

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia		
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MARCH - 8 PM 1:44 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Austin Discovery School	227821		
Vendor ID #	ESC Region #		
	13		
Mailing address	City	State	ZIP Code
9303 FM 969	Austin	TX	78724-

Primary Contact

First name	M.I.	Last name	Title
Leigh	P	Moss	Superintendent
Phone	Email		FAX #
512-674-0700	lmoss@austindiscoveryschool.org		512-674-3133

Secondary Contact

First name	M.I.	Last name	Title
Lydie		Jessin	Business Manager
Telephone #	Email address		FAX #
512-674-0700	ljessin@austindiscoveryschool.org		512-674-3133

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
Leigh Moss	P	Moss	Superintendent
Telephone #	Email address		FAX #
512-674-0700	lmoss@austindiscoveryschool.org		512-674-3133
Signature (blue ink preferred)	Date signed		

3/8/18

Only the legally responsible party may sign this application.

701-18-108-038

Schedule #1—General Information

County-district number or vendor ID: 227821

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:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227821

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 for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<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 requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227821

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: 227821

Amendment # (for amendments only):

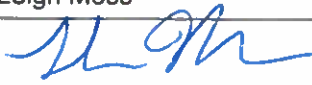
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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.	227821 Austin Discovery School	Leigh Moss 	512-674-0700 lmoss@austindiscoveryschool.org	\$416,595
Member Districts				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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

County-district number or vendor ID: 227821

Amendment # (for amendments only):

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

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Schedule #4—Request for Amendment

County-district number or vendor ID: 227821

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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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

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: 227821

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.

Austin Discovery School opened in 2005. Over the next few years, our school attracted a population of students with Dyslexia and since 2010, we have served between 8-9% of our enrolled student body through our 504 / Dyslexia programming. We began by utilizing one researched based curriculum with all of our students diagnosed with Dyslexia. Students were placed into groups based on their grade level and the students progressed through the program with one instructor in a small group setting throughout the course of the year. While each group met daily for 45 minutes, we were not seeing the expected progress from all students. Looking back at the data from our first three years of implementation, it could be deduced that not all students' needs were being effectively met with one curriculum, even in a small group setting over a prolonged period of time.

During this time, research about Dyslexia took off and we now know more about the ways in which these students learn than we ever have before. In 2007, Maryanne Wolf released *Proust and the Squid*, and 'since this time, research on Dyslexia interventions as they relate to the study of neuroscience changed the structure for approach to intervention. There is more evidence today to support earlier intervention than was previously recommended. Five years ago, it was not recommended to even test for Dyslexia prior to Second or Third Grade. Now, we can see that when students are beginning to learn early literacy skills in Kindergarten and First Grade, we can already begin research based interventions within the classroom setting to help 'rewire' neuropathways. Out-dated models of support required general education teachers to utilize programming in which they had little or no training or to make suggested accommodations for students without supporting evidence that the strategies would work for every child with Dyslexia.

Based on new research conducted in the past 8 years, there are now dozens of evidence-based Interventions and training to support interventions that can provide critical tools to help schools remediate reading disorders. While choosing an evidence-based program is crucial, we believe that how a school chooses to integrate these models for their students is most critical. Without general educator knowledge of the early signs of dyslexia, an understanding of how to respond to the data within universal screeners, and the knowledge base to integrate effective word work strategies for every student, students can go years without making adequate progress or gaining the interventions they need to reach the reading potential of their non-dyslexic peers.

Teachers will have the training and the tools to implement and understand evidence-based tier 1 and 2 interventions to know whether their students are making adequate progress or if they should recommend a Dyslexia evaluation. In turn, the school must have the knowledgeable staff to identify and work with students with Dyslexia. Research shows that remediation takes on average 3 years. If we want our students in Texas to have the tools to take and pass State assessments in reading, we need to begin these interventions as early as their Kindergarten or First grade years.

That said, providing intervention for students with Dyslexia is not 'one size fits all.' Students can struggle with Phonemic Awareness (PA) or Rapid Automatic Naming (RAN) or both skills. How and when we notice these deficits and choose to work to remediate these skills is critical to developing the literacy skills both necessary for students to meet the grade level expectations and to engage them in a love for reading.

Our program is threefold and was developed based on current research out of the International Dyslexia Association:

1. Provide all K-3 ELA teachers with the **professional development and curriculum to teach all students** word work that has proven data to show mitigating measures for any student with characteristics of dyslexia.
2. Use evidence-based **Universal Screeners in K-3** and **provide teachers with the Early Signs of Dyslexia** from the Yale Center for Dyslexia and Creativity.
3. When students are not making expected growth targets and they exhibit Early Signs of Dyslexia, the school evaluates and provides **intensive interventions with progress monitoring** 4-5 times per week in a small group setting with one of our Dyslexia specialists. With parental consent, students are placed in homogeneous groups with students, despite their grade level, who are working to develop the same skills.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227821

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 current programming is a sketch of what we can achieve if we received this grant opportunity. The grant would allow our school to appoint a Program Director who would oversee five Dyslexia specialists. It would allow all of our K-3 general education ELA teachers to receive professional development around multiple research-based reading and spelling curricula that is proven to improve performance for students with characteristics of dyslexia. It would allow us to purchase all of the materials necessary for the effective implementation in the general education classroom as well as the small groups with the Dyslexia specialists.

While effective and innovative programming is critical to student engagement and success, it would not be grant-worthy without an outreach component. Part of Austin Discovery School's Board of Directors' Long Range Strategic plan is to become a model school environment for other public school educators. Our goal, if we receive this grant, will be to hold on-site training with our Dyslexia Program Director and Specialists. We would work directly with participating schools to examine their own data, resources, and help develop a program that would provide the level of support that our school is able to provide to our students.

As a small school without public transportation to our campus, serving additional students is not within our capacity is not possible. What we have is a strong, collaborative, innovative model that can be replicated in other Elementary schools. We believe that many schools are not currently using their fund to their greatest benefits and as part of the process of collaboration would identify inefficiencies within their current programming and make recommendations for structural or programming changes that would best support their student population.

Most likely grant recipients will be those programs that can replicate a successful program for the greatest number of students. Our current program is strong, and would only strengthen with additional funding for the supports identified in this application. This would allow Austin Discovery School to work as an agent of change to work collaboratively with other charters and ISDs to develop systems and programming that would benefit their schools, thus doing precisely what this grant is proposing to support, a long-range sustainable vision for early identification and intervention for students struggling with characteristics of dyslexia. Ultimately, our students will be more successful and our educators will better understand how to support their students' early literacy needs.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227821

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	\$280,945	\$51,500	\$332,495
Schedule #8	Professional and Contracted Services (6200)	6200	\$28,200	\$	\$28,200
Schedule #9	Supplies and Materials (6300)	6300	\$45,100	\$	\$45,100
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$10,800	\$	\$10,800
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$365,045	\$51,550	\$416,595

Shared Services Arrangement

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

Enter the total grant amount requested:	\$416,595
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$62,489
This is the maximum amount allowable for administrative costs, including indirect costs:	

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: 227821			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			12	\$12,000
2	Educational aide				\$
3	Tutor				\$
Program Management and Administration					
4	Project director/administrator		1		\$51,550
5	Project coordinator				\$
6	Teacher facilitator		5		\$213,020
7	Teacher supervisor				\$
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist				\$
Auxiliary					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator				\$
Other Employee Positions					
15	Title				\$
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			\$2,700
20	6119	Professional staff extra-duty pay			\$
21	6121	Support staff extra-duty pay			\$
22	6140	Employee benefits			\$1,675
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$280,945

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: 227821		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	20 licenses for K-2 students for computer-based reading intervention	\$800
2	20 licenses for K-2 students for computer-based student readers	\$1800
3	6 workshops and practicum for Dyslexia Specialists for an Orton-Gillingham based certification	\$20,100
4	12 General Education ELA teachers in Grades K-3 attend professional development opportunity to learn how to effectively implement Orton-Gillingham literacy program.	\$3,000
5	12 General Education ELA teachers in Grades K-3 attend professional development opportunity to learn implementation for web-based interventions	\$2,500
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$28,200
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$28,200

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

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On this date:

By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 227821		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:	\$45,100
Grand total:		\$45,100

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: 227821		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$

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: 227821			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	Leveled libraries for K-2 classrooms	9	\$3000	\$27,000
66XX—Computing Devices, capitalized				
2	2 electronic readers per classroom	36	\$300	\$10,800
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	projector units for all K-2 classrooms	18	\$420	\$7,560
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$45,360

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: 227821

Amendment # (for amendments only):

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

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

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	0	0	n/a
K	32	6	16:1 (whole class)
1 st	32	6	16:1 (whole class)
2 nd	32	6	16:1 (whole class)
3 rd	22	4	17:1 (whole class)

COMMENTS

Number of students served = 33.3% of the total number of students per grade level to represent tier 2 and 3 interventions.

Class ratios will remain the same as listed above, however 1-3 grade classrooms are combined and multi-age per our charter, so there may be more than 68 3rd grade students or less than 96 1-2 grade students.

Students will be served in a small group setting in the classroom in a 4:1 ratio.

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:30am – 3:05 pm 4 x / week 7:30 am – 1:50 pm Wednesdays	
Number of days in school year	141 full days, 34 early release = 175 total days	
Minutes of instruction per school year	77,075	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227821

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 our current needs assessment process, our RtI committee examines student data monthly to determine if all students are making the expected academic gains. Our Student Services Director, Academic Director, 504 Coordinator and RtI Coordinator are all part of each meeting as well as the general education teachers who work with each student we are monitoring.

We are a small school in relation to others who may be applying for this grant, but know that no matter how large your population, there is always a core group of individuals who know the students, can continuously look at the data, and make decisions that will positively impact the instruction for our students who struggle most with reading.

Needs are prioritized by looking first at all student risk factors such as grade retention, homelessness, English Language Learner, etc. We work to ensure that students with a greater number of risk factors have ample opportunities to receive any additional academic supports we can provide intensive intervention with a reading specialist or additional tutoring opportunities before or after school.

This is a system and process that can be replicated on any elementary campus. We are confident that as a charter school who does not receive the same funding as traditional ISDs that with guidance on the system that we currently have in place that any school could replicate our successful model for student success.

As an RtI / Needs Assessment team, Austin Discovery School has determined the following goals for our campus.

Goal 1 – Decrease the percentage of students who are identified as 'at risk' by Grade 3 (not on grade level on local reading assessments).

Current achievement	Desired Outcomes	Timeline for expected growth
BOY 2017 – 26% at risk in Grade 3	15% at risk in Grade 3	BOY of 2019

Goal – .Increase the number of RtI referrals for Kindergarten and First Grade while decreasing referrals for 2nd and 3rd Grade students in the area of reading.

Grade Level – BOY 2017	Well Below Benchmark Composite Score on District Assessment – Identified for Tier 3 interventions – current recommended referrals	Desired Outcomes and Timelines
Kindergarten	12%	After receiving intensive interventions in a tier 3 Orton-Gillingham based program, students will receive a dyslexia screening at the beginning of their First Grade year.
Grade 1	33%	All students who score 'well below' on the BOY assessment and meet other indicators for students with characteristics of dyslexia will receive a dyslexia screener by MOY.
Grade 2	17%	All students who score 'well below' on the BOY assessment and meet other indicators for students with characteristics of dyslexia will receive a dyslexia screener by MOY.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227821

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.	Evidenced-based tier 1 and 2 instruction for early literacy skills that can be implanted and progress monitored in every classroom for all students in grades K-3.	Teachers receive professional development with an Orton-Gillingham rooted program in foundational skills for reading, spelling phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary and handwriting.
2.	Qualified staff to support Dyslexia assessments, parent meetings and education, and student intensive intervention taught by Dyslexia specialists.	Additional staff needed for Program Director / Dyslexia Testing Coordinator and 4 supporting Dyslexia Specialists.
3.	Evidenced-based tier 1 and 2 instruction for early literacy skills that can be implanted and progress monitored in every classroom for all students in grades K-3.	Supplies and materials are needed for multi-tiered systems of supports for all K-3 ELA teachers including systematic word study instruction and leveled literacy readers that correspond to benchmark levels.
4.	Materials / Curriculum to support Dyslexia assessments, parent meetings and education, and student intensive intervention taught by Dyslexia specialists.	Intervention supplies and materials for tier 3 instruction for 2 additional Dyslexia Specialists would enable each teacher to work independently from each other to simultaneously offer support to identified student groups.
5.	Evaluate students for dyslexia using the most current and research-based assessment tools to effectively group students based on needs.	Dyslexia evaluation materials to be utilized by Dyslexia Program Director after students receive consent for evaluation.

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Schedule #14—Management Plan

County-district number or vendor ID: 227821

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 Program Director	Master's in Education, 5 or more years experience, Special Education Certification, Wilson Reading System credentials, training requirements for any assessment tools.
2.	Dyslexia Specialists	BA, Special Education Certification, 3 or more years experience, a minimum of 1 year of practicum with an Orton-Gillingham based reading system
3.	General Education Teachers	BA, Special Education Certification, 15+ hours of training in an Orton-Gillingham based reading intervention

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.	Certification for specialists	1. Dyslexia Program Director to complete Level 2 Practicum	8/1/2027	6/1/2019
		2. 2 Currently employed Dyslexia specialists complete Level 1 Practicum	8/1/2017	6/8/2018
		3. Recruitment for 2 additional Dyslexia specialists	4/1/2018	8/1/2018
		4. Provide time for practicum students for each specialist within their daily schedules.	6/1/2018	6/1/2019
2.	Implementation of Orton-Gillingham RtI Tier 1 and 2 Interventions	1. Purchase Orton-Gillingham program for classroom Tier 1 and 2 interventions with progress monitoring tools	6/30/2018	8/1/2018
		2. Provide professional development opportunities for all K-3 ELA teachers to successfully implement tiered instruction in their classrooms identified with characteristics of dyslexia	8/1/2018	12/20/2018
		3. Provide time daily for Tier 1 and 2 interventions in general education classrooms.	6/1/2018	6/1/2019
		4. Schedule data dives quarterly to examine student progress with grade level teams.	8/1/2018	5/31/19
3.	Dyslexia screenings	1. Provide dyslexia indicator checklists to all K-3 ELA teachers, and provide time for teachers to collect data accordingly.	8/1/2018	9/1/2018
		2. Block time for Dyslexia Program Director to assess students and meet with families and teachers.	8/1/2018	6/1/2019
4.	Leveled Literacy Libraries	1. Order leveled literacy libraries for each K-3 grade classroom that align with Orton-Gillingham assessment tools and progress monitoring	6/15/2018	8/30/2018
		2. Provide time for professional development for Dyslexia Specialists and General Education ELA teachers in grades K-3 to learn how to offer best practices in instruction and progress monitoring	6/15/2018	8/30/2018
5.	Parent / Educator Outreach	1. Schedule 4 parent workshops per year to include onsite meetings, web-based interactive seminars, surveys, and parent support groups.	8/1/2018	5/30/2019
		2. Offer professional development to other charter school educators on the replication of the structure for providing timely screening and intervention to all students with characteristics of dyslexia.	8/1/2018	6/1/2019

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227821

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.

At the beginning of each academic year, in August or September, the Head of School and Academic Director present the annual Campus Improvement Plan to our Board of Directors and families. This typically occurs twice: once at a board meeting and another time during a Back to School Night.

Mid-year a school Campus Improvement Plan Committee is formed and meets regularly throughout the months of January-May. During this time, the committee examines the current CIP to determine how the school is working to meet each goal and objective. The committee reviews all MOY data and in February reports out to the Board of Directors at a public meeting. At this point in the year, if there are adjustments that need to be made to the services provided, or the scheduling of these services in order to move closer to the goal, then these adjustments can be made and communicated to staff and parents via emails and when needed, staff or parent meetings.

By the end of March, the committee has sent out a survey to all stakeholders, parents, and the board of directors, teachers, and students in grades 3 and up. Typically it is a climate survey to help inform the committee about what is going well and what areas need improvement. By April, the committee has recommendations for updates to the Campus Improvement Plan and by May a rough draft is in place. The Board of Directors action item to accept the new Campus improvement Plan is scheduled for June of each year.

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.

Currently, our school has on staff a Dyslexia/504 Coordinator. She is responsible for testing any students referred for Dyslexia and attends all of the RtI meetings to review data alongside our teachers and Academic Director. Our Coordinator is also completing her Level 2 Practicum for certification in an Orton-Gillingham reading system.

We have 2 Dyslexia Specialists on staff currently who work with both 504 and Special Education students who have been identified with Dyslexia. The three individuals that are currently on staff serve 8% of our school's population. They have space on campus that accommodates our Dyslexia services and curriculum that supports the services they provide to our students.

Because our current Dyslexia/504 Coordinator has now been on our staff for five years and has demonstrated a commitment to learning best practices and innovate methods for teaching students with Dyslexia, She has systems in place so that she will not need to serve students if we are able to hire additional staff. Our current staff structure allows for cross training of new employees to the program because both returning staff will be entering into their Level 2 practicum next year.

Research shows that when educators are able to receive quality instruction / professional development in best practices, they are more likely to utilize these practices and processes in their own classrooms. We have built in time and allocated money within this grant to training all of our General Education ELA teachers in grades K-3 to learn an Orton-Gillingham evidence-based intervention curriculum that can be used in conjunction with leveled readers. Teachers who implement all aspects of the program will receive stipends.

One main Board strategic goal is to work to become a model campus for educators. If awarded this grant, Austin Discovery School plans to reach out to other charter schools to provide on-site professional development geared towards helping educators replicate an effective structure of early identification, intensive intervention and support of the educators expected to implement all aspects of the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227821

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.	At Risk Measures – below grade level on district assessments in Grades K-3	1.	BOY - Overall percentage of students at risk and previously enrolled in grades K-2 should decrease.
		2.	Mid-year and end-of-year review should demonstrate a steady decrease of students not meeting standard on district assessments
		3.	Increase in the number of students served within tier 2 and 3 Rtl at Grades K-2 reading
2.	STAAR passing rates for students in Grade 3	1.	Over a 3 year period, students served in tier 2 and 3 reading groups will demonstrate an increased passing rate on the Grade 3 STAAR exam
		2.	Comparative to now, students identified with Dyslexia in Grades 1 and 2 will demonstrate an increased passing rate to students in Grade 3 currently.
3.	Monthly review of Rtl progress monitoring data by Rtl committee	1.	A greater number of students will be identified for tier 2 and 3 interventions beginning in Kindergarten
		2.	Teachers will more accurately be able to predict which students will need to be evaluated for Dyslexia
		3.	Fewer students will be identified in Grade 2 for Rtl Tier 2 and 3 Interventions
4.	Educator review of 'Characteristics of Dyslexia' checklist for all K-3 students	1.	Teachers will know and monitor the 'characteristics of dyslexia' and record this data for review after each district reading assessment
		2.	Dyslexia specialists will provide information sessions to parents and provide 'at home' interventions to be used with web-based Orton-Gillingham programming

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.

Data is collected within a multi-tiered system of support. Austin Discovery School schedules monthly Response to Intervention Meetings that include the following individuals: Rtl Coordinator, 504 / Dyslexia Coordinator, Academic Director or Head of School, Special Education Director, and any teachers who work directly with the students to be reviewed. During meetings, the committee looks at attendance records, services provided, progress monitoring results, and program fidelity. If progress measures are not met, all factors are considered. At that time students may be recommended to move to another tier for more intensive support or an alternate method of delivery or program may be recommended at that time. All recommended changes are documented and sent to the student's family for approval. If needed, the family is called in to meet to discuss the recommended supports.

The number of students served should be approximately 1/3 of the grade level in Kindergarten and First Grade. Of these students, about half of them are served through tier 3 interventions and the other half through intensive intervention with a dyslexia specialist after an initial screening and placement. Program activities within the Tiered Reading Intervention address and monitor the following early literacy skills: Phonemic awareness, phonics / word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting and spelling.

We anticipate that the main project correction will be with program delivery or using the program with fidelity. The two ways we have structured to address this potential problem are to ensure that all teachers and specialists have face-to-face professional development and training with program instructors. The second way we can address this potential problem is to allocate the teacher stipends based each quarter based on program fidelity.

Specialists will take part in a Level 1 or 2 practicum with an outside evaluator for the program and will receive ongoing feedback related to the instructor's performance with his / her lesson delivery and student progress measures

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

County-district number or vendor ID: 227821

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.

Austin Discovery School has used researched-based curriculum to serve our students with Dyslexia since we opened in 2005. What we have discovered over time is that not all programs are equal and even those that are evidence-based are not a 'one-size-fits-all' for every student. The best programs available have educators, scientists and stacticians collecting data on the program's effectiveness and make adjustments to their programs as needed to offer easy implementation of educators and effective strategies for teaching students.

Students learn best when they have opportunities to learn through different modalities. Small group instructional time with a teacher in a tier 3 or intensive intervention with a Dyslexia Specialist will incorporate word study, spelling, fluency and comprehension. Weekly progress monitoring is built into these programs to help track student progress with each targeted skill. The success rate of utilizing a highly effective evidence-based programs depends on the facilitator's understanding and fidelity with the program. This is why it is crucial that the educators who will be working most closely with students identified with Dyslexia will have certifications in the program. General education ELA teachers in grades K-3 will also be required to attend 15 hours of professional development an evidence-based program so that they can effectively incorporate this within their small tier 2 and 3 RtI groups.

While students will be able to benefit from direct instruction from their teachers or specials, they will also need access to the general education curriculum to keep making strides with their peers. Austin Discovery School will purchase a school license for web-based readers to provide access to thousands of titles that can be accessed in large print or audio from home or school. Part of equal access will be to ensure that students also have a computing device in which they can access these materials.

When parents know that their child is struggling with reading, they want to be able to help support their child. Austin Discovery School will purchase a web-based, interactive collaborative model of learning researched and evidence based and proven effective for students with dyslexia and other reading disabilities. With access to online games and lessons, parents or after school tutoring programs can utilize the time with this program to the benefit of each student.

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.

At the classroom level – General education teachers assess students three times a year in K-2 to identify early literacy skills. Any student scoring below average on these assessments is recommended during a monthly RtI meeting for tier 2 or 3 interventions. This data is reviewed monthly during RtI meetings.

At the Intervention Level – Once a student participates in an Orton- Gillingham based classroom intervention and teachers have progress monitoring data, the 4 week review will determine if the student is to continue with that tier of intervention (they are continuing to make adequate weekly progress) or they are recommended for tier 3 services which would be with different teacher and take place 4-5 times a week for 40 minutes. If a student is not making adequate weekly progress after a month's time at tier 3, then the RtI committee recommends a referral either for Special Education testing or Dyslexia testing. When making this determination, all aspects of student's behavior, achievement and attendance are considered.

At the Intensive Intervention Level – By this time, families have provided consent for their students to participate in our Special Education or Dyslexia programming. Weekly progress monitoring takes place and is reported to families through a separate goal-oriented report card each quarter.

All of this data is tracked through a secure online portal that any staff member working with that student can access. Annually, during our Campus Improvement Plan process the Special Education Director and 504 / Dyslexia Coordinator review this data to determine if the programs were conducted with fidelity or if there seem to be other trainings or resources that are needed to support our students or teachers working with these students. We can see this by looking at if the students made the expected gains.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 227821

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.

Parental support and collaboration begins during the RtI process.

After each month's RtI Committee meetings, teachers schedule conferences with any families whose students' will be recommended to move to another tier. This meeting includes information about the student's goals, the time that the teacher or interventionist will be working with the student on a weekly basis, and the frequency the parent can expect to hear back about their child's progress. Parents are also informed that at any time they do not want their child in an RtI group, they have the right to deny this intervention.

When a student enters Tier 3, at this point the Special Education Director, school LSSP or Dyslexia Specialist is involved in the school level meetings. Between the 4-6 week periods of time, if the student is not making the expected progress towards goals, the appropriate facilitator will reach out to teachers and families to schedule a meeting. The meeting will review any recommended testing that the school would want to conduct and what information the parent could expect to receive after the testing. If a parent does consent to the testing, the Dyslexia coordinator or LSSP will complete testing and then schedule another meeting to review the findings.

During the initial meeting with the parent to review Dyslexia testing, it is our practice to spend time during this session really tailoring this meeting to any concerns the parent may have about their child's support systems at school and how this can be bridged at home. We not only review the testing data, but also go into depth about the requirements of 504 and parent rights, expectations for progress reporting, classroom and testing accommodations, and protocols for how any further concerns can be addressed. Parents leave these meetings feeling armed with knowledge and supported by their child's school community. It's important to allow for an hour 1.5 hours for these initial meetings. A supported and informed family at the beginning stages of any program is someone who knows that the school is there to support their child through the process of his / her goals.

Additionally, throughout the year, during each quarter, 1 community opportunity will be offered. Successful implementation of this kind of program already exists within our Social Emotional Learning program. During the year, parent book groups, public speakers who address the topic, parent support group and webinars are arranged to address different families' schedules and learning modalities. Our goals is to have a core group attend all offerings and the remaining families to attend a minimum of 1 offering.

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.

Our Dyslexia referrals are currently representative of Austin's demographic.

Race	Austin	ADS	Dyslexia Identification
Hispanic or Latino of any race	34	24	23
White	49.7	66	76.7
Black or African American	7.2	0.1	.04
Native American Indian and Alaska	0.2	0.001	0
Asian	6.1	0.005	0
Native Hawaiian and Other Pacific Islander	0.1	0.6	0

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227821

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.

Austin Discovery School, as a charter school has always had to be innovative with our approach to education. As a charter school, we received approximately \$1000 less funding per student than other public schools and serve about 20% of our school through our Special Education or 504 programs.

Many schools choose a similar model of instruction for every child diagnosed with Dyslexia, a model that either places students on web-based programs or works with small groups of students through a research-based program directed by teachers with little knowledge or experience with students with Dyslexia.

Once our students are identified, they are placed with students who are identified with similar skillsets. This mean that they are not always with students in their same grade level. We have the flexibility, as other schools could, to look at meeting the students where they are. Multiple options for support at each level of need should be accessible to teachers, specialists and parents. One important factor is that all options for support should be aligned with the approach that the school endorses – in our case this is any Orton-Gillingham program that can be used for used through web-based programming, small group instruction, or intensive specialized support.

This approach demands that our teachers and specialists have the time meet together on a monthly basis to review progress of their students. It demands that all teachers have training and support with the programs we are requiring them to implement as part of the RtI progress.

At many schools, parent support is a barrier. As a charter school, we excel at gaining parent participation and buy in. Providing parents with a support system and resources that their children can use at home or school and ones that can be monitored by their teachers and families, we work to strengthen the communication of participation towards student progress.

Lastly, our Board of Directors Long Range strategies plan incorporates a goal to develop Model School programming that would offer professional development opportunities for educators. Our goal, if we receive this grant, will be to hold on-site training with our Dyslexia Program Director and Specialists. We would work directly with participating schools to examine their own data, resources, and help develop a program that would provide the level or support that our school is able to provide to our students.

As a small school without public transportation to our campus, serving additional students is not within our capacity is not possible. What we have is a strong, collaborative, innovative model that can be replicated in other Elementary schools. We believe that many schools are not currently using their fund to their greatest benefits and as part of the process of collaboration would identify inefficiencies within their current programming and make recommendations for structural or programming changes that would best support their student population.

Most likely grant recipients will be those programs that can replicate a successful program for the greatest number of students. Our current program is strong, and would only strengthen with additional funding for the supports identified in this application. This would allow Austin Discovery School to work as an agent of change to work collaboratively with other charters and ISDs to develop systems and programming that would benefit their schools, thus doing precisely what this grant is proposing to support, a long-range sustainable vision for early identification and intervention for students struggling with characteristics of dyslexia. Ultimately, our students will be more successful and our educators will better understand how to support their students' early literacy needs.

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

County-district number or vendor ID: 227821

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.

Click and type here to enter response.

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By TEA staff person: