## 2018–2019 Services to Students with Dyslexia

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

### Schedule #1—General Information

### Part 1: Applicant Information

| Organization name | County-District # | | Amendment # |
|---|---|---|---|
| Texas College Preparatory Academy | 221801 | | |
| **Vendor ID #** | **ESC Region #** | | |
| 75-2748762 | 11 | | |

| Mailing address | | City | State | ZIP Code |
|---|---|---|---|---|
| P.O. Box 292730 | | Lewisville | TX | 75029 |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Kalese | | Whitehurst | Chief of Staff |
| **Telephone #** | **Email address** | | **FAX #** |
| (972)316-3663 | kwhitehurst@responsiveed.com | | (972)315-9506 |

**Secondary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Suzan | | Brown | Director of Special Education |
| **Telephone #** | **Email address** | | **FAX #** |
| (972)316-3663 | sbrown@responsiveed.com | | (972)315-9506 |

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Kalese | | Whitehurst | Chief of Staff |
| **Telephone #** | **Email address** | | **FAX #** |
| (972)316-3663 | kwhitehurst@responsiveed.com | | (972)315-9506 |
| **Signature (blue ink preferred)** | | **Date signed** | |

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

**701-18-108-043**

## Schedule #1—General Information

| County-district number or vendor ID: 221801 | 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 | ☒ | ☒ |
| 2 | Required Attachments and Provisions and Assurances | ☒ | N/A |
| 3 | Certification of Shared Services | ☒ | ☐ |
| 4 | Request for Amendment | N/A | ☒ |
| 5 | Program Executive Summary | ☒ | ☐ |
| 6 | Program Budget Summary | ☒ | ☐ |
| 7 | Payroll Costs (6100) | *See important note for competitive grants | ☐ |
| 8 | Professional and Contracted Services (6200) | | ☐ |
| 9 | Supplies and Materials (6300) | | ☐ |
| 10 | Other Operating Costs (6400) | | ☐ |
| 11 | Capital Outlay (6600) | | ☐ |
| 12 | Demographics and Participants to Be Served with Grant Funds | ☒ | ☐ |
| 13 | Needs Assessment | ☒ | ☐ |
| 14 | Management Plan | ☒ | ☐ |
| 15 | Project Evaluation | ☒ | ☐ |
| 16 | Responses to Statutory Requirements | ☒ | ☐ |
| 17 | Responses to TEA Requirements | ☒ | ☐ |

**\*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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|---|---|
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## Schedule #2—Required Attachments and Provisions and Assurances

| County-district number or vendor ID: 221801 | 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 |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | 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: 221801 | 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: 221801 | Amendment # (for amendments only): |
|---|---|

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

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

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|---|---|---|---|---|
| **Fiscal Agent** | | | | |
| 1. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| **Member Districts** | | | | |
| 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: 221801 | | | Amendment # (for amendments only): | |
| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
| **Member Districts** | | | | |
| 9. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 10. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 11. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 12. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 13. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 14. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 15. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 16. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 17. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 18. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 19. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| 20. | County-District # | Name | Telephone number | Funding amount |
| | County-District Name | | Email address | |
| | | | **Grand total:** | |

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## Schedule #4—Request for Amendment

| County-district number or vendor ID: 221801 | 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

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

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

| County-district number or vendor ID: 221801 | 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: 221801 | 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.

Responsive Ed is applying for the *Services to Students with Dyslexia Grant* to help provide exceptional services for students with dyslexia, related disorders, and low readers within the RES district. RES has dyslexia programs at all elementary and middle school campuses across the state and provides dyslexia services at all campuses and grade levels. Additional funding will allow RES campuses state-wide to enhance our current dyslexia services by providing adequate classroom resources, integrated technology, dysgraphia resources, professional development, and support staff. Struggling readers will benefit by having more resources such as multi-sensory manipulatives to reinforce lessons, access to integrated technology, dysgraphia resources, and additional staff available to help students in the classroom. Educators will benefit with more opportunities for professional development in the area of dyslexia and related disorders and additional staff will help ensure referrals and services happen in a timely manner. These goals align with Responsive Ed's mission of educating the individual and to provide hope to students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.

We developed our budget by first researching our needs at 28 primary campuses within our RES district. The top five needs are; **classroom resources, integrated technology, dysgraphia resources, professional development, and support staff.** Based on these needs and the input from our current dyslexia department staff we estimated the costs of specific resources, as well as professional development opportunities and salary costs.

As open-enrollment charter schools, RES campuses are schools of choice for parents. Our model appeals to parents looking for another option for their struggling student. Often students enroll in at our campuses looking for solutions to diagnosed learning impairments such as dyslexia. Additional funds will allow the RES schools to better serve a growing number of struggling readers across the state.

The RES Dyslexia Department is comprised of a National Director of Special Education Services, a Dyslexia District Coordinator, a 504 District Coordinator, reading specialists at each elementary and middle school campus, and 504 coordinators trained in dyslexia services at the high school campuses. The District Dyslexia Coordinator and District 504 Coordinator work in conjunction to train staff on the identification and referral process for dyslexia and design the needs assessment process based on the Texas Dyslexia Handbook. They also ensure compliance standards are met at each campus by following the guidance set forth in the Texas Dyslexia Handbook.

Grant funding will allow RES to hire additional needed staff to help in all areas of grant management. The current Executive Director of Special Educational Services will oversee the hiring of new staff such as a project administrator, three regional coordinators to supervise south, north and central Texas campuses and contract for an evaluator to assist in the evaluating program at each campus.

Evaluation methods will utilize formal assessments such as the TOWRE (Test of Word Reading Efficiency) and the GORT 5 (Gray Oral Reading Test, 5th edition), and MTA (Multi-Sensory Teaching Approach) kit level mastery checks. Other methods of evaluation will include documented daily use of integrated technology, classroom, and dysgraphia resources purchased with grand funding. Records of teacher training along with certificates of completion will be used to monitor professional development.

**Statutory Requirement #1** - The RES Dyslexia Program provides an Orton-Gillingham method, and scientifically - based instruction that covers the following areas: *phonemic awareness, phonics, language structure that includes; morphology, semantics, syntax, pragmatics, linguistics, and process oriented strategies.* Instruction is intensive, highly concentrated, meaning-based, and simultaneous multisensory in delivery. Students will incorporate technology by accessing reading and spelling apps available through Chromebooks and that reinforce lessons.

**Statutory Requirement #2** - GORT 5 (Gray Oral Reading Test) scores will be recorded at both the beginning as a baseline and end of the program for each student. TOWRE (Test of Word Reading Efficiency) scores will be recorded and tracked bi-annually. MTA kit level mastery checks will be recorded tracked as students' progress through the program. Students' success in the classroom as well as on MAAP benchmarks and STAAR exams will be other empirical data to track the program's success.

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**Statutory Requirement #3** - Responsive Ed provides annual parent seminars to educate parents in the identification and referral process of dyslexia and related disorders. Additional funding will allow RES to provide parent seminars at a variety of locations across the state, educating parents about dyslexia and the work taking place with their children by demonstrating dyslexia simulations, hands-on activities and provide information on daily dyslexia lessons. Additional funding will allow for more campuses to implement popular parent and community participation programs such as *Tales to Tails* and *Read with Me!* that encourage students to read with family members or therapy dogs.

**Statutory Requirement 4:** Additional funding will allow campuses state-wide to contract for bi-lingual diagnosticians to assist with ELL referrals for dyslexia evaluations. Critical data from assessments such as the Woodcock Munoz or Baterillia III can help campuses determine language vs dyslexia issues with students. More students will receive the most appropriate services when data is more comprehensive.

Grant funding will allow for unique and innovative approaches to help dyslexia students reach their reading goals. *Tales to Tails* a National Reading Program pairs struggling readers with therapy dogs. Therapy dogs "volunteer" as listeners while students read aloud to them. For dyslexia students who often are reluctant to read aloud, it provides a safe environment for them to practice oral reading skills. Other campus level reading programs will help encourage reading for dyslexia students as well as all students on the campus. *Read With Me!* is a district level developed reading program that encourages students to read with family members such as parents, siblings, or grandparents, neighbors, or peers for 20 minutes each day. Encouraging reading in the early years from K-3 will help make lifelong readers across the state.

Additional funding will also allow Responsive Ed to contract for additional student services with private and community-based providers to help provide additional tutoring and teacher professional development. Researched based tutoring programs will translate into success in the classroom. Third-party tutoring services will be selected via competitive bid and selection criteria that discerns programs that have proven track records of success with dyslexic students.

In conclusion, Responsive Ed is committed to reaching our goal of providing excellent support services for students with dyslexia and related disorders. Grant funding will help campuses meet the district mission of educating the individual and to provide hope to students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners. As success is achieved, Responsive Ed will continue their support of excellent support services for students with dyslexia.

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## Schedule #6—Program Budget Summary

| County-district number or vendor ID: 221801 | | | | Amendment # (for amendments only): | |
|---|---|---|---|---|---|

Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85th Texas Legislature, 2017

| Grant period: May 1, 2018, to August 31, 2019 | | | | Fund code/shared services arrangement code: 429/459 | |
|---|---|---|---|---|---|

**Budget Summary**

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $419,000 | $91,000 | $510,000 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $132,000 | | $132,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $ | $ | $0 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $12,000 | $ | $12,0000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | $105,824 | $ | $105,824 |
| | Total direct costs: | | $668,824 | $91,000 | |
| | 2.14% indirect costs (see note): | | N/A | $1,947 | $1,947 |
| Grand total of budgeted costs (add all entries in each column): | | | **$668,824** | **$92,947** | **$761,771** |

**Shared Services Arrangement**

| 6493 | Payments to member districts of shared services arrangements | $ | $ | $ |
|---|---|---|---|---|

**Administrative Cost Calculation**

| Enter the total grant amount requested: | $761,771 |
|---|---|
| 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: | $114,265 |

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: 221801 | | 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 | | | $ |
| 2 | Educational aide | | | $ |
| 3 | Tutor | | | $ |
| **Program Management and Administration** | | | | |
| 4 | Project director/administrator | 1 | .25 | $100,000 |
| 5 | Project coordinator | 3 | | $150,000 |
| 6 | Teacher facilitator | | | $ |
| 7 | Teacher supervisor | | | $ |
| 8 | Secretary/administrative assistant | 1 | | $28,000 |
| 9 | Data entry clerk | | | $ |
| 10 | Grant accountant/bookkeeper | 1 | | $40,000 |
| 11 | Evaluator/evaluation specialist | 1 | | $65,000 |
| **Auxiliary** | | | | |
| 12 | Counselor | | | $ |
| 13 | Social worker | | | $ |
| 14 | Community liaison/parent coordinator | | | $ |
| **Other Employee Positions** | | | | |
| 15 | Title | | | $ |
| 16 | Title | | | $ |
| 17 | Title | | | $ |
| 18 | | Subtotal employee costs: | | $383,000 |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | |
| 19 | 6112 | Substitute pay | | $ |
| 20 | 6119 | Professional staff extra-duty pay | | $28,000 |
| 21 | 6121 | Support staff extra-duty pay | | $ |
| 22 | 6140 | Employee benefits | | $127,000 |
| 23 | 61XX | Tuition remission (IHEs only) | | $ |
| 24 | | Subtotal substitute, extra-duty, benefits costs | | $155,000 |
| 25 | **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | | **$538,000** |

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: 221801 | Amendment # (for amendments only): |
|---|---|

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

### Professional and Contracted Services Requiring Specific Approval

| | Expense Item Description | Grant Amount Budgeted |
|---|---|---|
| 6269 | Rental or lease of buildings, space in buildings, or land | |
| | Specify purpose: | $ |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | $ |

### Professional and Contracted Services

| # | Description of Service and Purpose | Grant Amount Budgeted |
|---|---|---|
| 1 | Supplemental tutoring/continuity of services | $75,000 |
| 2 | Bi-lingual diagnosticians | $17,000 |
| 3 | Professional development/Texas Dyslexia Identification Academy training | $40,000 |
| 4 | | $ |
| 5 | | $ |
| 6 | | $ |
| 7 | | $ |
| 8 | | $ |
| 9 | | $ |
| 10 | | $ |
| 11 | | $ |
| 12 | | $ |
| 13 | | $ |
| 14 | | $ |
| b. | Subtotal of professional and contracted services: | $132,000 |
| c. | Remaining 6200—Professional and contracted services that do not require specific approval: | |
| | (Sum of lines a, b, and c) Grand total | $132,000 |

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: 221801 | 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: | $12,000 |
| | Grand total: | $12,000 |

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: 221801 | Amendment number (for amendments only): | |
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | $ |
| | Subtotal other operating costs requiring specific approval: | $ |
| | Remaining 6400—Other operating costs that do not require specific approval: | $ |
| | **Grand total:** | **$0** |

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)

| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|---|---|---|---|
| County-District Number or Vendor ID: 221801 | | | Amendment number (for amendments only): | |
| **6669—Library Books and Media (capitalized and controlled by library)** | | | | |
| 1 | | N/A | N/A | $ |
| **66XX—Computing Devices, capitalized** | | | | |
| 2 | Chromebooks (5 per campus) | 140 | $200 | $28,000 |
| 3 | | | $ | $ |
| 4 | | | $ | $ |
| 5 | | | $ | $ |
| 6 | | | $ | $ |
| 7 | | | $ | $ |
| 8 | | | $ | $ |
| 9 | | | $ | $ |
| 10 | | | $ | $ |
| 11 | | | $ | $ |
| **66XX—Software, capitalized** | | | | |
| 12 | Text-to-Speech Software (TTS) | 28 | $42 | $1,176 |
| 13 | Speech-to-Text Software (STT) | 28 | $120 | $3,360 |
| 14 | Reading and spelling apps | 28 | $100 | $2,800 |
| 15 | | | $ | $ |
| 16 | | | $ | $ |
| 17 | | | $ | $ |
| 18 | | | $ | $ |
| **66XX—Equipment or furniture** | | | | |
| 19 | Smart Boards | 14 | $3,500 | $49,000 |
| 20 | Dysgraphia and Handwriting Resources | 28 | $766 | $21,488 |
| 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: | $105,824 |

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: 221801 | 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 | 0 |
| K | 144 | 30 | 5/1 |
| 1st | 196 | 30 | 7/1 |
| 2nd | 209 | 30 | 7/1 |
| 3rd | 226 | 30 | 8/1 |
| COMMENTS | Numbers include students currently served in the RES Dyslexia program as well as students currently in Tier 2 of RtI for reading intervention and possible future dyslexia evaluation. | | |

**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 | 8:00 am – 3:45 pm | |
| Number of days in school year | 180 | 180 days or 75,600 minutes |
| Minutes of instruction per school year | 1,080 minutes | RES Dyslexia Program is taught 4 days per week for 30-45 minutes per day. |

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Need

| Schedule #13—Needs Assessment | |
|---|---|
| County-district number or vendor ID: 221801 | 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.

To assess the needs of the dyslexia program all dyslexia teachers at 28 elementary level campuses were surveyed and asked to provide input on their top 5 needs for dyslexia students at their campus. Teachers listed specific needs that would enhance students' engagement with dyslexia lessons to helping them better serve more students. Specific needs included, but were not limited to; *class sets of graphic novels, Handwriting Without Tears curriculum dysgraphia resources, comprehension resources, key word and sound cards, reading cubes- word family, or blends, funds for memberships to specific web sites for typing (dysgraphia), earbuds for chrome books, Chrome notebooks, novels or lower sets of grade level books, games geared toward spelling; printer for just dyslexia, board games geared toward dyslexia, training teachers, laminating pouches for teacher made games, decodable books, variety of leveled books for students, handwriting books, LLI Kits for guided reading, variety of books for guided reading across the levels, phonics activities, Reading Horizon memberships, additional trained aides, set of colored overlays, readers/books for kit levels 1-2, Smart Boards.*

Priority was given to needs that would most directly affect student success with reading. (1) Student resources were at the top of the list at all campuses, followed by (2) integrated technology, (3) dysgraphia resources, (4) staff development, and finally (5) support staff. While all areas will improve learning across our campuses, the first three needs are prioritized as top three because they are student based needs and can be implemented quickly to have a big impact on learning. While professional development and support staff are important to the success of our dyslexia program, they take longer to complete and implement.

All 28 elementary campuses will directly benefit from grant funding. Dyslexia services or needs do not change from campus to campus. Students at Founders Classical Academies in suburban areas need excellent dyslexia services as well as Vista and Classical Academies in urban or rural areas. Support services will be consistent through RES campuses across the state.

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| | Schedule #13—Needs Assessment (cont.) | |
|---|---|---|

County-district number or vendor ID: 221801 | 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. | **Classroom Student Resources** - classroom sets of leveled books and multi-sensory manipulative to help reinforce lessons. | Funds will allow the purchase of needed classroom resources. Resources may include but not limited to; *guided reading leveled books, graphic novels, manipulatives such as letter tiles and multi-sensory items such as sand trays, clay, reading cubes, sight word cards, key word and sounds cards, etc.* |
| 2. | **Intergraded Technology** - devices such as Ipads, and Chromebooks to allow for the use of specific reading apps listed within our District Dyslexia Integrated Technology Plan. | Funds will purchase devices such as Ipad and or Chromebooks. These devices would give students better access to the following technologies: Text-to-Speech (TTS) software made available through devices may include but not limited to; *NaturalReader, WordTalk, iSpeech.* Speech-to-Text (STT) software made available through devices may include but not limited to; *eSpeaking, Speech Recognition in Window XP.* Organizational and teaching Apps made available through devices may include but not limited to; *Google Mobile, Sound Literacy, ABC Spelling Magic, Fy Words, Read to Kids, StoryKit, Cursive Writing, Interactive Alphabet, Dragon Dictation, Dragon Search, iSpyPhonics, Sound Beginnings, Learning Ally, Reading Horizons, and Spelling City.* |
| 3. | **Dysgraphia and Handwriting Resources** - under Definitions and Characteristics of Dyslexia Texas Education Code (TEC) 38.003 dysgraphia is a "related disorder". Campuses need resources to provide specific interventions in the area of handwriting outside of their ELA curriculum. | Funds will allow the purchase of a multi-sensory handwriting program for all campuses to address related disorders such as dysgraphia. Curriculum may include but not limited to; *Handwriting without Tears, First Strokes, Horizons Penmanship.* |
| 4. | **Staff Development** – Training for campus dyslexia staff as well as for all classroom teachers in the area of the identification and referral process for dyslexia, classroom interventions, and accommodations. | Funds will allow the campuses to train staff to help in the identification and referral process of dyslexia and other related disorders. Training may include but not limited to; *TEA Texas Dyslexia Identification Academy modules 1-5, dyslexia workshops provided by local ESCs, assessment workshops provided by ProEd, outside webinars & workshops related to new research in the field of dyslexia.* |
| 5. | **Support Staff** – With growing dyslexia referrals and students entering our district dyslexia program campuses need more support staff to assist in all areas with low readers. | Funds will allow for campuses to hire and retain additional staff that could assist with RtI interventions, progress monitoring, and classroom accommodations such as oral testing, along with the continued implementation of the District Dyslexia Program. |

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| | | |
|---|---|---|
| **Schedule #14—Management Plan** |

| | |
|---|---|
| County-district number or vendor ID: 221801 | 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. | District Dyslexia Coordinator (.25 FTE Current Staff) | Bachelor's degree in education, public policy, communications, or related field. 10+ years' experience teaching in the classroom and or at the administration level. At least 5 years' experience working with dyslexia students and program development. Experience supervising staff. Knowledgeable in Section 504, Special Education and identification and referral processes. |
| 2. | Project Manager | Bachelor's degree in education, public policy, communications, or related field. 3-5 years' experience in successful grant proposal writing and grant management. At least 2 years of experience supervising staff. Highly effective communication skills. |
| 3. | Regional Instruction Coaches (3) | Bachelor's degree in education or related field. 5-10 years' experience as a reading or dyslexia specialist, and Certified Academic Language Therapist (CALT). 3-5 years' experience working in public or open enrollment charter schools. Knowledgeable in Section 504, Special Education and identification and referral process for dyslexia students in the state of Texas. Highly effective communication skills, including writing, speaking, and presenting skills |
| 4. | Bi-Lingual Diagnostician | Master's degree in education, certified teacher, certified diagnostician. |
| 5. | Project Evaluator | Bachelor's degree in education, public policy, communications, or related field. 3-5 years' experience in grant management. 2 years of experience supervising staff. Highly effective communication skills, including writing, speaking, and presenting skills. Knowledge in scientific process and research protocols with a focus in education. |

**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. | Provide essential classroom resources | 1. | Order specific budgeted items | 5/1/18 | 7/6/18 |
| | | 2. | Inventory and label items as received | 7/9/18 | 8/31/18 |
| | | 3. | Distribute items to campuses | 9/4/18 | 9/28/18 |
| | | 4. | Track success of resources in the classroom | 10/1/18 | 8/31/19 |
| 2. | Provide Integrated Technology | 1. | Order specific budgeted items | 5/1/18 | 7/6/18 |
| | | 2. | Inventory and label items as received | 7/9/18 | 8/31/18 |
| | | 3. | Install and distribute items at campuses | 9/4/18 | 9/28/18 |
| | | 4. | Track success of resources in the classroom | 10/1/18 | 8/31/19 |
| 3. | Provide dysgraphia resources | 1. | Order specific budgeted items | 5/1/18 | 7/6/18 |
| | | 2. | Inventory and label items as received | 7/9/18 | 8/31/18 |
| | | 3. | Distribute items to campuses | 9/4/18 | 9/28/18 |
| | | 4. | Track success of resources in the classroom | 10/1/18 | 8/31/19 |
| 4. | Staff Development | 1. | Develop guidelines for professional development | 5/1/18 | 5/31/18 |
| | | 2. | Release guidelines to RES Dyslexia Staff | 6/1/18 | 8/31/19 |
| | | 3. | Teachers complete professional development | 6/1/18 | 8/31/19 |
| | | 4. | Track success of professional development | 6/1/18 | 8/31/19 |
| 5. | Hire Support Staff | 1. | Post job description and available positions | 5/1/18 | 8/3/18 |
| | | 2. | Interview and select candidates | 5/2/18 | 8/3/18 |
| | | 3. | Support staff starts | 6/1/18 | 8/3/18 |
| | | 4. | Evaluate success of additional staff | 8/3/18 | 8/31/19 |

**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.**

| | |
|---|---|
| **For TEA Use Only** |
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| Schedule #14—Management Plan (cont.) | |
|---|---|
| County-district number or vendor ID: 221801 | 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.

To ensure continuous improvement, at the beginning of the year students are given a standardized pre-test; at the end of the year the same students are given a standardized post-test. Results are used to determine program strengths and weaknesses, and act as a needs assessment for the following year.

In June, following the close of the school year, district personnel complete reports using pre-assessment and post-assessment data to analyze areas of strength and weakness. These areas include both individual student progress and progress by district and individual campus.

These report documents, as well as plans for attaining new goals and objectives, are shared with all stakeholders following the close of the school year. These stakeholders, including administrative staff, teachers, students, parents, and members of the community, provide feedback to all concerned with continuous improvement.

**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.

Responsive Education Solutions has been expanding dyslexia services in its elementary schools for the past four years. The proposed grant will provide the personnel, equipment and other tools that will allow us to expedite taking our dyslexia program to a level of excellence. We are committed to expanding dyslexia services throughout our school system and with the grant resources, we will be able to move forward in what will otherwise be a more gradual build out of our program. The staff positions identified in the grant were selected with sustainability in mind. Based on the successful outcomes of our current program, we anticipate that there will be a strong positive student performance benefit from the grant activities and Responsive Education Solutions has consistently maintained its commitment to programs that are proven to positively impact student outcomes.

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| | Schedule #15—Project Evaluation | | |
|---|---|---|---|
| County-district number or vendor ID: 221801 | | 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. | Phase 1 - Quantitative | 1. | Establish longitudinal database for RES students receiving services |
| | | 2. | Analyze student performance and other data |
| | | 3. | Establish baseline performance for dyslexia students |
| 2. | Phase 2a - Quantitative | 1. | Disaggregate and analyze data by demographics |
| | | 2. | Disaggregate and analyze data by age |
| | | 3. | Disaggregate, analyze data by stage of participation in dyslexia program |
| 3. | Phase 2b – Quantitative | 1. | Inclusion of subsequent performance performance measures in database |
| | | 2. | Compare/analyze outcomes of program participants |
| | | 3. | |
| 4. | Phase 3 - Qualitative | 1. | Site visits/observations |
| | | 2. | Teacher feedback |
| | | 3. | Dyslexia Coordinator interview |
| 5. | | 1. | |
| | | 2. | |
| | | 3. | |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The initial district data will be extracted for analysis and then, a longitudinal data file will be constructed at the student level that includes student demographic variables, six-week averages in all courses that are linked to teachers and campuses and various benchmark assessment results. Descriptive measures of each of the data elements will be calculated to ensure there are no erroneous entries and to verify data integrity. Initially, student-level data will be obtained from campuses for all schools.

The contracted evaluator for the grant will receive support from ESC 10, which currently assists the RES dyslexia program, to ensure a quality independent evaluation of impacts on students at the 28 schools receiving additional support through the grant. The evaluation will assess grant activities within those schools through a quasi-experimental design study or randomized, controlled trial. Students with dyslexia (study cohort) will be tracked and a comparison cohort will also be followed.

The evaluation will be implemented in two quantitative phases, and one qualitative phase. Phase one will focus on establishing a longitudinal database and analyzing data necessary to support the project. Phase two will focus on implementing the campus, teacher, and student-level components of the study. Data relating to participating student performance characteristics will be examined. Phase three will feature onsite visits, engagement/feedback of teachers and the dyslexia coordinator at each campus and observation of the grant funded activities in the classroom. Relevant data and results will be reported and shared with campuses in a meaningful, easy-to-use, format with the intent to inform and drive daily instruction, staff development, and organizational improvement.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 221801 | Amendment # (for amendments only): |

**Statutory Requirement 1:** Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RES Dyslexia Program incorporates MTA (Multi-Sensory Teaching Approach) an Orton-Gillingham, evidence and researched based dyslexia program.  Students will incorporate technology through reading and spelling apps available via Chromebooks and resources identified by the *ESC 10 Technology Integrated for Students with Dyslexia Plan.* Examples: *Text-to-Speech (TTS) software made available through devices may include but not limited to; NaturalReader, WordTalk, iSpeech. Speech-to-Text (STT) software made available through devices may include but not limited to; eSpeaking, Speech Recognition in Window XP. Organizational and teaching Apps made available through devices may include but not limited to; Google Mobile, Sound Literacy, ABC Spelling Magic, Fy Words, Read to Kids, StoryKit, Cursive Writing, Interactive Alphabet, Sound Beginnings, Learning Ally, Reading Horizons, and Spelling City,*

In order to encourage multi-sensory teaching across the campuses and in all classrooms, the grant funding will allow for the purchase of 14 Smart Boards that will be available to classroom teachers. Teachers will complete an application to be awarded a Smart Board.Interactive Smart Boards can engage dyslexia students by offering instruction to be presented in various mediums.

- **Multiple means of engagement** – IWBs are highly engaging for students and assist in **sustaining interest and focus**, which is especially helpful for students with ADHD.
- **Multiple means of representation** – IWBs provide educators with the ability to present information in a variety of linguistic and non-linguistic formats, e.g. graphics, audio, video clips, text, etc.; and
- **Multiple means of action and expression** – IWBs provide students with options to **demonstrate their understanding** of concepts and options to **interact with and manipulate** learning materials.

**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.

**SCREENING:** Excellent progress monitoring for dyslexia students will begin with universal screenings in grades K-3 using assessment instruments such as TPRI, DIBELS, and MAAP testing. Results will give the campus RtI committee clear data on which students will benefit from targeted reading interventions in Tier 2.

**EVALUATION:** Students who do not make adequate progress during documented interventions, will be considered for a dyslexia evaluation if they demonstrate the following:
- ✓ Poor performance in one or more areas of reading and spelling that is unexpected for student's age/grade.
- ✓ Characteristics and risk factors of dyslexia indicated in Chapter I: Definitions and Characteristics of The Texas Dyslexia Handbook, Revised 2014.

Baseline data during the referral process in collect through both formal and informal data, including but not limited to;

| | | |
|---|---|---|
| ➢ Non-sense word screening | ➢ Spelling samples | ➢ Writing samples |
| ➢ CTOPP 2 | ➢ GORT 5 | ➢ TOWRE |
| ➢ MTA Baseline Assessment | ➢ Woodcock Johnson III (SpEd evaluations) | ➢ Woodcock Munoz (ELL students |

**PROGRESS MONITORING:** GORT 5 (Gray Oral Reading Test) scores will be recorded at both the beginning as a baseline and end of the program for each student. TOWRE (Test of Word Reading Efficiency scores will be recorded and tracked bi-annually. MTA kit level mastery checks will be recorded tracked as students' progress through the program. Students' success in the classroom as well as on MAAP benchmarks and STAAR exams will be other empirical data to track the program's success. The Grant Project Manager will develop additional areas of monitoring as needed for specific skills.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 221801 | 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.

Responsive Ed provides annual parent seminars to help educate parents in the identification and referral process of dyslexia and related disorders. Additional funding will allow RES to provide parent seminars at a variety of locations across the state and develop parent support by demonstrating dyslexia simulations, hands-on activities; provide info on daily dyslexia lessons. Parents are educated on how to best support their dyslexia student on homework activities and reading assignments, as well as support their dyslexia student through graduation and beyond.

Additional staff will allow for improved communication with parents and the community. Additional resources will also allow dyslexia teachers to work with parent volunteers to implement classroom and or campus wide reading programs such as *Tales to Tails, Read With Me!, Accelerated Reader, Scholastic Book Fairs*, or other reading incentive programs

**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.

Additional funding will allow campuses state-wide to contract bi-lingual diagnosticians to assist with ELL referrals for dyslexia evaluations. Critical data from assessments such as the *Woodcock Munoz* or *Baterillia III* can help campuses determine language vs dyslexia issues with students. More students will receive the most appropriate services when data is more comprehensive.

Contracting bi-lingual diagnosticians in various regions in Texas will allow for these assessments to be scheduled faster and bring results to the 504 Committee or ARD Committee. In addition to faster results, struggling students receive the best possible support services in the **Least Restrictive Enviroment.**

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| Schedule #17—Responses to TEA Program Requirements | |
|---|---|
| County-district number or vendor ID: 221801 | 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.

Grant funding will allow for unique and innovative approaches to help dyslexia students reach their reading goals. *Tales to Tails* a National Reading Program pairs struggling readers with therapy dogs. Therapy dogs "volunteer "as listeners while students read aloud to them. For dyslexia students who often are reluctant to read aloud, it provides a safe environment for them to practice oral reading skills. Other campus level reading incentive programs will help encourage reading for dyslexia students as well as all students on the campus. *Read With Me!* is a district level developed reading incentive program that encourages students to read with family members such as parents, siblings, or grandparents, neighbors, or peers for 20 minutes each day. Encouraging reading in the early years from K-3 will help make lifelong readers at every campus. Funding will help provide necessary supplies to help implement these campus-wide reading incentive programs at more campuses across the state.

Once students leave their dyslexia instructional class, they need continued support in the general education classroom through Section 504 accommodators or IEPs. Good educators can assist dyslexia students by delivering instruction in a variety of methods. The purchase of Smart Boards will allow for classroom teachers to have the opportunity to use technology to help dyslexia students in their classroom while engaging all students in multi-sensory lessons. Smart Boards can remove the barrier of text-only instruction and help present data in various mediums. Educators will have the ability to present information in a variety of linguistic and non-linguistic formats, e.g. graphics, audio, video clips, text, etc.

Requirements would include; classroom teachers must (1) have currently identified dyslexia students in classes, (2) teach a core subject in grades K-3, (3) complete application that will be reviewed by Grant Project Manager. Grant Project Manager would set all qualifications and restrictions in the application for Smart Boards.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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| County-district number or vendor ID: 221801 | 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.

While partnering with private and community base providers is not planned for this grant cycle, Responsive Education Solutions supports this approach and will work during the grant period to build relationships with others serving dyslexic students in our communities.  This will provide a foundation for future collaboration and possibly allow for future shared service arrangments.

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