

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

2018–2019 Services to Students with Dyslexia				
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	May 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR - 8 PM 4:46 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, March 8, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Northwest ISD		061911		
Vendor ID #		ESC Region #		
Mailing address			City	State ZIP Code
P.O. Box 77070			Fort Worth	TX 76177-0070
Primary Contact				
First name	M.I.	Last name	Title	
Jennifer	N	Alexander	Executive Director of Student Services	
Telephone #		Email address		FAX #
817-215-0033		jalexander@nisdtx.org		817-215-0011
Secondary Contact				
First name	M.I.	Last name	Title	
Melissa		DeSimone	Director of Research and Accountability	
Telephone #		Email address		FAX #
817-215-0057		mdesimone@nisdtx.org		817-215-0910
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

Telephone #

Email address

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

MARK Jennifer Alexander - Executive Director of Student Services
 817-215-0095
 mvechione@nisdtx.org
 jalexander@nisdtx.org
 3-8-18
 3-8-18
 Executive Director of Purchasing and Contract Management

Schedule #1—General Information

County-district number or vendor ID: 061911

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	*See important note for competitive grants	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

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: 061-911

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.	061-911	Mark Vechione	817-215-0095	\$955,753
	Northwest ISD		mvechione@nisdtx.org	
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:			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:				955,753

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Schedule #4—Request for Amendment

County-district number or vendor ID: 061-911

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 061911

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: 061-911

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.

In February 2017, John Hopkins School of Education released an article titled the *Adolescent Crisis in America*. While this has been a concern and focus some time, the urgency has become a priority for the nation. In *Adolescent Crisis in America*, it is recognized that despite the intentional focus on early literacy, many adolescents still struggle with very poor literacy skills. The stats in the article contend that 66% of all eighth grade students, 85% of Black students, and 79% of Hispanic students failed to perform proficiently in reading on a national assessment (<http://edpolicy.education.jhu.edu/the-adolescent-literacy-crisis-in-america/>). While literacy remains a crisis in America, Texas has taken much criticism in the past three years in both the federal and state education climates. Texas has taken many steps to increase the screening and identification processes for identifying dyslexia and has made continuous improvements to the dyslexia handbook; however, districts are still accused of under identifying and under serving the dyslexia population. Texas has been committed to early literacy and in the state strategic plan by developing a focus on building the foundations of early literacy. However, many districts may recognize the need for a multi-sensory approach with embedded technology, the expense of the development of strong programs is often beyond the scope of the district's financial resources. The opportunity to apply for one of the 10 grants available for districts will provide the opportunity for model programs and training for the state to be developed.

Over the past few months Northwest ISD has been developing a more robust Response To Intervention program, a new PBIS program, and changed to a new system of documentation in eStar to have the opportunity to stream line all student service data. Unfortunately, NISD has also had several complaints filed with regard to the dyslexia service model and intervention program utilized in the district. Additionally the district has experienced about a 1% increase in dyslexia identification over the last two years and has completed program evaluation of the dyslexia evaluation and intervention program.

It would be the intent of the district to build a model dyslexia program to incorporate the components required for a successful intervention program to include skilled professionals, high quality staff development that are CALT certified, parent engagement, technology integration, sensory classrooms, parent engagement, cognitive training, and an experience that will provide a progressive 21st learning experience.

Upon being awarded the grant, NISD will implement a timeline and presentation for DEIC, board members, and community stakeholders. A committee of parents and educators will work together to develop a parent engagement PD framework to educate parents and students about dyslexia. There will be face to face and online opportunities specifically designed to meet the individualized needs of the audience.

It will be important to hire a coordinator who can facilitate and begin to develop the explicit needs of the redesigned dyslexia program. NISD will consult with a multi-sensory environment representative for an instructional sensory design that is IPAD controlled and will develop a timeline with technology and maintenance to have the rooms prepared for students and instruction by the August 24, 2018. Next, the staff will be recruited and hired in order to begin training in the Scottish Rite Take Flight program. It is the district's desire to develop highly skilled intervention specialists who are also CALT certified

The plan will provide the following:

- A redesign of the dyslexia classrooms to be high tech multisensory
- Increased teacher support for small group intervention
- Teachers trained to be highly skilled intervention specialists and CALT certified through Scottish Rite
- Training in instruction and supplements such as Take Flight, Lexia, Esperanza, Language!
- Assessment personnel for thorough dyslexia evaluation practices to include working memory
- Training with the screening process for K-1
- Parent Engagement PD and collaboration for supporting dyslexia between home and school
- Develop program exit criteria and progress monitoring for student progress
- Update procedures for notification of dyslexia program progress

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Upon entrance into dyslexia intervention and RTI, the teacher will develop a Personal Learning Plan to identify the targets for the student. The Personal Learning Plans will be shared and developed in collaboration with the teacher and parents. If a student is in special education, the IEP will include goals and objectives to address dyslexia. The timelines for progress monitoring are as follows:

Student Monitoring Procedures

Daily Formative Assessment

Take Flight- This necessitates the use of daily formative data to assess student achievement in order to progress in the curriculum.

Literacy Dyslexia Interventionists use mastery checklists to monitor reading and spelling development.

Lexia - This necessitates daily formatives

Six-Week Progress Reporting

Six Weeks Data will be reviewed with RTI committee to address progress

Parents are provided with a progress report indicating the student's growth in areas being addressed on the PLP by the dyslexia program every Six weeks.

Parents are provided with a progress report indicating the student's growth in areas being addressed on the IEP by the dyslexia program every Six weeks.

Annual Progress Reporting

Students will be assessed annually with the GORT (Gray Oral Reading Test-Fifth Edition) to monitor progress in the program.

The dyslexia program design will continue to meet the required critical evidenced based components of instruction of phonological awareness, sound symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency.

The dyslexia program design will continue to meet the required methods of delivery of instruction to be simultaneous, systematic and cumulative, explicit, diagnostic teaching to automaticity, synthetic, and analytic
(<https://www.region10.org/r10website/assets/File/DHBwithtabs10214.pdf>)

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 061991			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 th Texas Legislature, 2017					
Grant period: May 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 429/459		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$644,00	\$	\$644,00
Schedule #8	Professional and Contracted Services (6200)	6200	\$8000	\$	8,000
Schedule #9	Supplies and Materials (6300)	6300	\$120,000	\$	\$120,000
Schedule #10	Other Operating Costs (6400)	6400	\$8540	\$	\$8540
Schedule #11	Capital Outlay (6600)	6600	\$50550	\$	\$50550
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$831,090
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$831,090
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$124,663
This is the maximum amount allowable for administrative costs, including indirect costs:					

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

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

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

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 061911			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		7		441,000
2	Educational aide				\$
3	Tutor				
Program Management and Administration					
4	Project director/administrator				\$
5	Project coordinator		1		\$73,000
6	Teacher facilitator				\$
7	Teacher supervisor				\$
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist		2		\$130,000
Auxiliary					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator				
Other Employee Positions					
15	Title				\$
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$644,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			\$
20	6119	Professional staff extra-duty pay			\$
21	6121	Support staff extra-duty pay			\$
22	6140	Employee benefits			\$
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				644,000

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: 061911		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Multi-Sensory Environment -Consult for Classroom Design and IPAD Control	\$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.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 061911		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:	\$120,000
Grand total:		\$120,000

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

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 06911		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:	\$8540
Grand total:		\$8540

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: 061911		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	C-Penn Reader	100	250	2500
3				
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Reading Buddy Software	100	80	8000
13				
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Lumiglo Wall	18	1700	30,600
20	Shelf Sound System	18	200	3,600
21	Wifi Rainbow Projector	18	725	13,050
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:				\$50,550

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:

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

County-district number or vendor ID:

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	320	11	20:1
K	1622	18	22:1 or 3:1
1 st	1621	18	22:1 or 3:1
2 nd	100	18	5:1
3 rd	100	18	5:1
COMMENTS	The district will use the screeners will all PK-1 students. Instruction be 22:1 in general education classes and 3:1 in K-1 intervention classes and 5:1 in 2 nd and 3 rd . The district has approximately 4% of the student enrollment identified with dyslexia. The redesign of the program will target early identification and intervention to increase reading success.		

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	Elementary 7:40-3:00	Intervention Specialist will provide daily intervention for times of either 30 minutes per session or 45 minutes per session dependent on the individualized plan for the student.
Number of days in school year	173	
Minutes of instruction per school year	75,280	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 061911

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.

- Traditionally, the majority of dyslexia students have been identified and served through a pull-out program at the elementary level. This instructions is generally done by the campus intervention teacher, who receives annual training on reading instruction and monitors the progress of the students. Secondary campuses also offer a course for increased intervention, although most students receive services through accommodations from their classroom teachers as part of their individual 504 plan.
- **Pull Out Models:**
 - **The Integrated Curriculum recommendations are as follows:**
 - Rite Flight and SIPPS
 - The lessons were written for 30-45 minutes, but most choose to do 30 minutes four days a week.
 - Recommend no more than five to a group.
 - **The Take Flight (Clara Love Elementary and Hughes Elementary) recommendations are as follows:**
 - The lessons are written for 45 minutes five days a week or one hour four days a week.
 - The Scottish Rite Hospital recommends no more than 6 per group. Most of NISD groups are 2-3 because of scheduling.

Dyslexia Students being served through pull-out services by an interventionist are as follows:

Level	Number of Students
Elementary	322
Middle School	6
High School	0

- **Strengths**
 - Time intervals and schedules of services vary to meet student needs
 - Up to date teacher training to provide the best instruction available
- **Opportunities**
 - Additional information regarding the Integrated Curriculum Model vs The Take Flight Model of instruction is needed to bring consistency to the program
 - Secondary interventions may be needed to address needs of the students

Question 1:

What are the instructional support strategies for students with dyslexia currently in place?

- **Elementary Pull-Out Instruction:**
 - The majority of students have been instructed using the Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for the past 3 years.

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County-district number or vendor ID: 061911		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.	7 Additional Intervention Specialist to provide 2 to Each Elementary Campus	Currently the ratio on the campus requires 800:1 to provide a second intervention specialist. This position provides tier 2 and 3 intervention to students, oversees LPACs at the campus, and provides all dyslexia intervention. There are areas of support not being met and the additional positions would allow for one position to support only dyslexia
2.	1 Dyslexia Coordinator	Currently the district does not have a coordinator designated for dyslexia services. This would be an asset to have the specialized oversight to develop and support the requirements of a highly individualized specialized program.
3.	Specialized Evaluators	Currently the district only has one primary evaluation facilitator and has trained the intervention specialists to evaluate as well (which takes away from instruction). Due to the changes in TEA special education and discussions of dyslexia revision, the district would like to hire 4 highly specialized diagnosticians who are able to follow a more in depth assessment process including working memory for students being evaluated for dyslexia, thus developing more individualized instructional accommodation and program instructional recommendations.
4.		
5.		

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Schedule #14—Management Plan				
County-district number or vendor ID: 061911		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.	Intervention Specialists	Certified Teachers will be provided the training to become CALT certified.		
2.	Dyslexia Coordinator	Master Degree, Certified Teacher, Reading Specialist, and CALT Certified		
3.	Evaluation Personnel	Certified Educational Diagnosticians		
4.				
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.	CALT Certified Intervention Specialists	1. Teachers recruited and hired	05/01/2018	07/01/2018
		2. Enrolled in summer Scottish Rite Training	05/01/2018	08/31/2019
		3. Certified CALT	07/01/2018	08/31/2020
		4.		
2.	Sensory Designed Classrooms	1. Identify needs with consultant	05/01/2018	05/30/2018
		2. Schedule Technology	05/30/2018	07/30/2018
		3. Schedule Maintenance	05/30/2018	07/30/2018
		4. Train Teachers	05/30/2018	07/30/2018
3.	Instruction Training	1. Screening Training	06/01/2018	08/24/2018
		2. Take Flight Training	06/01/2018	08/31/2020
		3. Progress Documentation and Reporting Training	06/01/2018	08/24/2018
		4.		
4.	Parent Engagement	1. Development committee established	08/01/2018	10/30/2018
		2. Learning framework designed	06/01/201	08/01/2018
		3. Training scheduled	06/01/201	08/01/2018
		4. Communication Plan developed	06/01/201	08/01/2018
5.	Program Effectiveness	1. Baseline Data	10/1/2018	10/20/2018
		2. MOY Data	02/15/2019	3/1/2019
		3. EOY Data	05/30/2019	6/4/2019
		4.		
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.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 061911

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.

The district completes a needs assessment each year based on student outcomes and district data. The District Improvement Plan and Superintendent's Priority Goals set the stage for understanding the areas of strength and weakness within the district. This plan is of course shared at DEIC and Board Meetings and is accessible and referenced during leadership and campus PLCs.

Additionally, each campus completes a needs assessment that is based on the individual, specialized needs of the demographic attending that campus. Once the needs assessment is completed, the campus develops the CIP which drives the specialized funding and programming that occurs on each campus.

Once a month the district holds a District Leadership Team meeting where the Superintendent speaks to all campus leaders and reviews data and district goals. In the afternoon, leading and learning sessions are available for all principals, counselors, assistant principals, interventionists, and designated campus staff. These meetings stress processes and supports for the dyslexia program, special education program, RTI, compensatory education, and other topics.

Principal PLCs are held one time per month to break down the successes and areas of need to work through their roles as instructional leaders.

We also have Learning Teams that meet with a problem of practice identified from their CIPS, and the Learning Teams are comprised of campuses with similar demographics. These meetings are small instructional meetings for planning and reviewing student work while moving toward solution of the problem of practice. RTI specialists, behavior specialists, dyslexia specialists, and other team members are all participants in these meetings.

Additionally, the district is transparent with communication opportunities in newsletters and campus functions for parents.

Northwest ISD will provide timely, open communication and positive parental and community partnership opportunities in our schools. We will strive to engage parents as partners to create a shared ownership of established and emerging cultures to enhance the learning of students. Through embedded collaborative experiences, we will increase community connections and relationships that positively contribute to the academic and social success of students. Engage in open dialogue and information sharing between the District and the greater Northwest community.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 061911

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.	Shaywitz Screener will be given to all K-1 students.	1.	Review results with parents
		2.	Students At-Risk will refer to RTI for Next Steps and/or Assessment for Dylexia
		3.	
2.	Lexia Rapid Assessments (2-5)	1.	Grade 2 screened one on one (BOY, MOY, EOY)
		2.	Grades 3-5 screened in a group (BOY,MOY,EOY)
		3.	Diagnostic Profile will determine next steps
3.	Progress Monitoring (Lexia, Take Flight, Esperanza)	1.	Lexia (progress monitored monthly)/reported each 6 weeks
		2.	Take Flight (Monitored daily)- reported each 6 weeks
		3.	Esperanza (Monitored Daily)- reported each 6 weeks
4.	Diagnostic Assessment to include cognitive, executive functions, and reading	1.	Referral data completed
		2.	Determine program placements and instruction programming
		3.	Monitored on PLP and 504 or SPED IEP
5.	Student performance on criterion assessments based on classroom instruction (DRA, GORT	1.	DRA (BOY,EOY)
		2.	GORT (BOY, EOY)
		3.	All data analyzed at mid year and end of you to review for progress

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

County-district number or vendor ID: 061911

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.

Recommendations were followed from the Texas Education Agency Dyslexia Handbook for selection of screening materials and instructional materials to make sure that the screeners were evidenced-based and instructional materials and methodologies were designed by following the approaches and recommendations:

Critical, Evidence-Based Components of Dyslexia Instruction -(Identified through the Shaywitz, Lexia Rapid Assessments, Take Flight, and Lexia)

- Phonological awareness
- Sound-symbol association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading comprehension
- Reading fluency

Delivery of Dyslexia

Simultaneous, multisensory

Systematic and cumulative

Explicit instruction

Diagnostic teaching to automaticity

Synthetic instruction

<https://www.region10.org/r10website/assets/File/DHBwithtabs10214.pdf>

Summary of Field Evaluation of Take Flight in Public Schools • Descriptive data of Take Flight treatment effects were collected from dyslexia programs in several Texas school districts. • Fifty-nine public school students in grades 3 through 5 were enrolled in the study. • All students were identified for dyslexia services by the school districts. • Instruction was delivered for two academic years by school districts' dyslexia therapists. sample average at baseline was significantly higher compared to the Dyslexia Laboratory sample on measures of decoding², word recognition², comprehension² and word reading efficiency⁴. • Because the scores reported are standard scores, the data suggest the reading skills of the school sample after treatment were progressing at the same rate or, in some cases, faster than their same age peers.

<https://scottishrithospital.org/getattachment/Collapsible-Content-Modules/DYSLEXIA-RESEARCH/Research-Summary-on-Take-Flight.pdf?lang=en-US>

"Lexia programs are more than research-based, they are backed by rigorous scientific evidence. As one of the most rigorously researched and independently evaluated reading programs in the world, Lexia has been proven to accelerate the development of critical fundamental literacy skills in elementary grades in **nine studies published in peer-reviewed journals**. All of Lexia's published studies followed rigorous scientific standards, including the use of control groups, pre-testing/post-testing, standardized and norm-referenced reading tests, and stringent statistical data analysis."

<https://www.lexialearning.com/why-lexia/research-proven>

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

County-district number or vendor ID: 061911

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.

Northwest ISD Family Engagement Plan

Northwest ISD strives to provide an integrated experience for children and their families through a collaboration of home, school and community partners. It is through these collaborative efforts that relationships, high levels of family involvement and positive attitudes toward education begin.

Definitions of Family and Family Engagement (HB4)

1) Family--Adults responsible for the child's care and children in the child's life who support the early learning and development of the child.

(2) Family engagement--The mutual responsibility of families, schools, and communities to build relationships to support student learning and achievement and to support family well-being and the continuous learning and development of children, families, and educators. Family engagement, combined with the child's educational experience supports the whole child, and is both culturally responsive and linguistically appropriate.

Facilitate family-to-family support

Provide a safe and respectful environment where families can learn from each other as individuals and in groups on a campus and district level.

- Invite families of students identified with dyslexia to participate in the DEIC, Parents As Teachers, PTA, and Leadership NISD opportunities.
- Encourage a parent to attend campus curriculum nights, to participate in reading challenges, and to collaborate with staff to provide enjoyable reading experiences.
- Invite to coffee and conversations to learn about campus instructional strategies
- Campus family learning nights with learning specific activities
- Campus volunteer opportunities
- Develop leading and learning with focus on specific topics (Dyslexia, 504, Special Education)

Establish a network of community resources

- Link families with community resources depending on the family need
- Partnerships with Early Childhood Interventions, Community Storehouse, Parents as Teachers, NISD Child Find to make parents aware of resources available to them
- District and campus websites to access resources.
- Share with parents <https://cliengage.org/public/parents/understanding-developmental-screening/> website to help them understand what intervention services are available for their child

Increase family participation in decision-making

Communicate opportunities for families to participate and serve in campus and district level committees and organizations

- PTA
- Families participating in home visiting work with the parent educator to decide on family needs, goals and focus of home visits
- DEIC

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

The program will be able to be replicated as all evidence based practices utilized are part of the Texas Dyslexia Handbook. The organization of the program will be such that any district can utilize the staffing plan, the PD plan, the parent engagement plan, assessment, screening, and materials to develop an effective dyslexia program. If for any reason one or more of the components for instruction will not work in a district, the system will allow for the easy substitution of another evidence based practice documented by TEA. The framework will have a flexibility to the design that would allow a district to customize the process to their district demographics and budget constraints.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 061911

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.

It is commonly understood that multisensory teaching is an important aspect of instruction for dyslexic students and effective instruction is explicit, direct, cumulative, intensive and focused on structured language while integrating visual, auditory, and kinesthetic-tactile pathways to enhance memory and learning.

Dyslexia intervention requires a systematic approach that is evidence-based and take flight will be utilized for the instruction. Innovative approaches to create authentic learning environments will be developed within the instruction to provide a more tactile, visual, and auditory stimulated approach than currently utilized for instruction. The funds from the grant would provide the opportunity for the lumiglo panel wall that is completely interactive. Students will be able to receive reinforcement and brain stimulation while engaging in activities for writing, spelling, and sound play. Our district currently has interactive white boards for instruction and we are in the process of purchasing furniture designed with sensory and collaboration spaces. However, the addition of this wall would provide a unique sensory and interactive in opportunity to receive immediate stimuli and feedback.

Additionally, there will be instructional opportunities designed to meet individual students to go beyond brick and mortar. Often students learn strategies in a classroom environment that do not transition or generalize from classroom to classroom or between school and home. Students may experience success in the dyslexia intervention class, but their level of participation is diminished in the classroom or at home. NISD provides guided reading instruction in all early literacy classrooms, and the addition of the Reading Buddy software allows students with dyslexia to participate in guided reading activities and practices with immediate interactive feedback and support allowing for less frustration and emotional angst to build. The reading buddy software will listen, react, and respond with speech recognition software. Just as the teacher assists in guided reading, the software will respond much the same. This will break the barrier of students struggling by provided a 24/7 guided reading opportunity.

<http://readingbuddysoftware.com/how-it-works/#video-modal>

(While we did not request this on the grant, next steps for older students to break barriers with reading would be to utilize the Kurzweil Firefly.)

NISD is a one to one district and IPADS are part of the classroom, and we will continue to utilize instructional opportunities with use of the IPADS with writing and reading apps to continue to engage students and provided immediate results and feedback; however, at an early age, the larger accessible items such as interactive boards and lumiglo wall panels will engage a whole body tactile opportunity that is often localized when accessing instruction on the IPAD.

The instruction for dyslexia is already innovative in that it requires individualized, diagnostic development of a multi-sensory explicit instructional approach that the supplemental supports for innovation are developed through authentic learning opportunities and eliminating brick and mortar barriers.

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

County-district number or vendor ID: 061911

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.

N/A

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