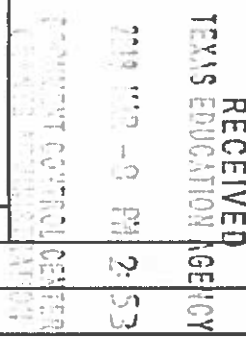


**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Services to Students with Dyslexia				
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	May 1, 2018, to August 31, 2019			Place date stamp here. 
Application deadline:	5:00 p.m. Central Time, March 8, 2018			
Submittal information:	<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>			
Contact information:	Karin Miller, karin.miller@tea.texas.gov (512) 463-9581			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Austin ISD		227901		
Vendor ID #		ESC Region #		
		13		
Mailing address			City	State ZIP Code
1111 West 6 th Street, A300			Austin	TX 78703-5338
Primary Contact				
First name	M.I.	Last name	Title	
Jean		Bahney	Executive Director of Special Education	
Telephone #		Email address		FAX #
512-414-9790		jean.bahney@austinisd.org		512-414-9701
Secondary Contact				
First name	M.I.	Last name	Title	
Mary		Thomas	Director of State and Federal Accountability	
Telephone #		Email address		FAX #
512-414-3280		mary.thomas@austinisd.org		
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 Mary	M.I.	Last name Thomas	Title Director of State/Federal Accountability
Telephone # 512-414-3280		Email address mary.thomas@austinisd.org	FAX #
Signature (blue ink preferred)		Date signed	

 3/8/18

Only the legally responsible party may sign this application.

701-18-108-041

Schedule #1—General Information

County-district number or vendor ID: 227901

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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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901

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: 227901

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.

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

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District # 227901	Mary Thomas	512-414-3280	\$1,000,000
	Austin ISD	<i>Mary Thomas</i>	mary.thomas@austinsd.org	
Member Districts				
2.	County-District #014902	Travis Edwards	254-527-4247	0
	Bartlett ISD		tedwards@bartlett.txed.net	
3.	County-District # 160901	Duane Limbaugh	325-597-2301	0
	Brady ISD		dlimbaugh@bradyisd.org	
4.	County-District #175905	Mickie Jackson	903-682-2541	0
	Frost ISD		mickie.jackson@frostisd.org	
5.	County-District #075903	Lisa Meysembourg	979-743-3448	0
	Schulenburg ISD		lmeysembourg@schulenburgisd.net	
6.	County-District #011904	Cheryl Burns	512-237-2487	0
	Smithville ISD		cburns@smithvilleisd.org	
7.	County-District #:241904	Tina Herrington	979-532-3612	0
	Wharton ISD		therrington@whartonisd.net	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Member Districts				
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3.	County-District # 180901 Brady ISD	Duane Limbaugh	325-597-2301 dlimbaugh@bradysd.org	Funding amount
4.	County-District #175905 Frost ISD	Mickie Jackson	903-682-2541 mickie.jackson@frostsd.org	Funding amount
5.	County-District #075903 Schulenburg ISD	Lisa Meysembourg	979-743-3448 lmeysembourg@schulenburgisd.net	Funding amount
6.	County-District #011904 Smithville ISD	Cheryl Burns	612-237-2487 cburns@smithvilleisd.org	Funding amount
7.	County-District #241904 Wharton ISD	Tina Herrington	979-532-3612 therrington@whartonisd.net	Funding amount
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4.	County-District #175905 Frost ISD	Mickie Jackson	803-882-2541 mickie.jackson@frostisd.org	Funding amount
5.	County-District #075903 Schulenburg ISD	Lisa Maysenbourg	979-743-3448 lmaysenbourg@schulenburgisd.net	Funding amount
6.	County-District #011904 Smithville ISD	Cheryl Burns	512-237-2487 cburns@smithvilleisd.org	Funding amount
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7.	County-District #241904 Wharton ISD	Tina Henington	979-532-3812 therington@whartonisd.net	Funding amount
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3.	County-District # 160901 Brady ISD	Duane Limbaugh	325-597-2301 dlimbaugh@bradyisd.org	Funding amount
4.	County-District #175905 Frost ISD	Nickle Jackson	903-882-2541 mickle.jackson@frostisd.org	Funding amount
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On this date:

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By TEA staff person:

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

County-district number or vendor ID: 227901

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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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 227901

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 Independent School District (Austin ISD) recognizes the importance of early identification and intervention of students with reading difficulties and characteristics of dyslexia. Currently, 1,175 Pre-Kindergarten (Pre-K) through 3rd grade students in Austin ISD are identified with dyslexia. Through this program, our goal is to better serve these students through revision and implementation of the core curriculum to reflect best practices for reading attainment, evidence-based intervention, and appropriate progress monitoring that addresses not only the student's dyslexia, but also comorbid conditions including speech, executive function, Attention Deficit/Hyperactivity Disorder, and dysgraphia. Austin ISD will also engage parents of dyslexic students by offering organized learning opportunities on dyslexia-specific topics, mentoring opportunities for their child, and regular feedback on their child's progress. This approach inside and outside the classroom, coupled with Austin ISD's Social Emotional Learning Initiative and Creative Learning Initiative, serves Austin ISD's goal of supporting and educating the whole child.

DEMOGRAPHICS AND OVERVIEW: The Pre-K through 3rd grade Dyslexia Program will be offered at Overton Elementary School, which is 93% economically disadvantaged and 64% English Language Learners. In a dyslexia screening of Kindergarten and first graders at Overton, results showed that 93% of identified students are considered Tier II or Tier III and have difficulty with phonological awareness and letter knowledge (ISiP, Dec 2017). The campus dyslexia program will serve Pre-K three-year olds through 3rd grade with one class per grade level. The core curriculum will be revised in all core subjects in order to embed strategies that support students with characteristics of dyslexia and its comorbid conditions. Austin ISD will utilize the Creative Learning Initiative, guided by district specialists, to infuse creative, multisensory learning opportunities into everyday curriculum and classroom strategies to provide for multiple areas of expression. Social Emotional Learning (SEL) Specialists will also support teachers implement the SEL curriculum to teach skills including recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

PROGRAM MANAGEMENT AND BUDGET: The budget will be used to support teaching staff that are dedicated to serving students in the program, one per grade level from Pre-K three-year olds through 3rd grade. Pre-K will be further supported with a Teacher's Assistant. All teachers participating in this program will also be English as a Second Language (ESL) certified to support many languages besides English spoken in the district. A full-time reading interventionist/dyslexia therapist will provide small group dyslexia therapy for students who are identified in need of intensive support. The dyslexia program will be led by a part-time project administrator, who will consult with teachers about best practices related to reading, ensure fidelity to intervention programs and curriculum revision, and assist in reviewing progress monitoring data with teachers as needed. The administrator will also monitor attendance, perform teacher appraisals, and facilitate program evaluation. The project administrator will be supported by a part-time campus administrative assistant. A Licensed Specialist in School Psychology, a Speech and Language Pathologist, and an Assistive Technology specialist will each be assigned half-time to the campus to work with the children in the program.

The Dyslexia Program will also engage community partners for their expertise. Austin ISD will partner with a team from The University of Texas at Austin, Region 13 Education Service Center, Dyslexia Center of Austin, and private psychologists to provide professional development in dyslexia training, teacher consultations in using data to adjust interventions based on screenings and assessments, and curriculum revision so that best practices for reading acquisition are embedded throughout the core curriculum. Knowledge gained and opportunities for learning will be shared with other school districts who have indicated an interest in this program.

The budget includes funding for the above-mentioned personnel, contractual services for dyslexia training and program support, as well as equipment and supplies needed to implement the program, including curriculum and intervention materials (Take Flight, Pre-Flight, CORE, Heggerty, Handwriting Without Tears, Keyboarding Without Tears) and assistive technology (iPads, computers, audiobooks).

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On this date:

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227901

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.

NEEDS ASSESSMENT: On a regular basis, the Executive Director of Special Education for Austin ISD and designated staff review relevant data, curricula, and academic literature to determine best practices and needs for students with characteristics of dyslexia. The team examines parent engagement, teacher student ratio, intervention and support offered, screening and assessment tools, and more to determine how to best serve these students and their families.

PROGRESS MONITORING & EVALUATION, PROGRAM DESIGN/STATUTORY AND TEA REQUIREMENTS: In order to screen for dyslexia indicators, Austin ISD will utilize quantitative and qualitative data. Quantitative data will include the Preschool Early Literacy Indicators (PELI) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), while qualitative data will include the Alabama Teacher Dyslexia Observation Form along with a review of parent input related to the child's abilities. Austin ISD uses the Student Successes program to monitor attainment of goals and objectives. This program helps to analyze costs, effectiveness, and student success based on metrics which allows Austin ISD to have a clear picture of program outcomes. In using the identified screening and progress monitoring tools (PELI and DIBELS) students are expected to perform in the benchmark range by the end of the school year. Additionally, components such as attendance data and quarterly formal teacher observations to ensure program fidelity will be analyzed. Parent survey on student progress, teacher surveys concerning children's abilities, and student surveys will be conducted on a beginning, middle, and end-of-year schedule. Data will be shared with the district Dyslexia Support Committee, Special Education Advisory Committee, outside consultants, and the Dyslexia Center of Austin.

Results of the screenings and tools will be used to plan tiered instructional reading groups. All intervention provided will follow guidelines as indicated in the Texas Dyslexia Handbook and the Texas Dyslexia Identification Academy and will be evidence based. Additional intervention resources will be selected based on student age and demonstrated need. Evidence-based intervention programs will include the tiered intervention levels of *Pre-Flight*, *Take Flight*, and *Wilson Foundations*. Training will be provided by Region 13, Education Service Center, if a teacher requires Wilson Training. Assistive and instructional applications that support early literacy and reading acquisition will be utilized (e.g. iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties, audiobooks, and speech-to-text and text-to-speech applications on platforms such as Google Chrome).

Additionally, Austin ISD will utilize specific programs to supplement our core curriculum that address the five components of reading, as indicated by the National Reading Panel. These programs include *Phonemic Awareness: The Skills They Need to Help Them Succeed!* (Heggerty) curriculum and *CORE Teaching Reading Sourcebook, Updated 2nd Edition* (CORE Literacy Library) to support core reading instruction in Kindergarten through 3rd grade classrooms. In consideration of the importance of including handwriting instruction for children with dyslexia, Austin ISD will use Handwriting Without Tears (HWT), which is an effective handwriting curriculum.

The campus will also provide opportunities for parent learning with specialized topics related to dyslexia on a quarterly basis. Parents will also be given the option to work with IMPACT Dyslexia to identify a mentor for their child. In the spirit of stronger school-home collaboration, parents will be provided student learning objectives and an invitation to a teacher/parent meeting each nine weeks to discuss progress, with student data provided to parents every three weeks.

Austin ISD is committed to providing the necessary interventions to achieve successful outcomes for our students with characteristics of dyslexia. This proposal is just a first step in creating a comprehensive curriculum that addresses and supports reading attainment by those who show a need for intervention in the early years. If successful, this program can be replicated by other schools within our district, and results will be shared with our partnering districts and community partners.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 227901			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 th 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	\$751,074	\$77,024	\$828,098
Schedule #8	Professional and Contracted Services (6200)	6200	\$17,779	\$0	\$17,779
Schedule #9	Supplies and Materials (6300)	6300	\$79,922	\$0	\$79,922
Schedule #10	Other Operating Costs (6400)	6400	\$1,225	\$25,675	\$26,900
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$850,000	\$102,699	\$952,699
Percentage% indirect costs (see note):			N/A	\$47,301	\$47,301
Grand total of budgeted costs (add all entries in each column):			\$850,000	\$150,000	\$1,000,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,000,000
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$150,000

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

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

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

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 227901			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	5		\$292,868
2	Educational aide	1		\$30,021
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator		.5	\$63,615
5	Project coordinator			\$
6	Teacher facilitator			
7	Teacher supervisor			\$
8	Secretary/administrative assistant		.5	\$16,216
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist		.5	\$31,023
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Special Education Teacher			\$
Other Employee Positions				
15	Speech Language Pathologist		.5	\$31,093
16	Reading Teacher	1		\$58,574
17	Assistive Technology Specialist		.5	\$32,062
18	Subtotal employee costs:			\$555,472
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112 Substitute pay			\$3,000.00
20	6119 Professional staff extra-duty pay			\$8,916
21	6121 Support staff extra-duty pay			\$
22	6140 Employee benefits			\$183,686
23	61XX Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs			\$195,602
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$751,074

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 227901		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	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Consulting for parent training, data usage/screenings, assessments, curriculum	\$4,500
2	Consulting for Licensed Specialist in School Psychology	\$4,500
3	Consulting for curriculum revisions	\$4,500
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$13,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$4,279
(Sum of lines a, b, and c) Grand total		17,779

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 227901		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:	\$79,922
Grand total:		\$79,922

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: 227901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$1,225.00
Grand total:		\$1,225.00

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: 227901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

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

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

County-district number or vendor ID: 227901

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	27	4	8:2
K	22	1	22:1
1 st	22	1	22:1
2 nd	22	1	22:1
3 rd	22	1	22:1

COMMENTS PK includes Pre-K 3 and Pre-K 4. Pre-K 3 students will be a PPCD class.

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	7:45am-2:57pm	
Number of days in school year	176 days	
Minutes of instruction per school year	76,032	

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 227901

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.

On a regular basis, the Executive Director of Special Education for Austin ISD and designated staff review relevant data, core curriculum, and academic literature to determine best practices and needs for students with characteristics of dyslexia. The team examines parent engagement and parent support offerings, teacher-student ratio and staffing levels, intervention and support offered, screening and assessment tools, and the level of students diagnosed with more than one condition to determine how to best serve these students and their families. Needs are prioritized according to those that most strongly correlate with positive outcomes for students with dyslexia.

Overton Elementary was chosen as the program campus because of the campus demographics, demonstrated need for services supporting reading attainment and dyslexia intervention, and strong interest of the principal and teaching staff in implementing this program.

Our top five priorities for 2018-19 have been identified as:

1. *Increase Explicit Instruction in Systematic Letter/Sound Correspondence:* Identified by the National Reading Panel, these include: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension as critical to instruction, based on research from the National Institute of Child Health and Human Development (NICHD). Currently, these skills are not explicitly taught, and strategies to support students with characteristics of dyslexia are not embedded in the curriculum.
2. *Increase Early Intervention:* Currently, the campus is only able to support intensive intervention for 2nd and 3rd grade. Intervention is generally limited to students with significant reading concerns.
3. *Increase Screening and Support for Comorbid Conditions:* Up to 40% of students with dyslexia have speech or executive functioning deficits (Dakin, K. E., & Erenberg, G. Attention-deficit/hyperactivity disorder and dyslexia. Baltimore: The International Dyslexia Association (2005)). Currently, a Licensed Specialist in School Psychology and a Speech Language Pathologist are assigned at 1/3 of a position each to the entire target campus. This indicates a lack of support to conduct evaluations for additional conditions and provide consultations to teachers. Therapy (speech or counseling) is also being conducted at lower levels.
4. *Increase Parental Knowledge and Engagement:* For decades, researchers, practitioners, and policymakers have noted the importance of parent involvement as a component of effective schools. In a review of the research literature, Hawley and Rosenholtz (1983) identified parent involvement as one of the four factors in effective schools that should improve student achievement. *Parent Involvement in Schools: An Ecological Approach* by James P. Comer, and Norris M. Haynes also emphasizes how meaningful involvement of parents in children's schooling can enhance the educational process. They note that parents can contribute insights and knowledge that complement the professional skills of schools' staffs in ways that strengthen academic and social programs. The target campus does not have a dyslexia parent group and does not provide trainings or learning opportunities about dyslexia. Currently, parents are invited to one district-wide meeting about dyslexia each school year.
5. *Integrate Support from Other Beneficial Programs on Campus:* Austin ISD currently supports Social Emotional Learning (SEL) and the Creative Learning Initiative (CLI) on the target campus, but these specialists have not provided training, consultation, and feedback for teachers specifically for their students who have difficulty with expression, as many students with characteristics of dyslexia do. This represents a missed opportunity, as SEL has been shown to improve academic achievement and positive social behavior while reducing their conduct problems and emotional distress. CLI brings fine arts to the campus, which produces higher motivation and better academic and social success.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227901

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.	Offer explicit instruction in systematic letter/sound Correspondence	Program will directly support student acquisition of letter/sound knowledge by utilizing evidence-based reading instructional programs. Instruction of letter/sound would be taught systematically, sequentially, from simple to most complex, cumulatively (with opportunities for practice and review), and without leaving any phonics skill to guess. These efforts will be supported using Heggerty and CORE Instruction in the general curriculum.
2.	Increase early intervention	Interventions provided will be in accordance with the requirements outlined in the Texas Dyslexia Handbook, and focus on systematic, explicit, multisensory design. We will use Pre-Flight (K-2), Take Flight (2-3) and Wilson Foundations (PreK-3).
3.	Increase screening and support for comorbid conditions	An Licensed Specialists in School Psychology (LSSP) and Speech Language Pathologist, SLP will be assigned half-time at the campus to conduct evaluations, provide consultations to teachers, and support conditions often associated with dyslexia. Further, by incorporating universally designed instructional practices within evidence-based curriculum and supporting assistive and instructional technologies within classrooms, campus professionals will be better able to address specific learning, speech, and behavioral/emotional challenges.
4.	Increase parental knowledge and engagement	The campus will provide opportunities for parent learning with specialized topics related to dyslexia on a quarterly basis. Parents will also be given the option to work with IMPACT Dyslexia to identify a mentor for their child. In the spirit of stronger school-home collaboration, parents will be provided student learning objectives and an invitation to teacher/parent meeting each nine weeks to discuss progress, with student data provided to parents every three weeks.
5.	Integrate support from other relevant campus programs	A Creative Learning Initiative Specialist will help support strategies for usage in the dyslexia program classrooms. Social Emotional Learning specialists will provide training, consultation, and feedback for teachers. Teachers will use an SEL kit with materials, posters, and lesson plans.

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Schedule #14—Management Plan

County-district number or vendor ID: 227901

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.	Consultants	Dr. Nathan Clemens - Ph.D. in School Psychology, Specializes in early assessment and intervention Dr. Sharon Vaughn - Specializes in reading disabilities, curriculum, inclusion Dr. Rachel Robillard, LSSP - Neuropsychologist, specializes in assessment and counseling Dyslexia Center of Austin - Qualified Instructors of Academic Language Therapy
2.	Program Administrator	Master's Degree. Administrator Certification, administrative experience, program evaluation experience; prefer Certified Academic Language Therapist (CALT); prefer English as a Second Language certified.
3.	Licensed Specialist in School Psychology	Master's Degree, LSSP, Experience with counseling and assessment of dyslexia and related disorders
4.	Speech Language Pathologist	Master's Degree, Certificate of Clinical Competence (CCC), experience with assessment, teacher consultations, and reading
5.	Reading Teacher	Certified teacher, trained in dyslexia, CALT

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.	Identify students in program	1. Review students with reading needs	05/01/2018	08/20/2018
		2. Review home language	05/01/2018	08/20/2018
		3. Ensure parent agreement to program	05/01/2018	08/20/2018
		4. Review 504 or SPED status	05/01/2018	08/20/2018
2.	Prepare curriculum and teachers	1. Revise curriculum to embed reading intervention	06/01/2018	08/31/2019
		2. Provide teacher training on dyslexia	07/01/2018	08/31/2019
		3. Consult on best practices with teachers	07/01/2018	08/31/2019
		4. Familiarize teachers with all core supplements	07/01/2018	08/31/2019
3.	Implement and monitor tiered intervention	1. Assign students to intervention groups	09/01/2018	09/15/2018
		2. Provide intervention	09/15/2018	05/24/2019
		3. Conduct progress monitoring using PELI	10/05/2018	05/24/2019
		4. Conduct progress monitoring using DIBELS	10/05/2018	05/24/2019
4.	Provide additional supports	1. Consult with Assistive Technology specialist	07/01/2018	05/24/2019
		2. Equip with technology	08/20/2018	05/24/2019
		3. Identify/serve students in need of counseling	09/01/2018	05/24/2019
		4. Identify/serve students in need of speech therapy	09/01/2018	05/24/2019
5.	Provide parent support and engagement	1. Provide progress monitoring results	09/01/2018	05/24/2019
		2. Provide quarterly parent learning opportunities	08/01/2018	05/24/2019
		3. Provide teacher/parent meeting every 9 weeks	09/01/2018	05/24/2019
		4. Provide opportunity for student mentorship	09/01/2018	05/24/2019

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227901

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.

Austin ISD uses the Student Successes program to monitor attainment of goals and objectives. This program helps to analyze costs, effectiveness, and student success based on metrics which allows Austin ISD to have a clear picture of program outcomes. In using the identified screening and progress monitoring tools (PELI and DIBELS) students are expected to perform in the benchmark range by the end of the school year. Students will be assessed using either PELI or DIBELS, as appropriate, at the beginning of the year and every three weeks throughout the school year so that interventions can be adjusted as necessary. Parents will receive notification of their student's progress following the assessment every three weeks and will also be invited to meet for a conference every nine weeks. The project administrator will lead program evaluation efforts and recommend modifications to the program. District-level staff will assist the program administrator in evaluation as needed.

Additionally, components such as attendance data and quarterly formal teacher observations to ensure program fidelity will be analyzed. Parent surveys on student progress, teacher surveys concerning children's abilities, and student surveys will be conducted on a beginning, middle, and end-of-year schedule. Data will be shared with the Dyslexia Support Committee, Special Education Advisory Committee, program consultants, and the Dyslexia Center of Austin. Information will also be shared with parents every nine weeks, as applicable, and with the wider community, including other school district partners, as appropriate.

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.

Austin ISD realizes the importance of appropriate identification, instruction, and intervention of students with dyslexia. Austin ISD partners with the Dyslexia Center of Austin to train teachers to become Certified Academic Language Therapists (CALTS), highly-trained dyslexia interventionists. Currently, Austin ISD employs more than sixty-five CALTS/CALTS-in-training. Austin ISD also supports the Dyslexia Middle School Project, in which a middle school campus offers evidence-based dyslexia intervention to identified students while infusing the general education curriculum with best practices to support students with dyslexia. This program will use the framework of adjusting the curriculum and using a CALT to provide intensive dyslexia intervention for our youngest students.

Teachers in this program are highly invested. All teachers selected to work in this program will have experience working with children with dyslexia, have an interest in working with children with learning disabilities, and have specific training and/or certification in dyslexia and/or reading intervention. All teachers participating in this program will also be English as a Second Language (ESL)-certified to support the various languages besides English spoken in the district. Teachers will be provided additional time within the school day to plan lessons, collaborate, and review data.

Non-teaching staff will also be critical to the success of the project. Austin ISD has moved to an evaluation model of Licensed Specialists in School Psychology (LSSP) and Educational Diagnosticians being the sole evaluators for dyslexia evaluations. This support will continue but will expand to include counseling and teacher consultation, maximizing the outcomes for students. Additionally, staff from the Creative Learning Initiative and Social Emotional Learning Initiative will support implementation and provide training, consultation, and feedback for teachers. This true collaborative effort among all who interact with the students at school will increase commitment to the project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227901

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.	Alabama Dyslexia Teacher Observation Checklist	1.	Qualitative data evaluating present indicators of dyslexia
		2.	
		3.	
2.	Program Administrator Observation	1.	Intervention implementation fidelity and effectiveness
		2.	Curriculum fidelity, monitoring for appropriateness
		3.	
3.	PELI and DIBELS	1.	Progress monitoring for Pre-K
		2.	Progress monitoring K-3
		3.	
4.	Parent Engagement Opportunities Feedback	1.	Value of Parent/Teacher Meetings
		2.	Value of quarterly parent learning opportunities
		3.	
5.	Surveys	1.	Parent feedback
		2.	Student feedback
		3.	Teacher feedback

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.

The program will serve approximately 122 students from PK-3 to 3rd grade. Participation in the program will be monitored using attendance data.

Screening and progress monitoring will be conducted at the beginning, middle, and end of the year. Additionally, progress monitoring will be conducted every three weeks using the PELI or DIBELS interim assessments to monitor student growth, strengths, and weaknesses. This data will enable teachers and interventionists to make instructional adjustments as needed. Teachers will be given additional planning/conference time to collaborate, analyze student data, and adjust lesson plans.

The program administrator will consult with teachers about best practices related to reading, ensure fidelity to intervention programs and curriculum, and review progress monitoring data during planning periods as needed. Additionally, components such as attendance data and quarterly formal teacher observations to ensure program fidelity will be analyzed. Parent surveys on student progress, teacher surveys concerning children's abilities, and student surveys will be conducted on a beginning, middle, and end-of-year schedule. Data will be shared with the Dyslexia Support Committee, Special Education Advisory Committee, program consultants, and the Dyslexia Center of Austin. Teacher observations and frequent opportunity for parent feedback to the teacher and teacher feedback to the administrator, coupled with robust progress monitoring and observation of interventions and curriculum implementation for fidelity, will enable the administrator to correct any issues with program delivery promptly.

Austin ISD uses the Student Successes program to monitor attainment of goals and objectives. This program helps to analyze costs, effectiveness, and student success based on metrics which allows Austin ISD to have a clear picture of program outcomes. In using the identified screening and progress monitoring tools (PELI and DIBELS), students are expected to perform in the benchmark range by the end of the school year. The project administrator will lead program evaluation efforts.

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

County-district number or vendor ID: 227901

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.

Core curriculum supplements (*Phonemic Awareness: The Skills They Need to Help Them Succeed!* (Hegerty), *CORE Teaching Reading Sourcebook, Updated 2nd Edition*) are based on research from the National Reading Panel to include Big Ideas in Reading: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary and comprehension. Handwriting Without Tears (HWT) will be used because research shows that handwriting is a foundational skill that can influence student's reading, writing, language use, and critical thinking.

The purpose of the Preschool Early Literacy Indicator (PELI) is to identify students who may be at risk for difficulties acquiring early literacy skills (universal screening); help teachers target instructional support; help early childhood programs identify curricular needs at the system level, and monitor progress of students receiving targeted instruction. PELI benchmark goals are research-based and define a level at which the odds are in the student's favor of meeting later early literacy outcome goals. The DIBELS measures were specifically designed to assess phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension (National Reading Panel).

Tiered intervention for Pre-K – 3rd grade includes *Wilson Foundations Level K- Level 2* and *Take Flight: A Comprehensive Intervention for Students with Dyslexia*, both of which are research-based. *Take Flight* addresses the five components of effective reading instruction identified by the National Reading Panel's research and is a comprehensive Tier III intervention for students with dyslexia. *Pre-Flight* is designed for K, 1st, and 2nd grade students.

An assistive technology specialist will support technology integration. iPads will be utilized with the Pre-K3 and Pre-K4 students participating in this program (1:1 device/student model). Pre-K students will explore speech-to-text functions (e.g., Snap and Read) and developmentally appropriate websites and apps that support shape and color recognition, patterns, counting, rhyming, songs, and poetry. Kinder – 3rd grade classrooms will use Google Chromebooks (1:1 model). Beginning in first-grade, teachers will provide students with multiple choices for demonstrating learning (oral, written/typed, speech-to-text, and/or video responses).

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.

In order to screen for dyslexia indicators, Austin ISD will utilize quantitative and qualitative data. Quantitative data will include the Preschool Early Literacy Indicators (PELI) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), while qualitative data will include the Alabama Teacher Dyslexia Observation Form along with a review of parent input related to the child's abilities. These screeners and progress monitoring tools assess areas of reading and language as indicated in the Texas Dyslexia Identification Academy and areas outlined in the Texas Dyslexia Handbook.

Screening and progress monitoring will be conducted at the beginning, middle, and end of the year, establishing baselines and intervention plans. Progress monitoring will be conducted every three weeks using the PELI or DIBELS interim assessments to monitor student growth, strengths, and weaknesses. This data will enable teachers and interventionists to make instructional adjustments as needed. Teachers will be given additional planning/conference time to collaborate, analyze student data, and adjust lesson plans.

Austin ISD uses the Student Successes program to monitor attainment of goals and objectives and helps to analyze costs, effectiveness, and student success based on metrics which allow Austin ISD to have a clear picture of program outcomes. In using PELI and DIBELS, students are expected to perform in the benchmark range by the end of the school year. The project administrator will lead program evaluation efforts.

Additionally, components such as attendance data and quarterly formal teacher observations to ensure program fidelity will be analyzed. Parent survey on student progress, teacher surveys concerning children's abilities, and student surveys will be conducted on a beginning, middle, and end-of-year schedule. Data will be shared with Dyslexia Support Committee, Special Education Advisory Committee, UT consultants, and the Dyslexia Center of Austin.

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

County-district number or vendor ID: 227901

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.

Parent input, support, and collaboration is paramount in a comprehensive dyslexia program. The program will welcome input from relevant Austin ISD committees including the Dyslexia Support Committee and Special Education Advisory Committee. The program will also seek input from the parents of students in the AISD Dyslexia Middle School Project at Covington Middle School in order to understand lessons learned and opportunities for optimal engagement of parents at the program school.

The campus will provide opportunities for parent learning on topics related to supporting students with dyslexia on a quarterly basis, such as Social and Emotional Impact of Dyslexia on Students, Executive Functioning, Dyslexia Simulation for Parents, and Bridging the Summer Gap. Parents will also be given the option to work with IMPACT Dyslexia to identify a mentor for their child. In the spirit of stronger school-home collaboration, parents will be provided student learning objectives and an invitation to a teacher/parent meeting each nine weeks to discuss each student's progress, and student progress monitoring data will be provided to parents every three weeks. The meetings will offer parents insight into not only their child's reading progress, but also other areas that may be observed or targeted, such as interventions resulting from the presence of comorbid conditions. Relevant instruction for at-home support will also be given. Surveys will be distributed to parents three times per year so that parents have opportunity to offer feedback.

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.

Overton Elementary School, our proposed campus for the dyslexia program, is 84% Economically Disadvantaged, with 21% African American students and 76% Hispanic students. These students typically do not have access to resources to support dyslexia intervention outside of what they receive in their classroom. This makes Overton a strong candidate for what can be possible in other districts and campuses, regardless of the level of resources. The Austin ISD dyslexia program is innovative in its plan to modify the core curriculum itself in order to embed supports for reading and dyslexia across the core curriculum in addition to offering targeted interventions as indicated by assessments. If successful, the curriculum modifications and enhancements would be able to be replicated by any campus or school. Additionally, the parent engagement program is replicable without many resources as well and would enable a campus to work closely with its parents of students with dyslexia to increase positive academic as well as social and emotional outcomes for its students.

Austin ISD has secured a Shared Service Agreement with six school districts representing district sizes 1A, 2A, 3A, 4A, and 6A. Four of these districts work through a special education cooperative, meaning additional districts will have access to information and will be able to provide input on the strategies and concepts of the program. Our proposed dyslexia program will be replicable not only across all Austin ISD campuses serving students ages 3 to 9, but across the state.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227901

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.

This Dyslexia Program is innovative because it entails reviewing and revising the core curriculum for students in Pre-K through 3rd grade in order to optimize the gain of reading skills across the curriculum rather than only providing interventions in reading as needed. This will occur through a thoughtful examination of the core curriculum of these grade levels in order to ensure appropriate skills are taught that offer the best opportunity for reading strength for students showing reading difficulties and those with characteristics of dyslexia. Embedded strategies that address executive functioning will be included, as many children with dyslexia also exhibit executive functioning difficulties. Therefore, teachers selected to work on this campus will have experience in working with children with dyslexia, have an interest in working with children with learning disabilities, and have specific training and/or certification in dyslexia and/or reading intervention. Austin ISD will utilize the Creative Learning Initiative, as guided by district specialists in this area, to infuse creative, multisensory learning opportunities into everyday curriculum and classroom strategies to provide for multiple areas of expression.

The use of support staff, such as a Licensed Specialist in School Psychology (LSSP) and the Speech Language Pathologist (SLP), enables the program to address comorbid conditions frequently present in students with dyslexia. The LSSP will provide counseling services with a focus on instilling self-advocacy skills using a psychoeducational approach. Consultation with the teachers on best practices to support students academically and emotionally will also be part of the program. The SLP will support the development of oral language and literacy skills for students identified with those needs including: vocabulary, listening comprehension, grammar, syntax, morphological awareness, and phonological awareness. The SLP will support students and teachers in the general education setting. Additionally, Social Emotional Learning, already implemented on this campus, will be better integrated for this student population, and SEL specialists will provide thoughtful guidance to classroom teachers working with students with dyslexia.

Assistive and instructional applications that support early literacy and reading acquisition will be utilized (e.g. iPad Apps for Learners with Dyslexia/Reading and Writing Difficulties), along with access to audiobooks using platforms such as Learning Ally and Bookshare. Extension applications for speech-to-text and text-to-speech on platforms such as Google Chrome will also be used. iPads will be utilized with the Pre-K3 and Pre-K4 students participating in this program (1:1 device/student model). With the use of iPads, Pre-K students will explore speech-to-text functions (e.g., Snap and Read) along with developmentally-appropriate websites and apps that support shape and color recognition, patterns, counting, rhyming, songs, and poetry. Kindergarten through 3rd grade classrooms will use Google Chromebooks (1:1 model). As the student's progress to 1st grade, teachers will provide students with multiple choices for demonstrating learning (oral, written/typed, speech-to-text, and/or video responses).

The campus will also provide opportunities for parent learning on topics related to dyslexia on a quarterly basis. Parents will be given the option to work with IMPACT Dyslexia to identify a mentor for their child. In the spirit of stronger school-home collaboration, parents will be provided student learning objectives and an invitation to teacher/parent meeting each nine weeks to discuss progress, with student data provided to parents every three weeks. Thoughtfully engaging and collaborating with parents removes a barrier to implementation and will lead to positive student outcomes as parents will be better equipped to support the program and will better understand the needs of their student.

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

County-district number or vendor ID: 227901

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

In order to continuously improve programming, Austin ISD will partner with various organizations that support dyslexia awareness and interventions such as The University of Texas at Austin (UT), the Dyslexia Center of Austin (DCA), IMPACT Dyslexia, as well as local researchers and neuropsychologists. Our partnership with the Department of Education at UT supports evidence-based reading strategies to support students with dyslexia. Specifically, researchers from UT, including Dr. Sharon Vaughn and Dr. Nathan Clemens, have agreed to provide consultative and professional development opportunities. Dr. Clemens will provide LSSP consultations, general consulting, and teacher training related to assessment and data-based decision-making. Dr. Vaughn with the Meadows Center for Preventing Educational Risk (UT), will provide additional resources to support teacher training, consultation, and curriculum review and improvements.

Our partnership with the DCA supports professional development opportunities and training for dyslexia therapists. IMPACT Dyslexia, a local dyslexia advocacy organization, links students identified with dyslexia to student and adult mentors. Private neuropsychologist Dr. Rachel Robillard will provide additional training and support geared toward campus Licensed Specialists in School Psychology. The Region 13 Education Service Center will provide Wilson Training to any teacher in need of the training.

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