

**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> Write NOGA ID here
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>            TEXAS EDUCATION AGENCY            7/19/18 - 3 PM 3:02            DOCUMENT CONTROL CENTER         </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
<b>Contact information:</b>	Karin Miller, <a href="mailto:karin.miller@tea.texas.gov">karin.miller@tea.texas.gov</a> , (512) 463-9581			
<b><u>Schedule #1—General Information</u></b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
Keller ISD	Tarrant #220907			
Vendor ID #	ESC Region #			
	Region 11			
Mailing address	City	State	ZIP Code	
350 Keller Parkway	Keller	TX	76248	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Kimberly	E	Wilson	Dyslexia Services Coordinator	
Telephone #	Email address		FAX #	
817-744-1094	<a href="mailto:Kimberly.Wilson@KellerISD.net">Kimberly.Wilson@KellerISD.net</a>			
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Sara	K	Koprowski	Executive Director of Student Interventions Services	
Telephone #	Email address		FAX #	
817-744-1180	<a href="mailto:Sara.Koprowski@kellerisd.net">Sara.Koprowski@kellerisd.net</a>			
<b>Part 2: Certification and Incorporation</b>				

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

**RICHARD**

Telephone #

**817-744-1048**

Signature (blue ink preferred)

M.I. Last name

**E WESTFALL**

Email address

**RICK.WESTFALL@KELLERISD.NET**

Date signed

**3/8/18**

Title

**SUPERINTENDENT**

FAX #

**817-744-1031**

*Only the legally responsible party may sign this application.*

**701-18-108-042**

**Schedule #1—General Information**

County-district number or vendor ID: 220907

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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	*See important note for competitive grants	<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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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 220907

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

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

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

County-district number or vendor ID: 220907

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: 220907

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

County-district number or vendor ID: 220907

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>\$0</b>

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 220907

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 220907

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 220907

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.

Helping dyslexia students achieve success does not end when they walk out of the dyslexia classroom. There are several domains where this population needs additional support. These domains include technology, support at home, parent and teacher trainings, and community outreach.

While many children today are exposed to technology at an early age and become adept at using both devices and programs to enhance their learning, there is a large population that do not have this exposure. Caprock Elementary has 48.6% of its students classified as economically disadvantaged. This disadvantage keeps many from having appropriate devices or internet service at home. Further, they are less likely to be able to have sufficient usage at school when they are pulled from the classroom forty-five minutes of each day for reading remediation in the dyslexia program. If awarded, the grant program would provide 150 Chromebooks available to be checked out to the dyslexia students at Caprock to use both in school and at home. The district will also provide mobile WiFi hotspots for checkout, allowing the students to have reliable internet access at home.

To enhance their technology usage, Keller ISD will build and support a user-friendly dyslexia portal. We have found that many of the resources available to our students and parents are under-utilized because of the difficulty in finding the correct site to use. The portal will consolidate all the information and resources they need in one easy-to-use format. This web-based portal will have four distinct sections designed specifically for the different stakeholders: students, parents, teachers, and community members.

The student portal will be geared toward helping the students efficiently find help with their classwork and other needed skills. This portion will have a series of videos aligned with the district's general education curriculum ordered through its scope and sequence. The average dyslexic student needs significantly more exposures to new material to be able to master the concepts. They experience frustration when they work on a new concept in class but take work home to complete. Once there, they cannot remember the steps. By watching a short video or accessing easy to read charts and graphics, students will be reminded of the steps required to complete a problem, the meanings of content-specific vocabulary, and differing concepts across the curriculum. An added feature would allow the students to record a short video of themselves completing a particular type of problem in class. They can then post these to their portal. Students will be given a user-specific login and password for use with the site. This will allow them access without compromising their safety and privacy. Parents can observe their student working through the homework with the guidance of the videos or even to see their own child work in the classroom. This will allow them to better understand the methods used in class and enable them to help their child succeed at home. Teachers will also have the ability to post supplemental material and videos to assist the students. Additionally, the student portal will have phonological awareness, Orton-Gillingham, handwriting, and keyboarding activities that students can access for enrichment or additional practice. Given the current prevalence of co-morbid dysgraphia within the dyslexia population, it is more important than ever before to get the students learning as early as possible to provide them ample time to master keyboarding before the intermediate and middle school years. Practice cards from the dyslexia program will also be available to remind students of the dyslexia class learning and how they can utilize this in their work. This helps parents gain a better understanding of the dyslexia program and builds a true cooperative partnership between school and home.

The parent portal will consist of additional activities they can do with their children, parenting support, information about the identification process, support for younger siblings to increase early identification opportunities, explanations of general education curriculum to assist the parents in helping their students with homework, free tools and phonological activities that can be completed at home. Information seminars and parent meeting dates will also be posted on the portal. This will also benefit students and parents at Keller ISD's two early learning centers. ELC North and ELC South provide the district's pre-kindergarten program to English Language Learners and students with I.E.P.s. The teacher portal has a number of components. It will provide teachers with one place to find the information they need. They will be able to access this area for assistance with the identification of dyslexia, the steps they need to take, and any forms they would need to complete to refer a student. They will also be able to get further information about dyslexia and what characteristics they might observe in the classroom. This information would help supplement the yearly training all district teachers receive on dyslexia characteristics, identification, and ways they can help support the

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

County-district number or vendor ID: 220907

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.

students in class. There will be a frequently asked questions page. Information on accommodations and the best ways of providing them in the classroom will also be included. Another feature of this portal will include the ability for teachers to pre-record District Common Assessments or other tests that the students may access in class for oral accommodation. This will allow students to receive their oral accommodation without singling them out. The students can stealthily slip in their earbuds, hide the device in their desk, and hit play. The portal will also allow the teachers to post additional information for their students.

The community portal will be available to other families or business leaders within the community whether or not they have students in Keller ISD. Many families are not aware that Keller ISD will provide a dyslexia assessment for their home-schooled children. The community portal will provide identification information, characteristics to look for, opportunities for early identification, and information about upcoming community events for partnering school and community to assist students with dyslexia and their families.

To measure the effectiveness of the technology program, all stakeholders will be given a qualitative beginning of the year pre-survey to identify areas of concerns and assist in implementation. These surveys will consist of both Likert-style and open-ended questions. Surveys will be available in both paper copies and electronically, as well as English and Spanish language choice. Post-surveys will be given at the end of the school year, again consisting of Likert-style and open-ended questions. The pre- and post- surveys will be compared to measure satisfaction with the program.

Quantitative data will also be measured. This empirical data will include comparing third grade STAAR scores from previous years with the third grade scores for the upcoming year to determine if there is a pattern on growth. It would also be beneficial to compare the upcoming year's third grade STAAR scores with other schools in the district with similar demographics to measure effectiveness of the program. Aimsweb data will also be collected and analyzed to determine progress for the younger grades. Again, this will be compared with previous years as well as current years across the district.

Keller ISD recognizes that parent support and involvement is crucial to the success of our students identified with dyslexia. The dyslexia services department already offers two parent training nights each school year to assist parents with understanding the characteristics of dyslexia and the components of our program that utilizes explicit, direct instruction that is systematic (structured), sequential, and cumulative in a multi-sensory framework. We also provide them with ideas they can use to help support their children's learning at home. Many parents have reported that they feel overwhelmed by their student's disability and feel they do not know how to help their child succeed in school. These parent nights have been well received and has garnered support from the community.

Components of this grant program have been designed to increase this engagement and collaboration, as well as expand the scope. Additional evenings would be scheduled exclusively for Caprock Elementary parents of dyslexia students. A smaller group setting would allow more interaction between the stakeholders and help parents feel more comfortable asking for help with specific problems or areas of concern. These evenings would also be expanded to encompass general education curriculum and ways to assist their students with homework, additional activities that can be completed at home, training on use of the portal, and sibling support. As we know, dyslexia is hereditary. Many of these younger siblings will eventually be identified with dyslexia. Research has proven that the earlier intervention begins, the better the outcomes for the student. By providing early support for these families, whether the younger siblings are enrolled in the district's early learning centers or not, will lead to measurable student growth and earlier identification.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 220907

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	\$182,000	\$	\$182,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$8,000	\$	\$8,000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$62,925	\$	\$65,175
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$255,175</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:	\$252,925
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:	\$37,938

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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By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 220907			Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>					
1	Teacher				\$
2	Educational aide				\$
3	Tutor				\$
<b>Program Management and Administration</b>					
4	Project director/administrator				\$
5	Project coordinator		1		\$60,000
6	Teacher facilitator				\$
7	Teacher supervisor				\$
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist				\$
<b>Auxiliary</b>					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator		1		\$50,000
<b>Other Employee Positions</b>					
15	Academic Content Team		18		\$72,000
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$182,000
<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	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$182,000</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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 220907		Amendment # (for amendments only):
<b>NOTE:</b> 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:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Web Designer	\$8,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$8,000

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

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

<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 220907		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:	\$
<b>Grand total:</b>		<b>\$0</b>

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 220907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$0</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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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 220907		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	Chromebooks	150	\$230	\$34,500
3	iPads	75	\$379	\$28,425
4	Earbuds	75	\$30	\$2,250
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>\$65,175</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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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



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

County-district number or vendor ID: 220907

Amendment # (for amendments only):

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

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

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	0	0	19/1
K	0	6	19/1
1 <sup>st</sup>	0	8	19/1
2 <sup>nd</sup>	17	7	19/1
3 <sup>rd</sup>	13	8	19/1
COMMENTS	This campus currently serves approximately 70 students with dyslexia. The number does not reflect fourth graders that are served. However, there are still many nine year olds in the fourth grade on this campus.		

**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	7:55 – 3:10	
Number of days in school year	178	
Minutes of instruction per school year	77,430	

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Changes on this page have been confirmed with:

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By TEA staff person:

Need

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 220907

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.

Caprock Elementary School reflects the diversity found within the state of Texas. The TEA Academic Performance Report 2016-2017 Campus Profile indicates that 48.4% of the student population at Caprock Elementary is classified as Economically Disadvantaged. The English Language Learners' percentage of 25.6% exceeds the state average of 18.9%. The total At-Risk population is 43.2%. The campus is also racially diverse with 7% African Americans, 44% Hispanic, 40.6% White, 0.4% American Indian, 1.7% Asian, 0.6% Pacific Islander, and 5.7% of two or more races. The significant number of dyslexia students provides a sufficient number of participants within the program to reflect the diversity of outcomes and provide further information for program creators to assist with future planning and implementation across the state. With the portal in place created by Keller ISD, the same platform can be replicated for any district within the state. However, other districts would also have the option of personalizing areas of the portal to fit the needs of their community. This would be very helpful with both the parent and student portions of the portal to reflect the differing general education curriculum with their scope and sequence and specific dyslexia program utilized by that district. Formats of meetings and training materials provided would already be produced and ready to be utilized. Combined with the personalization of the platform, the materials created by Keller ISD will serve as a turn-key prototype that will be easy to implement for the benefit of dyslexic students from all the diverse regions of the state.

The first priority for this grant program is the creation and maintenance of the website. This will prove to have the biggest benefit to the largest number of students with dyslexia. Further, once designed the website would be available to be replicated across the state.

The second priority would be the purchase of technology, including Chromebook and iPad devices, as well as portable wifi devices that can be checked out to students. This creates more educational opportunities that these students are currently missing.

The third priority is the establishment of a community/parent liason to conduct parent trainings and coordinate collaborate efforts with charter schools and homeschool groups.

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By TEA staff person:

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

County-district number or vendor ID: 220907

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.	Easy to use, on line format for students and parents to find the resources they need.	The design on the web-based portal will include videos and multi-sensory resources aligned with district curriculum by scope and sequence, as well as phonological awareness, Orton-Gillingham, handwriting, and keyboarding activities that students can access for enrichment or additional practice. Parents will benefit from the resources available to help their child.
2.	Reliable, adaptive technology devices for student use at school and home with internet connection to provide more equitable educational opportunities for dyslexic and students both dyslexia and economically disadvantaged.	The purchase of Chromebooks and iPad devices, along with portable wifi hotspot devices available for checkout creates this equity we are needed. Students will have access to the information they have at home, be able to have additional practice with their parents without increasing their school day.
3.	Parent/Community Training. Dyslexia is hereditary. As such, many of our students' parents struggled in school themselves and report feeling unprepared to help their children succeed. They also express frustration with both finding needed resources and understanding them when they do find them.	The establishment of a community/parent liaison position to work with the parents for training and outreach to help younger siblings of identified dyslexia students solves this problem. Pre- and post- surveys combined with parent interviews will be given to measure the effectiveness of this position and create recommendations for the future.
4.	Teacher Training – District teachers need additional training in understanding the steps for dyslexia identification, finding appropriate multi-sensory resources for their students, and providing helpful accommodations in the classroom.	The portal provides teachers will a thorough compendium of resources, as well as information about additional trainings.
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 220907

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.	Web Designer	Prior experience designing multi-media web platforms.
2.	Project Coordinator	Certified Academic Language Therapist/Texas Certified Teacher, previous experience as a dyslexia specialist in public school
3.	Community/Parent Liason	Certified Academic Language Therapist/Texas Certified Teacher, previous experience as a dyslexia specialist in public school
4.	Academic Content Team	Texas Certified Teachers Pk-4 <sup>th</sup> grade, previous teaching experience
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.	Create Content Team to compile resources	1. Hire teachers	06/01/2018	06/15/2018
		2. Meet to develop resources per scope and sequence	06/16/2018	08/01/2018
		3. Have materials ready for web developer	08/01/2018	08/01/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
2.	Web Site Developed	1. Hire contractor	06/01/2018	07/01/2018
		2. Determine design with project coordinator	07/01/2018	07/30/2018
		3. Complete design	08/01/2018	08/30/2018
		4. Add resources	09/01/2018	09/30/2018
3.	Parent Trainings	1. Hire liason	06/01/2018	06/30/2018
		2. Establish objective to be covered	07/01/2018	07/30/2018
		3. Schedule meetings	08/01/2018	09/15/2018
		4. Host meetings	09/15/2018	05/30/2019
4.	Technology Devices	1. Submit request for bids	07/01/2018	07/30/2018
		2. Order devices	08/01/2018	08/30/2018
		3. Assign and check out devices	09/01/2018	09/30/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
5.	HireCoordinator	1.	06/01/2018	07/01/2018
		2.	XX/XX/XXXX	XX/XX/XXXX

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

County-district number or vendor ID: 220907

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.

Team Meetings

Email

Newsletter for teachers and parents

Pre- and Post- Surveys

Continuous communication with liason

Student Grades and Reports

Progress monitoring of students per Aimsweb, STAAR, district common assessments, and others.

**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.

It is important to keep the lines of communication open between all stakeholders. The liason will be responsible for maintaining contact with community members and parents to ensure success. Team meetings will be held regularly between the coordinator, liason, content team, parent representative, dyslexia coordinator, and committee of district dyslexia specialist for feedback and recommendations. We do not currently anything within the district like this program. This interdisciplinary team will ensure the success of the program and make adjustments to the program as the need arises.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 220907

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.	Student Grades	1.	Increase in overall student performance
		2.	Student Learning objectives met
		3.	
2.	STAAR results compared to previous years	1.	Growth over previous year STAAR results
		2.	
		3.	
3.	STAAR results compared to current year across district	1.	Caprock showing additional growth over other district campuses
		2.	
		3.	
4.	Aimsweb monitoring	1.	Students meeting target goals
		2.	
		3.	
5.	Parent/Teacher Feedback	1.	Positive feed back received from parents and teachers
		2.	Increase communication and participation
		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.

The project coordinator will be responsible for collecting, analyzing, and reporting on the data collected to the committee members. Data will also be collected to identify and determine which students are using the program at home and for the length of time. If students are not using resources, the liason can work toward encouraging parents to increase usage.

Problems with the operation of devices will be reported to the project coordinator who will work with technology personnel to ensure devices are properly working. Committee can make recommendations to make adjustments to both portal and trainings available.

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

County-district number or vendor ID: 220907

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.

While many children today are exposed to technology at an early age and become adept at using both devices and programs to enhance their learning, there is a large population that do not have this exposure. This disadvantage keeps many from having appropriate devices or internet service at home. Further, they are less likely to be able to have sufficient usage at school when they are pulled from the classroom forty-five minutes of each day for the dyslexia program. If awarded, the grant program would provide 150 Chromebooks available to be checked out to the dyslexia students at Caprock to use both in school and at home. The district will also provide mobile WiFi hotspots for checkout, allowing the students to have reliable internet access at home. To enhance their technology usage, Keller ISD will build and support a user-friendly dyslexia portal. We have found that many of the resources available to our students and parents are under-utilized because of the difficulty in finding the correct site to use. The portal will consolidate all the information and resources they need in one easy-to-use format. This web-based portal will have four distinct sections designed specifically for the different stakeholders: students, parents, teachers, and community members.

The student portal will be geared toward helping the students efficiently find help with their classwork and other needed skills. This portion will have a series of videos aligned with the district's general education curriculum ordered through its scope and sequence. The average dyslexic student needs significantly more exposures to new material to be able to master the concepts. They experience frustration when they work on a new concept in class but take work home to complete. Once there, they cannot remember the steps. By watching a short video or accessing easy to read charts and graphics, students will be reminded of the steps required to complete a problem, the meanings of content-specific vocabulary, and differing concepts across the curriculum. Parents can observe their student working through the homework with the guidance of the videos. This will allow them to better understand the methods used in class and enable them to help their child succeed at home. Teachers will also have the ability to post supplemental material and videos to assist the students. Additionally, the student portal will have phonological awareness, Orton-Gillingham, handwriting, and keyboarding activities that students can access for enrichment or additional practice. Given the current prevalence of co-morbid dysgraphia within the dyslexia population, it is more important than ever before to get the students learning as early as possible to provide them ample time to master keyboarding before the intermediate and middle school years. The parent portal will consist of additional activities they can do with their children, parenting support, information about the identification process, support for younger siblings to increase early identification opportunities, explanations of general education curriculum to assist the parents in helping their students with homework, free tools and phonological activities that can be completed at home. Information seminars and parent meeting dates will also be posted on the portal. This will also benefit students and parents at Keller ISD's two early learning centers. ELC North and ELC South provide the district's pre-kindergarten program to English Language Learners and students with I.E.P.s. The teacher portal has a number of components. It will provide teachers with one place to find the information they need. They will be able to access this area for assistance with the identification of dyslexia, the steps they need to take, and any forms they would need to complete to refer a student. They will also be able to get further information about dyslexia and what characteristics they might observe in the classroom. This information would help supplement the yearly training all district teachers receive on dyslexia characteristics, identification, and ways they can help support the students in class. There will be a frequently asked questions page. Information on accommodations and the best ways of providing them in the classroom will also be included. Another feature of this portal will include the ability for teachers to pre-record District Common Assessments or other tests that the students may access in class for oral accommodation. This will allow students to receive their oral accommodation without singling them out. The students can stealthily slip in their earbuds, hide the device in their desk, and hit play. The portal will also allow the teachers to post additional information for their students.

The community portal will be available to other families or business leaders within the community whether or not they have students in Keller ISD. Many families are not aware that Keller ISD will provide a dyslexia assessment for their home-schooled children. The community portal will provide identification information, characteristics to look for, opportunities for early identification, and information about upcoming community events for partnering school and community to assist students with dyslexia and their families.

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By TEA staff person:

**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.

Caprock Elementary School reflects the diversity found within the state of Texas. The TEA Academic Performance Report 2016-2017 Campus Profile indicates that 48.4% of the student population at Caprock Elementary is classified as Economically Disadvantaged. The English Language Learners' percentage of 25.6% exceeds the state average of 18.9%. The total At-Risk population is 43.2%. The campus is also racially diverse with 7% African Americans, 44% Hispanic, 40.6% White, 0.4% American Indian, 1.7% Asian, 0.6% Pacific Islander, and 5.7% of two or more races. The significant number of dyslexia students provides a sufficient number of participants within the program to reflect the diversity of outcomes and provide further information for program creators to assist with future planning and implementation across the state. With the portal in place created by Keller ISD, the same platform can be replicated for any district within the state. However, other districts would also have the option of personalizing areas of the portal to fit the needs of their community. This would be very helpful with both the parent and student portions of the portal to reflect the differing general education curriculum with their scope and sequence and specific dyslexia program utilized by that district. Formats of meetings and training materials provided would already be produced and ready to be utilized. Combined with the personalization of the platform, the materials created by Keller ISD will serve as a turn-key prototype that will be easy to implement for the benefit of dyslexic students from all the diverse regions of the state.

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

County-district number or vendor ID: 220907

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.

In Keller ISD, dysgraphia is frequently comorbid with dyslexia. This problem with writing can have far reaching consequences for the students if not dealt with in the early grades. By providing the technology needed to help them learn keyboarding earlier gives them a head start. Handwriting practice is also made efficient and effective by including videos on the portal demonstrating each stroke from our Orton-Gillingham based program. This allows them to continue practice at home. These additional practice opportunities at home while still having the support and tools at hand serves a basic functional need for students with dyslexia. They require more repetition to master a concept or skill but frequently have less time to do so because of the nature of a pull-out program to remediate their reading deficits. By providing a venue for the additional practice, we are increasing their learning opportunities without lengthening their school day.

The use of technology outlined in the program provides for more equity in educational opportunities for students who are dyslexic or both dyslexic and economically disadvantaged. This removes additional barriers to their learning opportunities.

By utilizing at-home videos for reteaching and enriching, we are creating the innovative framework to support their unique academic and functional needs. Similar to a "flipped" classroom model, it works because it fulfills the dyslexia student's need for multi-sensory learning - visual, auditory, and kinesthetic/tactile, while simultaneously providing them with easy to access reference material. This could replace hours of re-reading textbook chapters to find information that was presented succinctly in the classroom. Also, by working within the VAKT framework, we are allowing them to work within their strengths while simultaneously building upon their areas of weakness.

Educating parents so the students can get support at home also serves to remove barriers to the dyslexic students' success. Since dyslexia is hereditary, parents of this special population frequently struggled in school, and many of these were never officially diagnosed with dyslexia nor did they ever receive appropriate remediation. Too often, we see parents that are disengaged because they do not feel prepared for the task of helping their children. By providing them with the training they need in a non-threatening atmosphere and the tools they need in an easy-to-use format, we are removing the barriers that keep schools and families from being true partners in education.

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

County-district number or vendor ID: 220907

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.

We are reaching out to surrounding charter schools and homeschool organizations and families. We have already identified a number of homeschooled students by assessing them with our full battery of tests. Through the experience of working with homeschool families, we have gained knowledge that there is a significant need for parent education, student treatment, and access to resources. This grant would also put us in a position to partner with the neighboring charter schools to assist them in meeting the needs of their families with dyslexic children.

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