

# Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia		
<b>Program authority:</b>	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small> <div style="border: 1px solid black; padding: 2px; width: 100px; margin: 0 auto;">           110117-8 PM 1:33            RECEIVED            TEXAS EDUCATION AGENCY         </div>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018	
<b>Submittal information:</b>	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>	
<b>Contact information:</b>	Karin Miller, <a href="mailto:karin.miller@tea.texas.gov">karin.miller@tea.texas.gov</a> , (512) 463-9581	

## Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
Richardson ISD	057916			
Vendor ID #	ESC Region #			
75-6002311	10			
Mailing address	City	State	ZIP Code	
701 W. Belt Line Road	Richardson	TX	75080-6015	
Primary Contact				
First name	M.I.	Last name	Title	
Shannon	O.	Suess	Director	
Telephone #	Email address		FAX #	
469-593-7503	<a href="mailto:shannon.suess@risd.org">shannon.suess@risd.org</a>		469-593-7411	
Secondary Contact				
First name	M.I.	Last name	Title	
Kim		Fuller	Executive Director	
Telephone #	Email address		FAX #	
469-593-7466	<a href="mailto:kim.fuller@risd.org">kim.fuller@risd.org</a>			
Part 2: Certification and Incorporation				

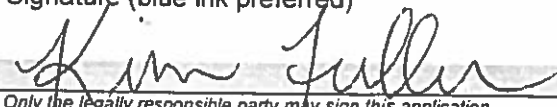
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program 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
Kim		Fuller	Executive Director
Telephone #	Email address		FAX #
469-593-7466	<a href="mailto:kim.fuller@risd.org">kim.fuller@risd.org</a>		

Signature (blue ink preferred)

Date signed



3/8/18

Only the legally responsible party may sign this application.

701-18-108-037

**Schedule #1—General Information**

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

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

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

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Changes on this page have been confirmed with:

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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: 057-916

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 <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

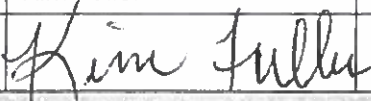
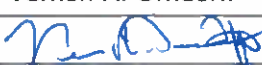
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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
<b>Fiscal Agent</b>				
1.	057-916	Kim Fuller	469-593-7466	\$862,847
	Richardson ISD		kim.fuller@risd.org	
<b>Member Districts</b>				
2.	043910	Roxanne Burchfiel	469-752-8921	\$120,926
	Plano ISD		Roxanne.burchfiel@pisd.edu	
3.	070909	Vernon R. Orndorff	972-493-2911	\$7,647
	Milford ISD		vorndorf@milfordisd.org	
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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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

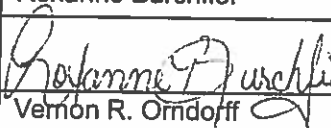

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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
<b>Fiscal Agent</b>				
1.	057-916 Richardson ISD		Telephone number Email address	862847
<b>Member Districts</b>				
2.	043910 Plano ISD	Roxanne Burchfiel 	469-752-8921 Roxanne.burchfiel@pisd.edu	120926
3.	070909 Milford ISD	Vernon R. Orndorff 	972-493-2911 vorndorf@milfordisd.org	7647
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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By TEA staff person:

<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 057-916			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
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	
<b>Grand total:</b>				<b>\$991,420</b>

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By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057-916

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**

			A	B	C	D
#	Schedule #	Class/ Object Code	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: 057-916

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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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057-916

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 Richardson Independent School District (RISD) is applying for the 2018-2019 Services to Students with Dyslexia grant to launch, with districts (Plano Independent School District and Milford Independent School District) and community partners (LIFT or Literacy Instruction for Texas, the Parents Dyslexia Education Group and the RISD Council of PTAs Special and Gifted Education/SAGE), a literacy line for pre-k to third grade as a model of high-quality language training for dyslexia. The program - **Building a Literacy Line for Dyslexia Identification and Instruction** is similar in concept to The Texas State Literacy Plan (<https://tea.texas.gov/literacy/TLLI/>). The literacy line for dyslexia identification and instruction will strengthen teacher knowledge and practice, reach cohorts of children 3-9 years old in order to innovate the practice of early intervention in the field of dyslexia, and remove barriers of inadequate instruction that delay the recognition of dyslexia by the Local Education Agency (LEA) as young children enter formal education. The literacy line for dyslexia will work to coordinate the efforts of parent and community partners, the early childhood and preschool programs, curriculum and instruction and the dyslexia program within the RISD community.

Providing dyslexia services has always been a model of *wait to fail*. Reaching all students with dyslexia is a daunting task given that that children with dyslexia represent anywhere from 10-15% of our student population. "The problem is preventable if we *start early* and we focus on "... young children (3-9 years old) and provide research based instruction. (Moats, L. "Module 1: The Challenge of Learning to Read, Why Reading Instruction is a National Priority, slide 2, LETRS Language Essentials for Teachers of Reading and Spelling, Sopris West: 2005) (Statutory requirement #1)

**Building a Literacy Line for Dyslexia Identification and Instruction** starts earlier through an integrated parent, preschool and community partner pipeline, beginning with the professional skill development necessary to foster early dyslexia identification and strengthen instruction. (Statutory/TEA priority). Teachers armed with this necessary content knowledge will be more capable of providing the type of instruction to improve the literacy skills of students at risk for dyslexia, defined as those students below expectations in indicators of early reading development on the Istation Indicators of Progress for Early Reading (ISIP-ER). (Program Req. # 1)

District leaders in reading instruction will build this literacy pipeline using **LETRS: Language Essentials for Teachers of Reading and Spelling** (<http://www.voyagersopris.com/professional-development/letrs/overview>) by Louisa C. Moats, EdD. LETRS provides educators with an in-depth understanding of the science behind teaching literacy, and gives them the background and depth of knowledge to teach language and literacy skills to every student. LETRS addresses the structures of the English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties, including dyslexia. LETRS contains a trainer-of-trainer model of support to allow for replication and sustainability across the district and state. LETRS meets the Knowledge and Practice Standards of the International Dyslexia Association (IDA) and Center for Effective Reading Instruction. Teachers completing the training will be prepared to sit for the Certified Academic Language Practitioner exam given by the IDA.

Three cohorts of teachers will go through the rigorous LETRS training: (1) our early educators for at-risk students, Preschool Program for Children with Disabilities (PPCD) Pre-K teachers (early childhood units), (2). K-3 dyslexia teachers-in-training (units 1-4) and (3). Dyslexia Teachers (units 1-4); Trainer-of-trainer cohort of district collaborators' key personnel and RISD lead facilitators who will carry out the sustainability of the program by continuously beginning new cohorts of dyslexia teacher training. The literacy line builds the toolbox of dyslexia teachers and classroom teachers who teach students - before and after identification.

The long-term goals of the RISD Dyslexia Department are to serve all students in need of dyslexia services, to remove the barriers to identification, and to innovate teacher knowledge of essential reading skills and instruction to support and educate students. In order to reach students with dyslexia, a systematic approach to the problem of inadequate reading instruction and essential language knowledge is necessary to provide students with quality instruction and to prepare

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 057-916

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.

dyslexia teachers to teach them.

RISD is applying for the 2018-2019 Services to Students with Dyslexia Grant in order to support the first year of implementation of **Building a Literacy Line for Dyslexia Identification and Instruction**. RISD will use early findings, successes, and the coordinated efforts of district and community partners to show this literacy line is highly effective, replicable and sustainable.

Diverse parent communities will be engaged in learning alongside other pipeline teachers and participants throughout implementation and the sustaining phases of this program through an inclusive parent-engagement plan.

Located in the heart of North Texas, RISD serves most of the city of Richardson, and portions of the cities of Dallas and Garland (60 percent of RISD is in Dallas, with 35 percent in Richardson and 5 percent in Garland). RISD is comprised of 54 campuses that serve more than 38,700 students. The Richardson Independent School District has a long-standing reputation for educational excellence, and our district is continually recognized at both the state and national levels. RISD represents both the diversity and high student expectations of Texas, and will do so in its grant program design (Stat Req. # 4). 25% of our students are lacking English language proficiency, and 55% are economically disadvantaged, and eligible for free and reduced lunch. 68% are ethnically diverse. Dyslexia identifications are at 3.97%. (Texas Student Data System/TSDA Public Education Information Management System/PEIMS Disaggregation of PEIMS Student Data, 2017-2018, Fall Collection).

The budget is based on the needs of the multiple teacher and trainer cohorts and the number of students that will be served through these teachers and trainers. The goal of the grant is to innovate and remove barriers with respect to the unique academic and functional needs of children with dyslexia. Our plan focuses on teaching language knowledge to teachers serving in a range of schools with diverse demographics. These range from low-income, high reduced and free lunch campuses, to language and ethnically diverse students within those schools. This grant will provide students with more knowledgeable teachers - innovating their ability to teach students based on their unique needs as students with dyslexia. Ensuring a knowledgeable teacher promotes equity with respect to economically disadvantaged learners.

The management of the program is led by the Director of the Dyslexia Department, Director of Response to Intervention (RtI) and Section 504, Executive Director of Special Student Services, Directors of Curriculum, Special Education Directors and Coordinators under the supervision of a Deputy Superintendent – Curriculum and Instruction (C&I), HR, Accountability, Special Students Services and Instructional Technology. The staff who hold these positions hold teacher certification, special education certifications, and Master's degrees in reading with extensive experience with assessing and teaching students with dyslexia. In addition all staff have a background in monitoring and assessing program fidelity and budget and personnel development. Assessment processes are designed by the Director of Research and Evaluation for RISD, with the input of lead staff above. Efficacy will be guided by data analysis with these staff at key collection times. Updates and/or changes to the process will be led and coordinated by this team.

The application completely and accurately answers all statutory requirements in Schedule #16 and responds to all TEA requirements in Schedule #17.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 057-916			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017					
Grant period: May 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 429/459		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$431,067	\$	\$431,067
Schedule #8	Professional and Contracted Services (6200)	6200	\$378,500	\$	\$378,500
Schedule #9	Supplies and Materials (6300)	6300	\$108,930	\$	\$108,930
Schedule #10	Other Operating Costs (6400)	6400	\$58,400	\$	\$58,400
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$976,897	\$	\$976,897
Percentage% indirect costs (see note):			N/A	\$22,390	\$22,390
Grand total of budgeted costs (add all entries in each column):			<b>\$964,910</b>	<b>\$</b>	<b>\$999,287</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$126,543	\$2,030	\$128,573
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$999,287
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:					\$149,893

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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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 057-916			Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>					
1	Teacher				\$
2	Educational aide				\$
3	Tutor				\$
<b>Program Management and Administration</b>					
4	Project Manager		1		\$65,000
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				\$
<b>Auxiliary</b>					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator				\$
<b>Other Employee Positions</b>					
15	Title				\$
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$65,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112	Substitute pay			\$
20	6119	Professional staff extra-duty pay			\$322,560
21	6121	Support staff extra-duty pay			\$
22	6140	Employee benefits			\$43,507
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$366,067
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$431,067</b>

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: 057-916		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	Sopris LETRS Trainers and Coaches	\$378,500
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$378,500

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 057-916		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$108,930
<b>Grand total:</b>		<b>\$108,930</b>

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:



<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 057-916		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
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:		\$58,400
<b>Grand total:</b>		<b>\$58,400</b>

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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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 057-916			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

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

<b>For TEA Use Only</b>	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-district number or vendor ID: 057-916

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	1,760	80	4/1
K	830	30	6/1
1 <sup>st</sup>	830	40	6/1
2 <sup>nd</sup>	830	30	6/1
3 <sup>rd</sup>	832	31	6/1
<b>COMMENTS</b>	*Student numbers include early learning grades prior to identification (at-risk, intervention, or developing readers), as well as those identified K-3rd. Student/Teacher ratio reflects small group instructional settings.		

**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
<b>School day hours</b> (ex) 8:30am – 4:30pm	7:50 to 3:30	In RISD Pre-K students attend from 7:50-10:50, and 12-3. Times will change for next year to meet the instructional minutes below.
<b>Number of days in school year</b>	174	
<b>Minutes of instruction per school year</b>	77,740	Pre-K minutes for next year will be 32,400

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By TEA staff person:

Need

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057-916

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.

Within RISD, needs are identified and assessed based on data gathered from a variety of sources: surveys, an equity gap analysis, instructional progress data (ISIP-ER), and PEIMS. Needs are prioritized based upon district wide data and leadership analysis of the greatest barriers to reading proficiency for children with dyslexia. An obstacle to raising the quality and efficacy of reading instruction, including dyslexia services, is related to deficits in teacher knowledge. The truest innovation we can design is one that will create a systems solution and not a band-aid for our students with dyslexia.

**RISD findings indicate a lack of teacher knowledge**, and this is the most formidable barrier to providing effective instruction to students with dyslexia. Building language system knowledge within the minds of our RISD dyslexia teachers and early reading teachers is the main priority, and the need for such knowledge in the early literacy years is supported by a variety of evidence. (Moats, 1994, National Reading Panel, 2000, Shaywitz, 2003). A major barrier to early identification is the reliability of instruction and exposure at the early childhood level. To achieve instructional power and reliability, removing barriers to early identification, teacher knowledge and skill must be upgraded. RISD implemented the Multisensory Teaching Approach (MTA) as its dyslexia program. Dyslexia Teachers are trained over the course of a year with continuing education provided thereafter. LETRS offers dyslexia teachers a deeper, more comprehensive understanding of language structure and best practice strategies in helping students learn to read. Of the dyslexia teachers trained in MTA, only 15 are Certified Academic Language Therapists (CALT) or CALTs in training. It is a priority to increase the content knowledge of the other dyslexia teachers in the cohort(s). LETRS training will increase language-knowledge capacity (phonology, syntax, semantics, fluency, morphology, writing, and spelling). Our plan for training includes early literacy staff who begin the process of early identification as well as those teachers who provide dyslexia instruction for students already identified. The need for training is demonstrated by the contrast in data between campus leader's ratings of early reading instructional knowledge and actual ISIP-ER results for our young students. Even in our PPCD program, we see low growth for students from the year's onset to mid-year.

**RISD findings demonstrate a lack of dyslexia awareness** despite concerted and coordinated efforts. Over the last six years, dyslexia teachers delivered dyslexia awareness modules, including a simulation of dyslexia, to district board members, school counselors, administrators, and all teachers - as well as to the Texas State Board of Education (SBOE), and Area Superintendents Council. These trainings have not increased principal confidence in referral decisions, as evidenced by the 21% confidence reported for making referrals. When module training began, our identifications were at 300 identified students and now, we are reaching 1,716 students with dyslexia. We can serve more students by implementing LETRS to increase language knowledge. Often, the least experienced teachers are working with the students who might be overlooked for a referral - children who are students from a minority group, or disadvantaged circumstances without a strong parent advocate. The RISD equity survey noted that the inexperienced teacher rate rises in high poverty, high minority schools. Bringing strong, evidenced based teacher instruction to dyslexia teachers on those campuses, especially to those engaged in early reading instruction, will strengthen the system, just as the dyslexia awareness modules and simulation have made a great - if incomplete - difference.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 057-916

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.	Increase dyslexia awareness of early reading staff. Campus leaders (principals) in charge of instruction at their schools have false confidence in the efficacy of their reading teachers, as demonstrated by the discrepancy between their ratings on a survey and actual ISIP-ER scores. Likewise, campus instructional staff lack sufficient knowledge for the referral of students for dyslexia assessment.	LETRS training will increase the understanding of dyslexia throughout RISD as it teaches knowledge of the language system and its components. Therefore, underlying struggles will be better understood, removing barriers to identification. An example would be that successful comprehension skills would not blind teachers to the presentation of a phonological weakness in a struggling reader. That weakness would raise a red flag.
2.	Increase in teacher knowledge and preparation in the area of language instruction.	<ul style="list-style-type: none"> <li>Increased teacher knowledge through LETRS training systematically provides a solution to the lack of sound reading instruction for new and in-service teachers.</li> <li>LETRS-infused knowledge builds a self-sustaining train-the-trainer model over the 1 year implementation.</li> <li>The RISD partner community increases proficiency through training.</li> </ul>
3.	Decrease gaps in the expected and actual ranges on key early reading predictors. (Teachers lack of language system knowledge limits their ability to target specific deficits and skills.)	<ul style="list-style-type: none"> <li>Implementation of LETRS by the RISD leadership team.</li> <li>Deployed teacher knowledge as LETRS is utilized for instructional depth enables students with dyslexia and at-risk for dyslexia to close the gap in their performance on measures of reading skill (ISP-ER and MTA).</li> <li>Teachers' depth of knowledge in reading components will help them to target specific weaknesses, and know the why.</li> </ul>
4.	A need to strengthen understanding of the why behind instruction to help teachers differentiate and provide additional support activities.	<ul style="list-style-type: none"> <li>Scope of LETRS training goes more deeply into language aspects (phonology, morphology, spelling, fluency, etc.), over a year using classroom and online coursework.</li> <li>Implementation will extend through dyslexia teachers on each campus and into the early learning classrooms throughout RISD.</li> </ul>
5.	Decrease equity gap in teacher experience: a lack of teacher knowledge inhibits dyslexia referrals and identification.	<ul style="list-style-type: none"> <li>LETRS training deepens the knowledge base of in service dyslexia teachers. District dyslexia teachers support campuses where there are high levels of inexperienced classroom teachers.</li> <li>Prepared dyslexia teachers are able to make more inclusive referrals.</li> </ul>

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 057-916

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.	Director of the Dyslexia Department	Certified Teacher, Certification in Special Education, extensive experience with assessing and teaching students with dyslexia. Extensive administrative experience developing and managing program implementation including monitoring and assessment of program fidelity and outcomes, budget and personnel development.
2.	Director of RTI/504	Certified Teacher, Master's in Reading Instruction, Master Reading Teacher, Administrative experience developing and managing program implementation district wide, including implementation of data systems for the purpose of monitoring and tracking students who are at risk of reading failure and identifying process to ensure they are identified and supported.
3.	Directors of Curriculum	Certified Teacher, EC-4 and ESL Certification, Masters of Educational Administration and/or C&I, ELAR, Experience developing and managing district wide program implementation, including monitoring student and teacher data, professional development planning and implementation for large numbers of staff district wide.
4.	SpEd Directors	Elementary Teacher Certifications, Special Education Teacher Certification, Masters of Educational Administration and/or C&I, ELAR teaching experience working with students with disabilities.
5.		

**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.	Establish cohort of district trainers	1. Trainers attend all LETRS Training Units (1-8)	05/15/2018	08/31/2019
		2. Trainers complete online study for all LETRS Units	05/15/2018	08/31/2019
		3. Trainers meet competency for all LETRS Units	05/15/2018	08/31/2019
		4. Trainers attend LETRS facilitator training	05/15/2018	08/31/2019
2.	Establish K-3 Teacher cohort	1. Teachers attend LETRS Training Units (1-4)	06/01/2018	08/31/2019
		2. Teachers complete online study for LETRS	06/01/2018	08/31/2019
		3. Teachers meet competency LETRS Training Units	06/01/2018	08/31/2019
		4. Teachers participate with LETRS coaches	06/01/2018	08/31/2019
3.	Establish Early Childhood Teacher cohort	1. Teachers attend LETRS Early Childhood	06/01/2018	08/31/2019
		2. Teachers complete online LETRS Early Childhood	06/01/2018	08/31/2019
		3. Teachers meet competency LETRS Early Childhood	06/01/2018	08/31/2019
		4. Teachers participate with LETRS coaches	06/01/2018	08/31/2019
4.	Establish Early Childhood Parent Engagement Plan	1. Create Early Childhood Literacy Module for parents	09/01/2018	12/31/2018
		2. Parent training through Family Literacy Center	01/01/2019	8/31/2019
		3. Parent training for early childhood partners	01/01/2019	8/31/2019
		4. Parent training for 4 RISD ACE Campuses	04/01/2019	08/31/2019
5.	Establish stakeholder advisory council	1. Invite stakeholders (parents, staff, community)	09/26/2018	08/31/2019
		2. Hold stakeholders meeting	09/26/2018	08/31/2019
		3. Hold stakeholders meeting	09/26/2018	08/31/2019
		4. Survey stakeholders	05/01/2019	08/31/2019

**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: 057-916

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.

District-wide, the attainment of goals and objectives is monitored through district improvement plan data collection, students' progress in curriculum through local and state data collection, measurements of effective instruction through Texas Teacher Evaluation and Support System (T-TESS), and staff survey data regarding teacher needs and perceived success. Students with dyslexia are monitored through ISIP-ER and MTA assessment measures, district-wide benchmarks. H.B.1886 mandates screening for all students at the end of K and 1st grade using ISIP and the one-on-one assessment tool, which includes screening for dyslexia (RISD End of the Year Reading Assessment). This is tracked through our district data tracking system. We anticipate seeing growth in this aspect of our monitoring system, and will make corrections and adjustments to our plan if data shows otherwise, or the need for adjustment. We will utilize all data, including contrasting ISIP-ER in cohort and non-cohort data to continuously improve and share our successes out to stakeholders and parents.

For this proposed project, in addition to measures currently in place, we will utilize LETRS assessment data to adjust coaching and training strategy to make improvements and adjustments. Specifically, goal attainment will be measured by completion of course units per teacher trained, and the number of coaching interactions. Parent engagement will be monitored through parent training, surveys and stakeholder meeting attendance. Changes will be communicated to parents, students, and members of the community. Changes communicated to administrative staff and teachers will be communicated through usual school channels.

**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.

There are several ongoing efforts that are similar to the planned project. For example, RISD provides 3 separate district-wide dyslexia training modules targeted for teachers and community stakeholders, to increase awareness of dyslexia and how it affects students. A Dyslexia Awareness campaign is promoted every October to staff, parents and students to aid in early recognition and identification of dyslexia.

Additionally, RISD has implemented iTime (a dedicated, blocked intervention time) in K-6 elementaries to ensure students with dyslexia are provided more time and support to master grade-level reading essentials. iTime is a scheduled time during each school day, and is monitored and adjusted by campus principals and teachers based on student need. The proposed project will be coordinated with our current dyslexia program to ensure students with dyslexia are mastering foundational reading skills and are being supported by classroom teachers. LETRS training will allow teachers to quickly identify specific areas of student need and effectively address the unique academic and functional needs of students with dyslexia.

As a district, RISD is reorganizing central staff to ensure a focused approach to PK-12 curriculum alignment. The Assistant Superintendent of PK-12 Teaching and Learning Services will coordinate efforts with the Dyslexia Department to maximize grant funds by utilizing the PK-12 Teaching and Learning Services Department to ensure all participants are committed to the project's success. These positions in particular will be grounded in the work of the TEA 2018-2019 Dyslexia Services Grant, and deeply committed to the overall implementation, monitoring, adjusting and success of the project.

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By TEA staff person:



**Schedule #15—Project Evaluation**

County-district number or vendor ID: 057-916

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.	LETRS Assessment Measures	1.	Increase over baseline in teacher knowledge
		2.	Increase over baseline on knowledge level of participant of strategies
		3.	
2.	Dyslexia Program Assessment	1.	Increase over baseline in phonemic awareness skills
		2.	Increase over baseline in decoding skills
		3.	Increase over baseline in reading fluency
3.	ISIP- Early Reading Indicators	1.	Increase over baseline in phonemic awareness skills
		2.	Increase over baseline in decoding skills
		3.	Increase over baseline in reading fluency
4.	Participant evaluation on usefulness, satisfaction and knowledge surveys	1.	Positive participant ratings for usefulness of training received
		2.	Positive participant rating for satisfaction of quality of training received
		3.	Increase over baseline on knowledge level of participant of strategies
5.	Focus group interviews to collect information on perception of program success	1.	Positive ratings from administrators regarding teacher buy-in
		2.	Positive ratings from staff regarding dyslexia referrals
		3.	Positive ratings from parents regarding dyslexia awareness

**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.

A rigorous evaluation design will collect and analyze data in three main areas: educator's knowledge and ability to implement early reading instructional strategies with fidelity, student outcome data and teacher, administrator and parent perception of the success of the project

**Educator's knowledge and implementation** will be measured by the LETRS assessment measures which includes a pre-test, progress monitoring checks and an end of unit comprehensive exam. Additionally, coaches and district leadership will conduct classroom visits to observe implementation of instructional strategies and provide feedback on instructional practices and assistance with adjustments to student lessons if needed.

**Student outcome data** collected will include, but not limited to, the following. All students served in classrooms of teachers in training will be assessed at baseline and updated monthly using ISIP - Early Reading Indicators to measure early reading skills such as phonemic awareness, letter knowledge, decoding skill and fluency? If needed, coaches will provide feedback to help teachers make adjustments to student lessons based on data collected. Dyslexia program data will be collected daily using program specific progress monitoring and using mastery checks at the end of program units.

**Participation surveys and focus group interviews** will be conducted throughout the project to collect data on the number of teachers participating in LETRS training and number of students impacted. Additional data collected will include number of dyslexia referrals made from teachers in training. Participant knowledge and satisfaction with the project will be collected June 2019. Data from the surveys will be analyzed to determine modifications that might need to be made to achieve project goals.

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

County-district number or vendor ID: 057-916

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.

The RISD Dyslexia Department incorporated technology in the program's design in two ways. LETRS implementation includes a license for online, distributed teacher practice and training. These modules are undertaken between face-to-face instruction as part of required LETRS training and coaching. The online component aligns with content and includes video, interactive activities, online journaling, professional development opportunities, and bridge-to-practice activities to strengthen classroom implementation. Moreover, RISD leadership and district partners will be able to progress monitor the trainees in both the teaching and trainer-of-trainer cohorts. We will continue to utilize dyslexia training modules as part of our professional development model (dyslexia, MTA, and simulation modules for all staff).

LETRS builds deep and broad knowledge among teachers. Three years after Mississippi implemented LETRS, teachers showed dramatic gains and consistent results as evidenced by students' scores on the state's 3rd Grade Reading Summative Assessment and statewide Kindergarten readiness results from 2014-2016. Teacher knowledge as determined by the Regional Educational Laboratory Southeast was at 65% for those who participated in LETRS as opposed to 54% for those who had not participated (TKELS, Teacher Knowledge of Early Literacy Skills).

Voyager - Sopris guides implementation of the LETRS curriculum with care using best practices. Coaching, mentoring and sustainability pieces are incorporated into the project design at the inter-and intra-district levels. RISD will convene partners to facilitate and extend the knowledge of LETRS modules in a stakeholder advisory council to ensure our objectives are being met.

**Statutory Requirement 2:** Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan for collecting empirical data includes appropriate student outcome-based metrics that demonstrate rigorous expectations for all students. The project will collect a variety of empirical data on student achievement and improvement and use the data to support effective implementation. These procedures are detailed below along with the baseline process. **1) Student achievement and skills measured by a continuous progress monitoring tool.** All students served in classroom of teachers in training will be assessed at baseline in September 2018, updated monthly using ISIP- Early Reading Indicators, an assessment tool on the approved 2014-2018 Commissioners list of reading instruments for the State of Texas. ISIP measures student skills in the areas of Listening Comprehension, Phonemic Awareness, Letter knowledge, Alphabetic Decoding, Spelling, Vocabulary, Comprehension and Text Fluency. Teachers administer this assessment monthly to track student progress. **2) Student achievement and skills measured by the dyslexia program.** Students are progress monitored in both reading and spelling skills at the end program units. **3) Student success in general education.** Student success in general education will be measured by teacher feedback based on observations and classroom work samples. **4) District school-wide measures.** Students will participate in general education district wide assessments, when appropriate. Data will be collected and summarized for students who are participating in general education assessments.

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

County-district number or vendor ID: 057-916

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.

RISD has a meaningful Parent Engagement Policy consistent with Texas requirements in this area. This policy is a two-way, collaborative effort and parents are offered opportunities to serve in advisory capacities, as well as celebrate successes with us. Last year, our MTA masters ceremony was attended by 200 family members. The earliest beginnings of RISD's parent engagement in the area of dyslexia goes back to the advocacy of parents, with respect to making improvements in our dyslexia program. It was through those early efforts that leadership and collaboration toward excellence in dyslexia services advanced in a systems-focused way over several years. We first built capacity and awareness around dyslexia, reaching out to parents across the district in meetings throughout the district, providing families with information on identification, instruction, accommodations and support. **Parents have always been at the forefront**, advocating for highly prepared teachers to work with their students who experience dyslexia. Basic and essential knowledge in our language system was recognized as essential by the district's Dyslexia Focus Group, which selected MTA as a program for the district. Parents want to enhance the knowledge behind MTA's use: Parent feedback supports teachers' acquisition of language knowledge to best serve all children. LETRS language teaching is powerful for families, too. Students and parents will be able to share knowledge about how language works, supported by the dyslexia newsletter, meetings and progress report updates that our dyslexia teachers already provide. Through our meetings, we will be able to demonstrate useful tools to help students with spelling, writing, fluency and build confidence. Powerful discussions, and evidence-based talk about how children learn to read removes the shame and stigma parents and students feel: they can exhale, it is not their fault their child struggles. Their students learn differently. Our staff will collaborate with parents on celebrations like graduation that build that self-concept as a reader. Existing activities such as the dyslexia simulation will be expanded. Through these efforts, parents will learn their child's way of processing and how to better support them. Since 2006, RISD has collaborated with parents to present a series of parent meetings, and two to three have been held every year. Parents, as their children's first teachers, should be able to begin the conversation with educators about learning and reading as early as possible. RISD will reach more parents through our pipeline of early learning centers, PPCD and family literacy centers, and community partners. Awareness-making efforts have even aided student peers to talk openly about dyslexia and make a self-referral to a teacher or counselor.

**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.

As Vernā Myers, author of Moving Diversity Forward: How to Go from Well-meaning to Well Doing puts it, "Diversity is being invited to the party. Inclusion is being asked to dance." Our design seeks to identify stakeholders from the target demographic - the early learning years to third grade to form a stakeholder group. RISD strives to be a diverse and inclusive learning community, and are comprised of 25% English Language Learner (ELL) students, with 55% economically disadvantaged, and eligible for free and reduced lunch. 68% are ethnically diverse. Practices will include ELL families through the translation of materials for parent meetings, feedback mechanisms, and resources. Our design includes special education students, as well as varied demographic partners, rural, suburban and urban sites in Texas. Similar to our successful focus group, we will model the following recommended leadership behaviors: "...a conglomeration of six behaviors: ensuring that team members speak up and are heard; making it safe to propose novel ideas; empowering team members to make decisions; taking advice and implementing feedback; giving actionable feedback; and sharing credit for team success." <https://hbr.org/2017/02/diversity-doesnt-stick-without-inclusion>. We will seek to understand whether stakeholders feel included through a baseline survey, having meaningful, one-one-conversations with parents at parent meetings. Success of how this literacy line can be replicated will be shared within the state through ESC and at the State Dyslexia Conference.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057-916

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.

Key aspects of the proposal are unique and innovative to the field of dyslexia. One is central to our plan of action - the realization that highly trained teachers are essential to the enterprise of teaching students with dyslexia - and committing to building that knowledge. Additionally, RISD recognizes the influence an integrated approach to literacy might have upon struggling students. Illiteracy begins when students go without good reading instruction. Knowledge of reading, its essential components, the practices of its teaching are not solidified enough to make for practiced, knowledgeable teachers - nor is enough early literacy information shared with parents. Good reading instruction is a tonic that can arrest deficits in the making while the reading brain is still developing and can lessen the severity of dyslexia. Very severe dyslexia requires adept teacher knowledge and practice. Combining our success with MTA with the very intense and high quality LETRS training will build the capacity of Pre-k-adult partners in the field of reading that can be replicated and sustained as they send participants to training, or as we hold parent engagement meetings and share information. The pre-K-3rd pipeline we envision will bring more integration and collaboration opportunities, and we anticipate that our results will include better data, the prevention of much reading failure and the growing knowledge and language-essential competence of teachers and staff.

A number of studies have documented teacher knowledge of orthography, phoneme identity and manipulation, phoneme-grapheme correspondences, and other language essentials is lacking, and is often not sufficient to support explicit, systematic teaching of reading and writing (Binks-Cantrell, Washburn, Josh & Hougan, 2012). As a result, teachers may resist programs that include code-based instruction, the research-based approach children with dyslexia need to be successful. (Brady, et al., 2009; Cunningham, Perry, Stanovich & Stanovich, 2004).

In addition to the collaborative approach and the literacy line we will build, the LETRS training we propose is not a "one and done" program. It is a program that appropriately steeps teachers in a deliberate and stepped training cycle that is not overwhelming or too little, but guided and mentored. Teachers work in facilitative environments while continuing their work with students, and deepening their practices as they teach with fidelity.

Just as with our early efforts toward dyslexia awareness, the needs of students with dyslexia extend up and down the Pre-k-3 ladder and beyond. Language learning difficulties do not end at the MTA classroom door. Our students are struggling to read content and gain support in every class. Strengthening teacher knowledge of language will support students as they grow, and encounter reading across content areas.

We want to place LETRS in a framework that is coherent, multi-faceted and inclusive of all the elements of system's change - a highly collaborative team, teaching and coaching that takes place over time and application of the skills learned, and this skilled setting will remove barriers to learning in the most profound way possible - teaching in the way students with dyslexia learn.

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

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ NA – Program will not coordinate with private or community based providers.

The Dobie Primary school within RISD contains the district's Family Literacy Center. The RISD Family Literacy Center offers a unique opportunity for families to learn together; serving all of Richardson ISD. The Home Instruction for Parents of Preschool Youth program is embedded within this center (HIPPY). HIPPY's strategy works through a program of home visitation and classroom instruction for parents and children 3-5 year old. These programs within Dobie will be engaged to send their RISD early learning staff to our supportive training as it relates to their work with youngsters, and parents within the program(s) will be invited to parent meetings on early literacy development.

We are also partnering with LIFT, or Literacy Instruction for Texas. LIFT serves not only the ESL population with literacy services, but also, adults who cannot read - who never learned to read in our educational systems. LIFT's commitment to this project is to partner with outreach into the early learning communities of North Texas because to really address dyslexia, and to catch kids early, we have to reach their parents who can be found in their programs. A collaboration with LIFT offers the opportunity to reach more parents, and to co-present information to early childhood groups organized around early learning, including Early Matters Dallas, and its partners. In truth, dyslexia is a multi-generational, heritable learning issue. Learning differences are often undiagnosed and untreated, and passed down from parent to child. Studies show that 50% to 80% of students in adult literacy programs have reading-specific learning differences including dyslexia and dysgraphia. On basic tests, adults with these differences have lower than average scores on prose, document and qualitative literacy measures. Inclusion of the Family Literacy Center, LIFT, the Parents Dyslexia Education Group and our PTA Council's SAGE Committee in our design, as community partners, completes the literacy line.

Our presentation partner will be the Region 10 Education Service Center. They will serve as our training site location, which will make it possible for the cohort partners to learn together.

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