working with students. Technology understanding.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Hire staff	1.	Post 3 teacher posititions	05/01/2018	05/30/2018
		2.	Post two aide positions	05/01/2018	05/03/2018
		3.	Hire staff	06/14/2018	06/14/2018
2.	Attend PD	1.	Sign staff up for Dyslexia Program Basics Training	08/01/2018	08/09/2018
		2.	Register for Dyslexia Assessment Process	09/24/2018	09/19/2018
		3.	Register for Esperanza (BL)	10/01/2018	10/16/2018
		4.	Register for Texas Dyslexia Identification Academy	06/10/218	04/29/2019
3.	Create a District Plan with assistance from Region 4	1.	Contract with Region 4 to develop a district plan	06/10/2018	07/15/2018
		2.	Continue to contract with R4 to evaluate our program	07/15/2018	07/31/2019
4.	Develop Dyslexia committee	1.	Identify important stakeholders – include parents, BL Director, RTI staff, reading aides and ESC staff	06/30/2018	07/15/218
		2.	Develop timeline and agendas for meetings	06/30/2018	07/15/2018
		3.	Make changes to program based on data and committee recommendations	07/15/2018	08/31/2019
5.	Evaluate Student progress	1.	Study data to determine progress	08/31/2018	06/05/2019
		2.	Study data to determine exit from program	08/31/2018	06/05/2019
		3.	Complete spreadsheet with all student data	06/05/2019	07/31/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 237905	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.

We have major room for improvement. We use data to determine the student's initial placement in the instructional programs as well as on going programming decisions to meet the specific learning needs of the student. We address the fidelity of the program by conducting periodic intervention observations (lack of accelerated instruction, missing portions of the lesson cycle, not utilizing multisensory techniques). We conduct periodic obervations and data review of the district program at the campus level. We ensure that the programs address the components and instructional strategies as defined in *The Dyslexia Handbook* (developed in contract with Region 4) as well as TEA guidelines. We will review the computer programs currently used in the program and make adjustments to student time in lab as well as print progress reports and review with parents and necessary staff. We schedule an end of the year transfer meeting to effectively communicate and transfer student intervention progress data from campus to campus as well as grade to grade. We establish accountability checkpoints to ensure district policies and procedures are met. When changes are needed the teacher/coordinator will let the stakeholders know. The committee will convene whenever deemed necessary by the coordinator to discuss individual student growth and continued areas of weakness.
For Kindergarten we will be using the TX-KEA, IStation (ISIP Early Reading), DRA, and TPRI (if administered). For First Grade we will be using IStation and DRA. Since we are near the end of the school year, an evaluation will be completed on the students using KTEA II, CTOPP, and KBIT II.

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.

We continually strive to do what is right and best for all of our students. At this time a small percentage of our students are piloting a program for early identification for dyslexia students and would like to expand this program to include more students (Fast For Word). We need to get the finger pointing stopped (it was the fault of the elementary – no it was the fault of the early childhood center, etc.) and we need to work together to get this problem remedied. Getting these positions in place is a major milestone in our long term dyslexia plan. Our one teacher just cannot do it effectively – she needs help. In order to get our "Improvement Required" (two campuses) and Priority/Focus campuses (all four of them) where they need to be in terms of success, we have to have a stronger foundation of reading for our students. This starts with the "babies" and identifiying/meeting their needs. Once we have these additional positions hired and progress is shown in reading scores (DRA, Istation, STAAR) these positions will have proven themselves to be of utmost importance and sustainability will be a non-issue. Board of trustee and upper administration will show support by approving non-grant funds for other positions, materials, and training for staff. Continued networking and close relationships amongst specialized teachers, RTI teachers, instructional specialists and regular teachers will be the catalyst for a process/program that assures the success of our students. That is paramount! Until we get the basics taken care of we can not move on to higher and more challenging programs. In addition to staff sustainability we propose to get more technology in the hands of our students – both for recreational reading and for progress monitoring. Bi-weekly meetings with all stakeholders (parents, teachers, specialists) are part of the plan – these meetings will be a data-dig/what is working/what is not study. Total commitment from everyone is expected and required – it will not work if one cog on the wheel is broken – this is a non-negotiable. Once the grant funds expire the board has committed funds to the issue of dyslexia and early intervention (oral language, phonetic skills, decoding, fluency). We will not give up on our students and are determined to get out of IR and Focus School labeling due to our reading scores.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 237905	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.	Dyslexia teachers spending more quality time with stuggling students.	1.	Students have at least an hour and a half a week with teacher instead of just 30 minutes
		2.	More students being exited from the program and successful in class.
2.	Use Fast For Word to determine student progress	1.	Weekly progress reports indicate student growth
		2.	
		3.	
3.	BOY, MOY, EOY assessments to track progress and respond to DIP/Esperanza	1.	Students showing at leat two levels of growth by MOY
		2.	
4.	Mastery Check after every ten lessons to ensure adequate progress	1.	Reports indicate growth by at least 5% each time monitored
		2.	
		3.	
5.	Students served in groups of no more than five – according to grade level, reading ability and progress in program (lesson number)	1.	Groups kept small
		2.	Observations by teachers – more confidence among students in reading, better attendance, better behavior

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.

DRA, FFW, ISIP all provide progress reports. Data reports will be run by specialists according to the timeline set by the committee. Meetings with parents, regular classroom teachers, specialists, 504 representatives, and other key stakeholders will be held and data will be analyzed. Where are weaknesses? How can we better address these weaknesses? What are strong points? What factors contributed to this growth and how can we apply them to other students?

Our numbers will fluctuate as we identify additional students who need intensive intervention as seen by RTi reports and screeners such as Tx-KEA, Istation, Tejas Lee, TPRI, CTOPP-2, and GORT-5. Students will also hopefully be exited vrom the program based on positive data that indicates they have masterered the obstacles preventing them from reading on level.

Students who are successful are more apt to attend school and be better behaved than those who face reading obstacles that prevent them from being able to participate in class like their peers. Feeling inferior can lead to behavior problems so our endeavors to eradicate the problem will help in many areas.

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

County-district number or vendor ID: 237905	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.

We use our computer lab for Focus For Word, Istation, and DRA. We propose to purchase chromebooks for use with these programs so more students can be on these programs during class and during time with specialists.

Programs that incorporate both face-to-face intervention as well as technology have been proven to meet the needs of this population of students. Some are visual, some are auditory and some are tactile – many are a combination of all. Effective teaching and education intervention is a basic part of a successful program. The program should and will include:

1. Phonological Awareness
2. Sound-Symbol Association
3. Syllable Types
4. Morphology
5. Syntax
6. Semantics

How does multisensory work?

Simultaneously uses hands on, visual, and auditory methods to enhance memory and learning

Symantec and cumulative - follows the logical structure of language by starting with the basic concepts and moving to more complex ones

Direct Instruction - every concept is taught no matter how obvious it may be.

Individualized instruction – instruction is prescriptive based on continuous assessment of student grasp of concepts

Synthetic and Analytic – shows how parts of language come together to form a whole and how language as a whole can be broken down into different components.

This is the basics of our program and the design we will use.

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.

Use of data to inform instruction is the critical reason we collect the data. Collecting student performance data and not using it to inform instruction would be a waste of valuable teacher time and yet that is exactly what occurs in many schools. The usefulness of the monitoring data is to help us understand where our students are in relationship to the content standard indicators staff are responsible for teaching so that we can make informed decisions about what we need to do next.

Data will include student ISIP reports and progress. **Istation** begins with the game-like ISIP (Istation Indicators of Progress) assessment that determines each student's reading and level and adjusts in length and difficulty in real-time based on student performance. The program uses assessment data to generate an individualized learning path for reading instruction. What is ISIP Early Reading (ER)? Istation's ISIP ER provides reliable data with frequent, age-appropriate measurement. Adjusting to each student's ability, the interactive assessment keeps developing readers engaged while they work through fun activities. Assessment areas include letter knowledge, phonemic awareness, alphabetic decoding, vocabulary, listening comprehension, reading comprehension, spelling, and text fluency.

What is ISIP Advanced Reading (AR)? ISIP AR evaluates critical reading skills with age-appropriate content. While students work through the engaging, game-like format of Istation's advanced reading assessment, results automatically generate reports that pinpoint exactly where they have room to grow. Assessment areas include spelling and word analysis, vocabulary, text fluency, and comprehension.

What is ISIP Lectura Temprana? ISIP Lectura Temprana measures critical areas of Spanish reading development by guiding developing readers through authentic activities with fun and engaging characters. Assessment areas include phonological awareness, vocabulary, comprehension, spelling and writing conventions, and text fluency.

ISIP will be given every week. The ISIP Summary Report will help us quickly identify individual areas of need as well as where to focus some quality whole-group time.

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

County-district number or vendor ID: 237905	Amendment # (for amendments only):

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

Parents are an integral part of a successful program. We will have a meeting with parents and present a PPT that describes our identification program and our service program delivery. Progress reports will be sent home with students every four weeks and we will schedule parent conferences every nine weeks to review progress, weaknesses and progress.

We will share the Office of Interventions' Dyslexia Parent and Educator Canvas Course wherein parents can review articles such as Understanding Dyslexia, Dyslexia Identification, Accomodations, ADHD and Dyslexia, Instructional Resources, and Related Disorders.

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.

Dysleixa affects students from all walks of life, all genders, all income levels, all races, and all ethnic groups. Our program provides for Bilingual students as well as monolingual students and it addresses the various levels of dyslexi. We will provide resources in both languages and have staff who are Bilingual to work with our ELL students. Our program can be replicated in that it addresses the needs of at-risk students and it uses research based programs and policies that reflect the needs of stuggling readers.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 237905	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.

"Children and adults with dyslexia simply have a neurological disorder that causes their brains to process and interpret information differently" Dyslexia is neurological; it is not a product of environment. Students with dyslexia cannot learn the same ways as their peers. It is important for educators to make a conscious effort to be aware of the signs and symptoms of dyslexia and know what can be done in the classroom to promote learning for these students. Once teachers are aware that they have students with dyslexia in their class, there are many ways that they can assure that each student has access to grade level appropriate material. Instruction for students with dyslexia needs to be clear, focused, and direct. Students need to be given time to make meaningful connections and to fully process new information. The most important tool in teaching a student with dyslexia is time. Giving them the appropriate time to learn the new material, time to make meaningful connections, and time to produce high quality work. Our teachers will have basic training in how to work with a dyslexic student. The student will also be assigned to a dyslexia specialist and work with the specialist at least an hour and a half a week. RTI sessions will address the needs of the identified dyslexic student and the RTI teachers will have a minimum of 18 hours in dyslexic training each year.

Intervention is most effective when provided in a one-to-one or small-group setting; successful interventions heavily emphasize phonics instruction; and other important treatment elements include training in phonological awareness, supported reading of increasingly difficult connected text, writing exercises, and comprehension strategies. Our intervention may not be excitingly innovative, but it has been proven to be successful in other districts. Children love technology and providing lessons on computers and tablets will engage the student on a higher level than working with a teacher can sometimes provide – not to belittle the need for teacher intervention!!

Some ideas we will incorporate include the use a tape recorder, clarifing or simplifing written directions, presenting a small amount of work, highlighting essential information, providing additional practice activities and simultaneously combining verbal and visual information.

- While we will provide intension intervention for our identified students and will be strident in our identification of such students, we will also keep the fact that these students are not just dyslexic while with support personnel – they are dyslexic 24/7 and classroom teachers need to assist with intervention. Some methods we have shared and will continue to share are
- Of value to all children in the class is an outline of what is going to be taught in the lesson, ending the lesson with a summary of what has been taught. By doing this we feel information is more likely to go from short term memory to long term memory.
- When homework is set, it is important to check that the child correctly writes down exactly what is required. Try to ensure that the appropriate worksheets and books are with the child to take home.
- In the front of the pupils' homework book get them to write down the telephone numbers of a couple of friends. Then, if there is any doubt over homework, they can call and check, rather than worry or spend time doing the wrong work.
- Make sure that messages and day to day classroom activities are written down, and never sent verbally
- Make a daily check list for the pupil to refer to each evening. Encourage a daily routine to help develop the child's own self-reliance and responsibilities.
- Encourage good organizational skills by the use of folders and dividers to keep work easily accessible and in an orderly fashion

An understanding of the functional and unique academic needs of the dyslexic child is pivotal in their academic success.

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

County-district number or vendor ID: 237905	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.

We will coordinate with the local region center to create program policies and procedures as well as look to them for professional development.

We have also spoken with a larger district and they are willing to share their program policies and procedures and be on hand if we have questions or need guidance or networking as we strive to improve our program.