

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 Write NOGA ID here:	
Grant Period:	May 1, 2018, to August 31, 2019	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR -8 PM 4:31 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION DIVISION </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: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
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 #	
Liberty Hill ISD	246908		
Vendor ID #	ESC Region #		
	13		
Mailing address	City	State	ZIP Code
301 Forrest St	Liberty Hill	TX	78642 -
Primary Contact			
First name	M.I.	Last name	Title
Elyse	L	Tarlton	Director
Telephone #	Email address		FAX #
512-260-5590	etarlton@libertyhill.txed.net		512-260-5591
Secondary Contact			
First name	M.I.	Last name	Title
Jennifer		Hannah	CFO
Telephone #	Email address		FAX #
512-260-5580	jhannah@libertyhill.txed.net		512-260-5581
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
Elyse	L	Tarlton	Director
Telephone #	Email address		FAX #
512-260-5590	etarlton@libertyhill.txed.net		512-260-5591

Signature (blue ink preferred)

Date signed

3/8/18

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 246908	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: 246908

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <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: 246908

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: 246908 | 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: 246908			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: 246908

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: 246908

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: 246908

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.

Introduction

Developmental dyslexia is the most common neurologically based disorder in children impacting 17%-21% of school-age children. Dyslexia also affects 80% of all children identified as learning-disabled (Ferrer, Shaywitz, Holahan, Marchione, & Michaels, 2015; Morken, Helland, Hugdahl, & Specht, 2017). Dyslexia is not, however, a strictly reading issue. Dyslexia is a language and phonological processing disorder that impacts the identification and processing of the elemental sounds of speech impacting both spoken and written language (Ferrer, Shaywitz, Holahan, Marchione, & Michaels, 2015). Recent research also recognizes additional cognitive functions that impact dyslexia such as verbal short term memory, working memory, long term memory, visual skills, and executive skills making dyslexia a complex disorder to treat or improve (Morken, Helland, Hugdahl, & Specht, 2017). Further, as dyslexia is a language disorder at its core, it is essential to understand that language is not a single cognitive function. Multiple sensory input and motor output systems are involved in language learning, specifically auditory language, visual language, spoken language, and written language (Berninger & Wolf, 2015). Studies have identified that gaps are evident as early as pre-literate and emergent readers in early childhood instruction, with a lifetime gap between reading disabled and non-disabled peers (Ferrer, Shaywitz, Holahan, Marchione, & Michaels, 2015; Shaywitz, Gruen, & Shaywitz, 2007; Zoubinetzky, Bielle, & Valdois, 2014).

In Texas, dyslexia and related disorders are to be addressed through general education services as outlined in the Texas Dyslexia Handbook (Texas Education Agency, 2014). Dyscalculia, dysgraphia, and oral written language learning disabilities (OWL LD) are disorders related to dyslexia but not frequently addressed in Texas public schools unless identified as a specific learning disability under the Individuals with Disabilities Education Act (IDEA) (Berninger & Wolf, 2015; Texas Education Agency, 2014). Dysgraphia is a written language disorder that involves motor skills and the language skills involved in finding, retrieving, and producing letters. OWL LD is frequently identified initially with deficits in both expressive and receptive language development. Dyscalculia impacts the ability to perform calculation such as basic addition, subtraction, multiplication, and division. Specialized, differentiated instruction for dysgraphia, dyslexia, and OWL LD should target multiple language systems with multiple sensory and motor systems to address language by ear, eye, mouth, and hand (Berninger & Wolf, 2015). For students struggling in math, instruction needs to be targeted to the area of disability in quantitative reasoning, visual-special, and/or language processes contributing to math learning.

Explicit instruction is a systematic and direct instructional approach that provides specific instruction focusing on the critical content (Archer & Hughes, 2011). Skills, strategies, and concepts are logically sequenced to allow for building skill sets. Students identified with dyslexia and related disorders require explicit instruction in all language modalities in addition to targeted instruction in the specific area of deficit or disability (Berninger & Wolf, 2015). To provide the appropriately targeted instruction, however, the deficits must (a) be accurately identified and (b) teachers must have the knowledge required to provide appropriately designed instruction to meet the specific learning needs of each struggling student. The identification process for students with learning needs such as dyslexia and related disorders is through the multi-tiered support system of response to intervention (RtI). Based on identified learner needs and student data, students are placed within a tiered intervention system. Each tier increases the intensity of interventions provided. Students who continue to not make progress, academically and/or behaviorally, may be referred to special education for further evaluation (Barnett, Daly III, Jones, & Lentz Jr, 2004; Berkeley, Bender, Peaster, & Saunders, 2009; Fuchs & Fuchs, 2006; Glover & DiPenna, 2007; Hoover, 2011). The utilization of RtI had been identified as prevention designed to reduce academic and behavioral failures, and may be the mechanism for improving the outcomes for struggling learners (Barnett, Daly III, Jones, & Lentz Jr, 2004; Berkeley, Bender, Peaster, & Saunders, 2009; Fuchs & Fuchs, 2006; Glover & DiPenna, 2007; Hoover, 2011).

Statement of the Problem

Identification

Identification in an RtI model is based on collected screening data, on-going assessment data, and teacher reported observations. While most teachers are able to identify and bring to the RtI process struggling learners, screening data and academic achievement data currently utilized in these decision-making processes may not provide the detailed and explicit information related to the causal factors of the student's academic struggles in dyslexia and related disorders. While Texas public schools now are required to screen all students in Kindergarten and first grades

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for dyslexia, no such requirements exist for the related disorders although per the Dyslexia Handbook public schools retain the need to intervene for these related disorders.

The identification process for dyslexia requires a significant amount of time, specially trained staff, and formal assessments to accurately identify dyslexia prior to provision of general education interventions. Screening procedures and appropriately developed screening instruments may facilitate a more timely identification for students with dyslexia. Screening instruments and the availability of specially trained staff are barriers to the identification and provision of interventions to students with dyscalculia and/or dysgraphia.

Intervention

General education teachers are not highly trained to provide the language, motor, and sensory explicit instruction that is recommended for the targeted intervention for these dyslexia related disorders. Currently, students are provided with more generalized interventions through an RtI process but may not receive the targeted, research-based instructional intervention until the student is identified for services through special education. Research has indicated that for students with dyslexia and related disorders that once the gap in skills is observable, students with these disorders are typically not able to achieve at as high a level as their non-disabled peers. Early identification and intervention are critical in ensuring these students are provided the appropriate instruction to meet their specific needs.

References

Archer, A. L., & Hughes, C. A. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York: The Guilford Press.

Barnett, D. W., Daly III, E. J., Jones, K. M., & Lentz Jr, F. E. (2004). Response to intervention: Empirically based special services decisions from single-case designs of increasing and decreasing intensity. *The Journal of Special Education*, 66-79.

Barnett, D. W., Elliott, N., Wolsing, L., Bungler, C. E., Haski, H., McKissick, C., & Vander Meer, C. D. (2006). Response to intervention for young children with extremely challenging behaviors: what it might look like. *School Psychology Review*, 568-582.

Berkeley, S., Bender, W. N., Peaster, L. G., & Saunders, L. (2009). Implementation of response to intervention. *Journal of Learning Disabilities*, 85-95.

Berninger, V., & Wolf, B. (2015). *Teaching students with dyslexia, dysgraphia, owl ld, and dyscalculia, second edition*. Retrieved from <https://ebookcentral.proquest.com.ezproxy.library.tamu.edu>

Ferrer, E., Shaywitz, B. A., Holahan, J. M., Marchione, K. E., & Michaels, R. S. (2015). Achievement gap in reading is present as early as first grade and persists through adolescence. *The Journal of Pediatrics*, 1121-1125.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 93-99.

Glover, T. A., & DiPerna, J. C. (2007). Service delivery for response to intervention: Core components and directions for future research. *School Psychology Review*, 526-540.

Hoover, J. J. (2011). Making informed instructional adjustments in RtI models: Essentials for Practitioners. *Intervention in School and Clinic*, 82-90.

Morken, F., Helland, T., Hugdahl, K., & Specht, K. (2017). Reading in dyslexia across literacy development: A longitudinal study of effective connectivity. *NeuroImage*, 92-100.

Shaywitz, S. E., Gruen, J. R., & Shaywitz, B. A. (2007). Management of dyslexia, its rationale, and underlying neurobiology. *Pediatric Clinics of North America*, 609-623.

Texas Education Agency. (2014). *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*. Austin: TEA.

Zoubrinetzky, R., Bielle, F., & Valdois, S. (2014, June 11). *New insights on developmental dyslexia: Heterogeneity of mixed reading profiles*. Retrieved from National Center for Biotechnology Information: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4053380/>

Schedule #5—Program Executive Summary (cont.)

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 246908			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	\$290,000	\$	\$290,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$27,000	\$	\$27,000
Schedule #9	Supplies and Materials (6300)	6300	\$35,000	\$	\$35,000
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$	\$5,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$357,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$53,550
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$410,550
This is the maximum amount allowable for administrative costs, including indirect costs:					\$410,550

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:			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	3		\$140,000
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant		0.5	\$10,000
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist	1	0.5	\$75,000
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title OT		0.25	\$10,000
16	Title PT		0.25	\$10,000
17	Title			\$
18	Subtotal employee costs:			\$245,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$25,000
21	6121	Support staff extra-duty pay		\$10,000
22	6140	Employee benefits		\$45,000
23	61XX	Tuition remission (IHEs only)		\$15,000
24	Subtotal substitute, extra-duty, benefits costs			\$95,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$340,000

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:		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	Region ESC 13 training for assistive technology team	\$5,000
2	Evaluation trainings	\$3,000
3	Assistive Technology evaluations	\$5,000
4	Explicit instruction training	\$7,500
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$20,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$7,000
(Sum of lines a, b, and c) Grand total		\$27,000

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: 246908		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:	\$9,700
Grand total:		\$9,700

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: 246908		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:		\$5,000
Grand total:		\$5,000

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: 246908			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	Computers or tablet assistive technology	80	\$300	\$24,000
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Screening software program per student license		\$10	\$800
13	Evaluation scoring and protocols		\$10	\$500
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$25,300

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: 246908		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:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit <input type="checkbox"/> Private For Profit <input type="checkbox"/> Public Institution
Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	5	1	3:1
K	15	5	3:1
1 st	20	5	3:1
2 nd	20	5	3:1
3 rd	20	5	3:1
COMMENTS			
Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.			
Amount of Instruction		COMMENTS	
School day hours (ex) 8:30am – 4:30pm	7:30 am – 3:30 pm		
Number of days in school year	173		
Minutes of instruction per school year	75,600		

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Need

Schedule #13—Needs Assessment	
County-district number or vendor ID: 246908	Amendment # (for amendments only):
<p>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.</p> <p>The program will be piloted at the Bill Burden Elementary School (BBES) campus. The BBES campus has the highest enrollment of the three LHISD elementary campuses. The BBES campus has the highest number of students identified as needing dyslexia services. The campus currently serves 24 students in direct dyslexia instructional services. Further, this campus has the highest number of student participating an a pull-out RtI intervention. As a result, this campus was selected due to the level of need identified through the RtI process.</p> <p>All students in first through fourth grades will be screened at the start of the school year to identify the level of risk for dyslexia, dysgraphia, and/or dyscalculia. Students in Pre-K and Kindergarten will be screened at the end of the school year during the dyslexia screening process. Students designated at an elevated level of risk for dysgraphiz and/or dyscalculia will be referred to the Section 504 committee for consideration of further evaluation. With parent consent, students will be evaluated for dyslexia and/or related disorders using formal evaluation instruments and a multidisciplinary team, as appropriate.</p> <p>If the student is assessed as having dyslexia or a related disorder, the intervention team, the Section 504 committee members, and the parent(s)/guardian(s) will meet to consider Section 504 eligibility and to develop a plan based on the evaluation findings.</p>	

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 246908		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.	Early identification of dyslexia, dysgraphiz, and dyscalculia is required to ensure students are provided with the correct instruction and intervention to address needs prior to the development of achievement deficits and gaps.	The grant would allow the district to purchase and implement screening and evaluation procedures for dysgraphia and dyscalculia in addition to dyslexia.
2.	Dyslexia and related disorders have multiple language, sensory, motor, and processing areas that are impacted by these disorders. A comprehensive multi-disciplinary approach to intervention will provide the student with interventional programming most likely to prevent achievement discrepancies from developing.	The grant would allow for the development of a comprehensive team to provide wrap around supports for dyslexia and related disorders.
3.	General education teachers require training on the provision of explicit instruction and how to support dyslexia and related disorders in the classroom setting.	Specialized staff would be available to model strategies and to embed professional development within the classroom setting for classroom teachers.
4.	Parent training	Specialized staff will provide parent training
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 246908 | 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.	Teacher	Minimum 3-5 years elementary classroom or special education experience. Additional training in dyslexia or related disorders preferred.
2.	Certified Academic Language Therapist (CALT)	Certification as a CALT. Minimum 2 years experience providing dyslexia services.
3.	Assistive Technology Assessments	Contract AT evaluations until district AT team is trained.
4.	Region ESC 13	Training for Assistive Technology team
5.	Speech Language Pathologist	Minimum 5 years experience. Completion of ASHA Certificate of Clinical Competence in speech-language pathology (CCC-SLP).

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.	Develop district screening and evaluation procedures	1. Research to identify screeners for dysgraphia and dyscalculia	04/15/2018	05/10/2018
		2. Review dcreeners with dyslexia and special education evaluation staff	05/10/2018	05/17/2018
		3. Select screening instruments to be utilized	XX/XX/XXXX	XX/XX/XXXX
		4. Develop plan for training staff on screeners	XX/XX/XXXX	XX/XX/XXXX
2.	Establish team and develop framework for collaboration	1. Written processes and procedures	XX/XX/XXXX	XX/XX/XXXX
		2. Written protocols for data analysis	XX/XX/XXXX	XX/XX/XXXX
		3. Schedule for the year dates for benchmarks and collaborative planning meetings with team and campus administration	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
3.		1.	05/01/2018	06/01/2018
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 246908	Amendment # (for amendments only):
<p>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.</p>	
<p>Data collection on program implementation and fidelity is collected each 6-weeks grading period. Data meetings are held with campus administrators to review data Campus administrators and instructional staff meet to make changes in implementation of programs with support from director and/or program coordinators Curriculum Administrative meetings review data to identify trends and/or areas of concern in district level data Student Support Services Parent Advisory Committee being implemented Live Binder updated with most current information District department website updated with most current information</p>	
<p>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.</p>	
<p>The current dyslexia program and services are in similar to the planned project. Rtl is an established process on all campuses, and the basis for the intervention planning meetings is similar to Rtl.</p>	

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Schedule #15—Project Evaluation

County-district number or vendor ID: 246908 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student identification	1.	Number of students served in the program
		2.	
		3.	
2.	Support intensity	1.	Tracking time of support provided by each services provider
		2.	Tracking intervention time
		3.	
3.	Student achievement	1.	Aimsweb data reports each 3 weeks for student in the program
		2.	State assessment results
		3.	District benchmark results and/or skills data collection PK-K
4.	Student referrals for more services	1.	Number of students referred for special education evaluation
		2.	Number of students eligible for special education services
		3.	
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.

Specific student data will be utilized to determine the effectiveness of the program on student achievement. Student growth data in the targeted areas will be utilized to determine if there are increases in student achievement. Data comparing the group receiving the intervention compared with non-disabled peers will be studied to determine how the intervention group is performing academically compared to non-disabled peers.

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

County-district number or vendor ID: 246908	Amendment # (for amendments only):
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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.

Response to Intervention frequent data checks and progress monitoring is well established in research as an evidence-based practice. The data analysis process would be established after the problem solving processes utilized in RtI by the multi-disciplinary team. The level and intensity of interventions can be adjusted based on the needs of the students as reflected in data.

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.

Students are evaluated at the start of the school year using aimsweb in grades 1-3. Students are skill evaluated by teachers in grades PK-K at the start of each school year. Students involved in the program will be benchmarked every three years to determine the affect on achievement during the program implementation. Data analysis in aimsweb will allow for tracking of specific skill areas identified as deficit and linked to dyslexia, dyscalculia, and/or dysgraphia. Student data will be analyzed and discussed twice per 6-weeks grading period.

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

County-district number or vendor ID: 246908

Amendment # (for amendments only):

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

Parent training and information for the community on dyslexia and related disorders during Parent Empowerment Events
Stakeholder feedback from the Student Support Services Parent Advisory Committee

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.

Once the team process is formalized and documented, replication to other campuses will be possible. The team will be able to address unique cultural diversity across the state.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246908

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.

Dyslexia is typically addressed as a reading deficit. The instructional interventions are multi-modality, but do not focus specifically on the underlying cognitive impact of language and processing on academic achievement. The wrap around team would allow for the integration of supports for both the students and the classroom teacher by modeling strategies, technique, and technology.

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

County-district number or vendor ID:	Amendment # (for amendments only):
TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	

NA – Program will not coordinate with private or community based providers.

Click and type here to enter response.

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