

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Services to Students with Dyslexia</b>		
<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>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018	<small>Place date stamp here.</small>
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Karin Miller, <a href="mailto:karin.miller@tea.texas.gov">karin.miller@tea.texas.gov</a> , (512) 463-9581	

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## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Brooks Academy of Science of Engineering	015-830		
Vendor ID #	ESC Region #		
	20		
Mailing address	City	State	ZIP Code
4802 Vance Jackson Road	San Antonio	TX	78230
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Lisa		Schutz	Superintendent of Schools
Telephone #	Email address		FAX #
210-541-0051	<a href="mailto:Lisa.Schutz@brooksacademy.org">Lisa.Schutz@brooksacademy.org</a>		210-541-0049
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Florencio		Zepeda	Federal Program Director
Telephone #	Email address		FAX #
210-541-0051	<a href="mailto:Florencio.zepeda@brooksacademy.org">Florencio.zepeda@brooksacademy.org</a>		210-541-0049

### 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
Lisa		Schutz	Superintendent of Schools
Telephone #	Email address		FAX #
210-541-0051	<a href="mailto:Lisa.schutz@brooksacademy.org">Lisa.schutz@brooksacademy.org</a>		210-541-0049

Signature (blue ink preferred)

Date signed

  
Only the legally responsible party may sign this application.

3-8-18

**Schedule #1—General Information**

County-district number or vendor ID: 015-830

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 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 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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By TEA staff person:

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

County-district number or vendor ID: 015-830

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
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
---	---	--

No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

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

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

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

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

County-district number or vendor ID: 015-830

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: 015-830

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

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By TEA staff person:

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

County-district number or vendor ID: 015-830

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>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 015-830

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: 015-830

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: 015-830

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 Dyslexia services will include the "Dyslexia Intervention Program" from Education Service Center, Region 20 (Region 20), in addition with methods of the Scottish Rite Program, with many different manipulatives including: Air writing, block placement(s), letter risen methods, and bridging word foundation with letter recognition. Brooks Academy of Science and Engineering (B.A.S.E.) will also implement an evaluating testing system based off and guidance from Region 20.

The identification of reading disabilities, including dyslexia, will follow one of two procedures. 1) B.A.S.E will evaluate for dyslexia through 504. 2) If a student is suspected of having a disability within the scope of IDEA 2004, all special education procedures must be followed. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student's English language acquisition, previously identified disability, or other special needs are present.

B.A.S.E will collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of reading instruction are defined in sections of the "Dyslexia Handbook", and ESEA/NCLB as "explicit and systematic instruction in (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies."

Any time a student in grade Prekindergarten through 12 is struggling with one or more components of reading, B.A.S.E must collect additional information about the student which will include but limited to: previous written work from teachers, current written work and any written assessments. B.A.S.E should use previously collected as well as current information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. The collection of various data, as indicated will provide information regarding factors that may be contributing to or primary to the student's struggles with reading and spelling.

The implementation of the program will follow the recommended services suggested in "The Dyslexia Handbook" published by the Texas Education Agency of Austin, Texas, July 2014.

The program will be approximately 45 to 50 minutes' pullouts sessions, with additional support afterschool if needed. A rigorous writing and reading letter program with cursive writing built into the program. The students will be actively engaged in various writing and reading manipulatives based on their level upon prior testing. Adjustments will be done throughout the program in order to fit the students' needs as he or she grows, reteach, and assessment through the level of comprehension.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 015-830

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

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$257,236	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$32,500	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$32,000	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$275,500	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$326,736</b>		<b>\$</b>

**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:	\$326,736
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:	\$47,010

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 015-830		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	4		\$223,236
2 Educational aide			\$
3 Tutor			\$
<b>Program Management and Administration</b>			
4 Project director/administrator			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant		1	\$17,000
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist		3	\$30,500
<b>Auxiliary</b>			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator		1	\$17,000
<b>Other Employee Positions</b>			
15 Title			\$
16 Title			\$
17 Title			\$
18	Subtotal employee costs:		\$257,236
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
19 6112 Substitute pay			\$
20 6119 Professional staff extra-duty pay			\$
21 6121 Support staff extra-duty pay			\$
22 6140 Employee benefits			\$
23 61XX Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs		\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$

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 #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 015-830		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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluations	\$30,500
2	ESC 20 Training	\$2,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$32,500
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$32,500</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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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 015-830		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:	\$32,000
<b>Grand total:</b>		<b>\$32,000</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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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 015-830		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:		\$5,000
<b>Grand total:</b>		<b>\$5,000</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: 015-830			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>\$0.00</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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**Schedule #12—Demographics of Participants to Be Served with Grant Funds**

County-district number or vendor ID: 015-830

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	48	0.8	10
K	44	0.8	10
1 <sup>st</sup>	60	0.8	10
2 <sup>nd</sup>	60	0.8	10
3 <sup>rd</sup>	68	0.8	10

**COMMENTS**

**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	45 minutes	45 minutes' pullouts 4 times a week
Number of days in school year	178	178 for the 2018-2019 school year
Minutes of instruction per school year	8,010	

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## Need

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015-830

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.

The Comprehensive Needs Assessment process that Brooks Academy of Science and Engineering (B.A.S.E) is:  
 1) Determine the desired outcome, 2) Link desired outcomes to our baseline data, 3) Determine our goals, 4) Determine our strategies, 5) Implement our plan, 6) Monitor outcomes and 7) make adjustments if necessary.

B.A.S.E will set SMART goals to monitor, and adjust as we measure our student's progress. SMART goal are S- Specific, M- Measurable, A- Attainable, R- Relevant and T- Timely

B.A.S.E will utilize the "Strengths, Weakness, Opportunities, and Threats" (S.W.O.T) Analysis process to build the strategies needed to identify and minimize barriers of our desired outcomes. The strengths and weakness are internally controlled, while, the opportunities and threats are external factors that are not controlled. The S.W.O.T. analysis assists B.A.S.E. in developing a fuller analysis of the needs of the students that both help with strategic planning and decision making.

Some of our methodology of collecting our baseline data are through dyslexia test score, state test scores, attendance rate, process reports, report cards.

The specializing of instruction, curriculums, interventions, RTI levels, are some of the many aspects that B.A.S.E is implementing and will enhance to achieve our desired outcomes in our Comprehensive Needs Assessment.

**Examples of Needs:**

1. Specialized Instruction
2. Special/Individualized testing arrangement
3. Extra Time for testing

**Examples of our strategies are:**

1. Extra time to practice reading in an unthreading environment
2. Connecting with student and teacher in order to build self-esteem.
3. Audio formats and reading assignments
4. Customize learning tool, but limited to computer or other technological software

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

County-district number or vendor ID: 015-830

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
	Specialized Instruction	Teacher will administer a 45-50 minute pullout sessions for each students. This will occur four days each week. Teachers will provide specialization in adapting skills in writing and reading.
2.	Identification of student(s)-Early diagnosis	The identification of students will occur within the time table mentioned below. Teachers will have been trained with Dyslexia screeners (small assessments) can determine if the student(s) need further detailed testing. The teacher will receive the necessary tools to test students throughout the school year. Early Identification as follows: PreK-6-9 weeks Kinder-6 weeks 1 <sup>st</sup> -3weeks 2 <sup>nd</sup> -1-2weeks, 3 <sup>rd</sup> 1-2weeks
3.	Extra Time for general education Testing	Student must be identified and services have begun, the general education teacher will administer the following accommodations: <ul style="list-style-type: none"> <li>• Allow student to take tests orally</li> <li>• Allow for extra time</li> <li>• Review directions to test orally</li> <li>• Provide alternatives to testing, such as projects, oral or video presentations</li> <li>• Read test questions to student and write down answers as the student speaks the answer</li> </ul>
4.	Specialized Arrangement for State Testing	The students will receive the following accommodations for state mandated tests: <ul style="list-style-type: none"> <li>• Small group setting</li> <li>• Oral admiration (student(s) will be read to)</li> <li>• Extra time to complete the test.</li> <li>• Opportunity to be in a One-To-One setting with test administrator</li> <li>• Use highlighters, Overlays</li> </ul>
5.	Assistance with homework and note taking in a controlled environment	<ul style="list-style-type: none"> <li>• Reduce homework, especially assignments requiring reading</li> <li>• Allow student to dictate answers to homework to a parent, sibling or tutor</li> <li>• Allow typewritten homework</li> <li>• Use worksheets with minimal writing</li> <li>• Limit time spent on homework</li> <li>• Do not take off points for homework handed in late</li> </ul>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 015-830

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.	Teachers	Texas Certification, 1-2 years' professional specialist
2.	Secretary/Admin.Asst.	High School Degree, Clerical certification through SBEC
3.	Evaluations	Texas Teacher Certification, 1-3yrs experience in evaluations
4.	Community Liaison	Bilingual, and three years of community liaison
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.	Hire Qualified Teachers	Advertise the position	05/01/2018	05/11/2018
		Interview	05/14/2018	05/25/2018
		Hire	05/28/2018	06/01/2018
		4. Training	06/04/2018	06/29/2018
2.	Early Student Identification	1. Dyslexia Screeners grades 2 <sup>nd</sup> -3 <sup>rd</sup>	08/13/2018	08/17/2018
		2. Further Testing	08/20/2018	08/24/2018
		3. 504 Initial meeting Dyslexia Placement	08/27/2018	09/04/2018
		4. 1 <sup>st</sup> grade Screeners	09/05/2018	09/07/2018
3.	Monitor Specialized instruction	1. Kinder Screeners	09/10/2018	09/14/2018
		2. PreK Screener	09/17/2018	09/20/2018
		3. Monitor Student progress reports 3wks	08/13/2018	05/29/2019
		4. Teacher check in with accommodations working or not, every 3weeks as students complete progress reports	08/13/2018	05/29/2019
4.	Homework modifications, extra time for testing, and assistance in note taking	1. Teacher check in on how students are doing with homework-3weeks(evidence modifications)	08/13/2018	05/29/2019
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
5.	Special Arrangements for State Testing	1. Verify with Testing Coordinator on accommodations for State testing	10/01/2018	05/29/2019
		2. Student tools assigned and monitor usage	09/01/2018	05/29/2019

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015-830

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.

Brooks Academy of Science and Engineering will have the standard monitoring with the 3 weeks Progress Report, 9 weeks Report Card, and parent conferences. If Student(s) is not making progress with the accommodations provided both in the classroom and Dyslexia pullouts, then follow steps will happen in order to isolate the barrier that the student(s) may have:

1. Determine if the intervention lessons need to be repeated, and modified in-classroom accommodations.
2. If classroom modifications have been done and changed, and the student is still unsuccessful in learning, then the modification in the Dyslexia pullouts will take place. Repeated/Reteach lessons to reinforce concept and writing skills may be needed.
3. Once student(s) has gone through plan accommodations, Dyslexia intervention changes, and no or little progress is accomplished, a parents meeting will take place to determine if further testing and placement recommendations are necessary.
4. Every two weeks, a meeting with Staff Administrators and Teachers will take place to discuss progress and determine if medications to the student(s) plan are required.
5. Parents and students will receive a letter, telephone call, or email to discuss the program outcomes and progress.
6. Management Progress reports will be presented during a School Board meeting in order comply with public notification of program.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the writing planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that done 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.

Grant funds will be utilized to supplement existing efforts that are paid through local funds. Our limitations of local funds hinder the implementation of the program that is described within this application. Thus, limiting many aspects of student's success. However, the coordination of funds will have provided us with the opportunity to provide individualized instructions, reduce student teacher ratio, which will result in student success.

In working with staff in ensuring cohesiveness and success, the team will work together in:

1. Weekly meetings to discuss lesson delivery (by observing and adjusting lessons, feedback from peers)
2. Support staff with student progression reviews based on the student's level of mastery lessons.
3. Share innovative ideas to change teaching modifications for staff and teachers
4. Make staff feel that their ideas and strategies are valued.
5. Team building, goal setting, and celebrating will lead to grant buy in.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015-830

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.	Qualified Teachers-commutate with HR, obtain documentation, verify positions filled	1.	Assure the positions are closed in our charters webpage
		2.	Verify that the appropriate staff has register for the Region 20 training
		3.	
2.	Early Identification Master List	1.	Dyslexia screener
		2.	Dyslexia screen result(s) scores
		3.	Parent permission/further testing
3.	Dyslexia Monitor outcome report	1.	Accommodation documentation check list report
		2.	Quarterly goals report
		3.	Quarterly progress report
4.	Support Documentation	1.	Attached check list with school work evidence
		2.	
		3.	
5.	State Testing	1.	ESPED STAAR accommodations report
		2.	
		3.	

**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 collection for evaluation will be gathered through grades from general classrooms, pullouts sessions and attendance will be the focal points to determine growth and needed modifications.

The Pre-Kindergarten and Kindergarten teachers will have gathered results from their initial Dyslexia screeners, weekly in-classroom work and Dyslexia pullout data. Since, this particular group is still in the early process of learning basic phonics, letter recognition and manual coordination of hand writing, data collected will be monitored more closely because the students should be learning new skills every day. This data will identify where problem/barriers to learning exist and can be addressed more quickly. Student absence from school is a factor in student learning. For this reason, attendance and teacher attendance will be closely monitored. The percent level of achievement for these grade levels are between 60 to 70 percent.

The First, Second and Third grade students will have similar data collected. The data gathered from the Dyslexia screeners alone, will be used at this time to work on the individual areas of improvement. The first three weeks of data from the Dyslexia pullouts and weekly in-classroom work will be the baseline data. The improvements might be small but still considered growth in the right direction. Non dyslexia students in these grade levels should have the reading and writing foundation already in place, many Dyslexia students do not. Therefore, re-teaching the Dyslexia students in these areas will be a slower process and will need longer time to see growth. The percentage level of achievement should fall between 45 and 55 percent because teachers are having to reteach the missing areas of basic foundations and needed area of bridging the gap that is already in place.

The active monitoring on all students is crucial to quickly gather the data, analysis the data, and place the student in the correct educational program.

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

County-district number or vendor ID: 015-830

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.

Brooks Academy of Science and Engineering (B.A.S.E) will use Universal Design for Learning (U.D.L.) -all computers, laptops, electronic notebooks, and other technology devices is evidence and researched based. Thus providing the opportunity for all Dyslexia students to access, participate, and progress in the general-education curriculum by reducing barriers to instruction. The Dyslexia students will learn more about how UDL offers options for how information is presented, how Dyslexia students respond or demonstrate their knowledge and skills, and how Dyslexia students are engaged in learning.

The technology will be able to immerse the student's basic common knowledge and work on bridging the missing knowledge through the help of U.D.L. The Pre-Kinder and Kinder Dyslexia students will have access to computers within the classrooms, and utilized certain phonic awareness programs that uses bold text, letter shape (will write words with stressing certain letters by color and size), and sound to letter recognition. These particular programs will not only help the student understand letter placement, but engage the students on how to use the technology properly while in school.

The grades 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> will also use similar programs, however, with less time because of the direct instruction that is needed in both Dyslexia pullouts and within the classrooms. These particular students will need more one to one teaching than using technology. Technology will still be incorporated at certain times with repeated phonic programs in order to solidify the letter placement sequence at that time.

**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 empirical data gathered previously from the in class work and Dyslexia pullouts, will present a base line of the ability level for each particular Dyslexia student. Therefore, the base line information will be used to place the Dyslexia student(s) accordingly in each program in the Universal Design of Learning (U.D.L) with custom level work.

The Pre-Kinder and Kinder dyslexia students will have empirical data from the beginning because the Dyslexia screeners, and the first weeks of works. The level data will be specific to certain areas of the Pre-kinder and Kinder to be worked on. The Dyslexia pullout data will be the first area to check, in order to establish the Individualized Education Plan(IEP) for each student. The data will be used to place the Dyslexia student in the U.D.L program. The secondary data from the classroom will tie into the placement level for the Dyslexic student.

The 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students will have a similar placement from the empirical data, however, the utilization of the classroom work will be used first to place the Dyslexic student in the appropriate program for U.D.L. In addition, the empirical data will also show how to split the level of U.D.L. for each Dyslexia students based on his or her needs. The level of Individualized protocol will ensure that the Dyslexia student will be successful in achieving level reading and writing.

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

County-district number or vendor ID: 015-830

Amendment # (for amendments only):

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

The Dyslexia program will also include parent engagement for both in home, and school support with bi-weekly emails, phone calls, and letters. The parents will have a breakdown of the Dyslexia program at the initial 504 meeting. The 504 meeting will be able to go over the exact details of the Dyslexia program on how it will help the student, provide the opportunity for the Parent(s) to be fully engaged with their child's academic progression in school.

The Parents will not only receive frequent updates on their child(ren)'s progression, but will also receive tools to work at home with the child(ren). The tools provided to the parents are: Sight words packs (Parents will work with their child(ren) each day, for 5 minutes), level or below level books (Parents will have an opportunity to read with student(s) in order to encourage spoken vocabulary and bridge letter recognition), Weekly Spelling words (Parents will only work on two to three words at a time daily. This will help their child not feel overwhelmed with too many words). The Parents will also be encouraging to continue the tools provided at home work on the weekends. This will help remove the barriers to learning and support the child(ren) moving forward in learning and academic progress.

The initial meeting with Parents will be crucial in not only supporting them, but empowering them to help their child(ren) throughout the school year and their child(ren)'s life.

**Statutory Requirement 4:** Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The State of Texas has a diverse cultural population. The Dyslexia program that will be implemented at Brooks Academy of Science and Engineering (B.A.S.E.) is in a simplified format that can be replicated throughout the State of Texas. The following are the simplified steps to use. This program can be modified to meet the unique needs of each school or schools district according to geographic areas, population, and cultural backgrounds.

Step 1: Dyslexia Screeners for target Groups-Pre-Kinder, Kinder, 1<sup>st</sup> grade, 2<sup>nd</sup> grade and 3<sup>rd</sup> grade

Step 2: Data gathering per grade level placement plan

- a. Pre-Kinder and Kinder-Dyslexia screener weekly in-class work, and attendance, Dyslexia Pullouts data
  1. Analysis all data to identify deficiencies-development individualize education program for student(s)
- b. Grades 1<sup>st</sup> through 3<sup>rd</sup>-Dyslexia screener, bi-weekly in-class work, and attendance, Dyslexia Pullouts data
  1. Go through in-class work and identify deficiencies, compare with Dyslexia pullouts data, establish plan of action.

Step 3: Fine tune any of the Action Plan(s) in place in order to keep consistency and rigor.

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

County-district number or vendor ID: 015-830

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.

The Dyslexia program in place uses the primary materials and lesson from Education Service Center, Region 20 (ESC-20). The program itself is geared through frequency and usage of the English Language as the base of the program. The ESC-20 also has a cursive component build into the program. Brooks Academy of Science of Engineering (B.A.S.E.) will take several different approaches into modifying the program with more components of cursive writing, bridging language concepts, heavy sight word usage, letter placement, vowel usage.

The modified program as follows: (Only for Dyslexia Pullouts)

1. Introduction of Basic knowledge: (This step usually takes place in the beginning of the school year, however, if students are identified throughout the year, they will be placed with either new or individual group. This will only be until the student has mastered an understanding of basic phonic, phonological order, consonant sounds, vowel sounds, word labeling, diphthong usage.)
2. Basic cursive writing and usage (Introduction to all lower case letters, linkage, sentence structure). Cursive writing helps dyslexia students write in one direction, and have little room for error.
  - a. Letter placement of cursive with print. (Students write cursive words, then write print letters on top with different colored Pencils-This will help students identify their deficiencies and start self-correcting on future writing assignments.)
  - b. Understand the vowel sounds and placement- (Solid understanding must take place in order to help the student sound out difficult words as they read or write. Vowel Teams will also be reinforced at this time.)
3. Sight Words- (Students will receive flashcards with below grade level sight words, until mastered, and move to the new level. All sight words start at the Pre-kinder and go through 11<sup>th</sup> grade.)
4. Basic rules of the English Language- (pre-kinder, kinder, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and 3<sup>rd</sup> grade students are at a perfect age in grasping and retaining the rules. In addition, this will help the Dyslexia students in bridging what they have missed or did not understand at the time they learned it.)
  - a. Singular and Plural Nouns
  - b. Verbs and Action Verbs
  - c. Adjectives

B.A.S.E. added these particular modifications to the current program because the students are missing the vital basic knowledge of writing and reading principals. B.A.S.E. understands that adding these modifications, not only helps in closing the gaps in reading and writing, but empower the Dyslexia student(s) with tools in deciphering methods to their everyday routine in school. The aspects of identifying Dyslexia students early, not only help the student to receive intervention services, but build solid reading and writing foundations that the students can use daily. Students that are identified in the upper grades tend to struggle in understanding and learning the basic modifications in the Dyslexia Program. The best practices in identify students with Dyslexia is as early as three years of age. B.A.S.E. understands that students in the Pre-Kinder through 3<sup>rd</sup> grade are the optimal age to identify students with Dyslexia and apply the necessary accommodations and interventions.

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

County-district number or vendor ID:

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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