

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	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="text-align: center;">RECEIVED TEXAS EDUCATION AGENCY 2018 MAR - 8 PM 1:21 DOCUMENT CONTROL CENTER</p> </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 #		
San Antonio ISD	015907			
Vendor ID #	ESC Region #			
74-6002167	20			
Mailing address	City	State	ZIP Code	
141 Lavaca Street	San Antonio	TX	78210-	
Primary Contact				
First name	M.I.	Last name	Title	
Julie	A	Gonzalez	Director, Dyslexia/504	
Telephone #	Email address		FAX #	
(210) 554-2570	jgonzalez12@saisd.net		(210) 554-2570	
Secondary Contact				
First name	M.I.	Last name	Title	
John		Strelchun	District Grants Director	
Telephone #	Email address		FAX #	
(210) 554-2535	jstrelchun@saisd.net		(210) 228-3131	
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
Pedro		Martinez	Superintendent of Schools
Telephone #	Email address		FAX #
(210) 554-2280	pmartinez1@saisd.net		(210) 228-3102
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

March 5, 2018

Schedule #1—General Information

County-district number or vendor ID: 015907 | 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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Via telephone/fax/email (circle as appropriate)

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907	Amendment # (for amendments only):
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Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907	Amendment # (for amendments only):
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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: 015907	Amendment # (for amendments only):
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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: 015907			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: 015907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			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.	<u>Indirect cost</u> (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015907

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: 015907	Amendment # (for amendments only):
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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.

San Antonio Independent School District (SAISD) is applying for TEA 2018–2019 Services to Students with Dyslexia funding to establish the Dyslexia Academy, an independent, school-within-a-school program for pre-K-2nd grade students with dyslexia that focuses on oral skills development and the immersive use of teaching technology to facilitate multi-sensory teaching and learning across the curriculum. Open to its first cohort of 50 pre-K-2nd grade students in the 2018-19 academic year, the no-cost, open-enrollment Dyslexia Academy will be established with existing classroom space at Smith Elementary School, one of the district’s 40 traditional elementary school campuses.

The Dyslexia Academy will benefit SAISD students ages 3-9 in pre-K-2nd grades with dyslexia, nearly all (90%-96%) of who will be economically disadvantaged and/or Hispanic. Academy students will learn the same subject matter as their peers in traditional courses, but the use of technology – including an tablet for each kindergarten-2nd grade Dyslexia Academy student – will facilitate a multi-sensory approach to instruction, a research-based approach to teaching for students with dyslexia “that engages more than one sense at a time . . . conveying information through things like touch and movement – called tactile and kinesthetic elements – as well as sight and hearing,” (Morin, 2018). The main objective of the Dyslexia Academy will be to increase the number of students with dyslexia ages 3-9 who read at the appropriate grade level and therefore progress to graduation on time, primarily measured by their scores on age-appropriate, nationally normed beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) Measures of Academic Progress (MAP) exams. A secondary objective is to help a broad range of schools effectively replicate our interventions should they show evidence of promise in increasing the academic success of pre-K-2nd grade students with dyslexia.

These goals relate to those of Smith Elementary’s Campus Improvement Plan, which include increasing the number of students who show adequate literacy skills via standardized assessments, including MAP exams, and increasing the number of students reading on/above grade level. The goals of the Academy are also aligned with SAISD’s Blueprint for Excellence: Target 2020, a five-year strategic plan to transform SAISD into a model urban school district. Blueprint goals include strong literacy in pre-kindergarten through 3rd grades, with students reading at grade level by the end of the 3rd grade.

SAISD’s Section 504/Dyslexia Department Director developed the budget for the Dyslexia Academy in collaboration with SAISD’s Special Education Director, Dyslexia Support Specialists, and Information Technology (IT) personnel to ensure the Academy is appropriately staffed to accommodate small class sizes (no more than 12 students in each grade), and to ensure Academy teachers and instructional support staff have the training and technology they need to delivery multi-sensory instruction across the curriculum with fidelity. The project’s budget is primarily focused on enabling the district to recruit and train the high-quality educators and instructional support staff it needs to do so. The proposed budget will also enable SAISD to acquire the teaching technologies it needs to implement a 1:1 student-to-tablet ratio in the Academy, allowing students to have continuous use engaging, research-based online reading applications that will increase their access to traditional curriculum. Additional learning technology – including Interactive boards and tables – will facilitate a multi-sensory approach to teaching and learning in all subjects.

The Dyslexia Academy will reflect the diversity of the state in its service to a significant number of Hispanic students, who comprise 92% of all students SAISD educates each year. Hispanics now comprise nearly 40% of all Texans and more than half (52%) of all public-school children in the state. The overwhelming majority of Academy students will also be economically disadvantaged, meaning they qualify for free or reduced-price lunch. Economically disadvantaged students comprised 60% of all children who were educated by Texas public schools last year. SAISD’s Dyslexia Academy aligns with the purpose of TEA’s 2018–2019 Services to Students with Dyslexia funding opportunity by providing an independent, school-wide program with its own budget that will effectively address the unique academic and functional needs of pre-K-2nd grade students with dyslexia via small class sizes and a research-based multi-sensory approach to teaching and learning. The evidence this project will generate will enable school districts throughout Texas to make more informed decisions on the best ways to allocate physical resources, staff time, professional development funding, and technology resources for serving students with dyslexia, providing fellow K-12 educators with a guidepost

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907	Amendment # (for amendments only):
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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.

for innovation in the education of young students with dyslexia across the state. SAISD is the 13th largest school district in the state and educates a large number of low-income, Hispanic students, a demographic that is quickly representing the majority in Texas public schools. SAISD’s Section 504 and Dyslexia Student Services Department Director and her designee will attend regional and statewide conferences for educators to disseminate information about the Academy and resources to assist in its replication, with a goal to reach at least 50 additional teachers, instructional support staff, and/or administrators by the end of the project.

The district’s Special Education Director and Section 504/Dyslexia Department Director determined the needs for the Dyslexia Academy via several meetings and consultations with Information Technology personnel. The collective expertise of these individuals informed the needs assessment process for the Academy and its resulting management plan and budget, including the need for professional development for teachers and instructional support staff. This training will enable Academy Teachers and instructional support staff – along with all existing Dyslexia Support Specialists who serve students with dyslexia in all grades – to obtain certification as a Dyslexia Practitioner from the International Dyslexia Association, with options for obtaining state licensure as a Dyslexia Therapist with additional training. Follow-up supervised practica includes NEC’s monitoring of student progress and consultation with trained teacher. A need for additional parent engagement around dyslexia was also identified. The Special Education Director determined the efficacy of this proposal and its interventions, and The Dyslexia Academy Leadership Team – comprised of SAISD’s Special Education Director, Section 504/Dyslexia Department Director and Coordinator, Academy teachers and instructional support staff, and SAISD’s Assistant Superintendent for Elementary Education – will meet at least bi-weekly throughout the life of this project to determine when and how the focus of the Academy, its related professional development, and parent outreach and support needs to change, if necessary.

A Project Director/Administrator will oversee this project and the Academy’s establishment. He or she will be hired, trained, and supervised by the district’s Section 504/Dyslexia Department Director. Continuous guidance and support from the Section 504/Dyslexia Department Director – who reports to the Special Education Director – and bi-weekly meetings of the Dyslexia Academy Leadership Design Team will ensure this project receives consistent, high-quality management. The primary measure of the Dyslexia Academy’s success will be the percentage of its students who demonstrate adequate progress in reading as demonstrated by their MAP, Circle, or LAP-3 scores. The Project Director/Administrator will ensure students’ daily attendance, grades, and MAP scores are recorded and reported to SAISD Office of Accountability, Research, Evaluation, and Testing (ARET) throughout each year. Three times each academic year, the Coordinator will review this data on the academic performance and growth of Academy students and their peers in the same grades with dyslexia who are not enrolled in the Academy to determine its impact. Data will be evaluated at the end of the year to determine the need for further intervention.

This application completely and accurately answers all statutory and TEA requirements, as demonstrated in the responses below. The Dyslexia Academy will be an independent program on the Smith Elementary campus with its own budget that will serve students with dyslexia who are between the ages of 3 and 9 and who are enrolled in pre-K-2nd grade. SAISD has developed student outcomes-based metrics that include baselines to better measure the Academy’s impact on the success of pre-K-2nd grade students with dyslexia, as described in the evaluation section below. The outcomes we have established are ambitious but attainable and demonstrate high levels of rigor and high expectations for all students. The Academy will incorporate evidence- and research-based design via its effective use of technology to facilitate multi-sensory instruction. This include the use of tablets to provide students to access with reading applications and use of interactive boards and tables to facilitate multi-sensory instruction. The Dyslexia Academy Leadership Design Team will ensure data is used to continuously improve Academy instruction, and additional parent workshops will facilitate greater parental involvement in the education of elementary students with dyslexia. SAISD is committed to sustaining all costs associated with the Dyslexia Academy in perpetuity and seeking funding for additional, similar school-within-a-school programs if evaluation of student progress shows the Academy is effective in increasing the number of pre-K-2nd grade students with dyslexia who are reading on grade-level.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907			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	\$701,247	\$0	\$701,247
Schedule #8	Professional and Contracted Services (6200)	6200	\$122,000	\$0	\$122,000
Schedule #9	Supplies and Materials (6300)	6300	\$95,519	\$0	\$95,519
Schedule #10	Other Operating Costs (6400)	6400	\$7,000	\$0	\$7,000
Schedule #11	Capital Outlay (6600)	6600	\$52,000	\$0	\$52,000
Total direct costs:			\$977,766	\$0	\$977,766
2.274% <u>indirect costs</u> (see note):			N/A	\$22,234	\$22,234
Grand total of budgeted costs (add all entries in each column):			\$977,766	\$22,234	\$1,000,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,000,000
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$150,000
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: 015907			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	4	0	\$219,528
2	Educational aide	1	0	\$20,687
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator	1	0	\$75,415
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant	1	0	\$34,832
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Curriculum Specialist	1	0	\$72,136
16	Dyslexia Implementation Specialist	1	0	\$72,136
17	Speech Language Pathologist		1	\$32,191
18	Subtotal employee costs:			\$514,588
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$0
20	6119	Professional staff extra-duty pay		\$50,000
21	6121	Support staff extra-duty pay		\$0
22	6140	Employee benefits		\$136,659
23	61XX	Tuition remission (IHEs only)		\$0
24	Subtotal substitute, extra-duty, benefits costs			\$186,659
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$701,247

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: 015907		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	Provide evidence-based training and support to educators around reading success	\$120,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$120,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$2,000
(Sum of lines a, b, and c) Grand total		\$122,000

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

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 015907		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:	\$95,519
Grand total:		\$95,519

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: 015907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$7,000
Grand total:		\$7,000

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: 015907			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	Interactive whiteboards	4	\$8,000	\$32,000
3	Interactive tables	4	\$5,000	\$20,000
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$52,000

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 #12—Demographics of Participants to Be Served with Grant Funds			
County-district number or vendor ID: 015907		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	10-12	1	10-12/1
K	10-12	1	10-12/1
1 st	10-12	1	10-12/1
2 nd	10-12	1	10-12/1
3 rd	0	0	0
COMMENTS	In addition to a Teacher, the PK level will also include an Educational Aide.		
Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.			
Amount of Instruction		COMMENTS	
School day hours (ex) 8:30am – 4:30pm	8:05am – 3:20pm		
Number of days in school year	178		
Minutes of instruction per school year	76,245		

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907	Amendment # (for amendments only):
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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.

SAISD educates approximately 2,300 pre-K-12th grade students with dyslexia each year, nearly all (80%-90%) of who are economically disadvantaged, meaning they qualify for free or reduced-price lunch or other public assistance programs. Because of their low-income status, many parents of SAISD students with dyslexia struggle to access the academic and emotional support resources they need to help their child thrive. Unfortunately, service to students with dyslexia in SAISD remains largely shaped by our financial limitations, lack of physical space, and staffing challenges versus the research-based best practices we know would be more effective. This includes minimal outreach to the parents and families of students with dyslexia to ensure they have the support they need at home.

SAISD does not currently offer an independent, dedicated program for students with dyslexia of any age in which 100% of teachers' time and effort are devoted to their special needs. Currently, elementary, middle, and high school students with dyslexia primarily receive support via daily, 30- to 45-minute “pull out” sessions in a separate classroom with one of the district’s Special Education Teachers or Dyslexia Program Specialists. Teachers and Specialists use Really Great Reading, Language Live, or Lexia – all multi-sensory, research based reading instruction curricula – to supplement classroom reading instruction and/or assignments and, if time permits, focus on building reading comprehension and fluency using supplemental material. But not all of the district’s 90 campuses have time to accommodate 45 minutes of pull-out instruction for all the grades they serve, often forcing teachers and specialists to trim their sessions with students to 30 minutes, sacrificing crucial instruction in reading comprehension and fluency. Finding the physical space to conduct these supplemental learning sessions is also difficult for many campuses, which contributes to shortened instruction times. Of all the Special Education Teachers and Dyslexia Program Specialists who provide supplemental instruction districtwide, only 10% have professional backgrounds in and/or extensive training in serving students with dyslexia, as like many inner city public school districts, SAISD has found it exceedingly difficult to recruit, hire, and retain Master Reading Teachers (MRTs). The district also struggles with providing adaptive technology to students with dyslexia. Additional devices would allow students with dyslexia to access adaptive reading and text-to-speech applications that are known to increase their engagement with course material and academic achievement.

This project will assist SAISD with acquiring the staffing, technology, and professional development it needs to begin moving services for students with dyslexia away from an approach that is primarily driven by the district’s limitations to one that is primarily driven by research and best practice. Creating the Dyslexia Academy – for up to 50 pre-K-2nd grade students with dyslexia will allow us, for the first time in the district’s history, to focus 100% of teacher and instructional staff time on research-based teaching strategies that will improve these students' academic skills during the most formative years in their education. SAISD will acquire the latest teaching technologies to facilitate a research-based multi-sensory approach to instruction for all Academy students, and we will partner with Neuhaus Education Center assist to prepare all Academy Teachers and all Dyslexia Support Specialists who are currently assisting students with dyslexia in all grades to become Dyslexia Practitioners, with an option to obtain state certification as a Dyslexia Therapist with additional training. This project will also give the district additional training and staffing resources to facilitate greater outreach to the parents and families of students with dyslexia.

The Dyslexia Academy will be located at Smith Elementary, chosen because the campus is in Improvement Required Status, signaling its need for significant intervention. The evaluation of our work will generate new knowledge on the extent to which focusing on oral language development and multi-sensory learning across the curriculum via an independent, school-within-a-school program affects the academic success of students with dyslexia, particularly their reading comprehension and fluency. If successful, there is great potential to replicate our interventions in school districts across Texas.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 015907		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.	To create a separate program or campus for students with dyslexia where 100% of teachers' and instructional support staff time is devoted to oral language development and multi-sensory learning across the curriculum.	Establish the Dyslexia Academy, a no-cost, open-enrollment program at exclusively for dyslexic students aged 3-9 in pre-kindergarten through second grade in which 100% of teachers' and instructional support staff time is focused on oral language development and multi-sensory learning across the curriculum.
2.	To increase the number of teachers and instructional support staff with professional backgrounds and/or specialized training in teaching and supporting students with dyslexia and their families.	Provide all (100%) SAISD Dyslexia Academy Teachers and existing Dyslexia Support Specialists with training and incentives to obtain certification as a Dyslexia Practitioner via a partnership with Neuhaus Education Center, a national leader in providing evidence-based training and support to educators around reading success.
3.	To incorporate parental support/collaboration in educating and supporting students with dyslexia age 3-9 throughout the district.	SAISD will offer additional Dyslexia Parent Awareness sessions in fall 2018 and in spring 2019 for the parents and family members of students in pre-K-2 nd grade and additional Parent Reading Nights will provide families with strategies and activities to help children ages 3-9 (pre-K-2 nd grade) develop literacy skills.
4.	To increase the use of technology to assist students with dyslexia and reading comprehension.	K – 2 nd grade Dyslexia Academy students will each receive a tablet to use. Possible uses include reading comprehension app such as Bookshare, Learning Ally, and possible applications that assist with text-to-speech, speech-to-text, and spelling assistance.

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Schedule #14—Management Plan				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
Part 1: Staff Qualifications. Response is limited to space provided, front side. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Full-time Section 504/Dyslexia Department Director	Will manage overall administration of Dyslexia Academy instructional programs and school-within-a-school operations. Three years of leadership experience in an education setting, certificated teacher or administrator, master's degree, experience working with Special Education		
2.	Full-time Project Director/Administrator	Will oversee day-to-day management of the Academy and grant administration, evaluation, budget, required reporting. Two years of leadership experience in an education setting, certificated teacher or administrator, master's degree, experience with Special Education.		
3.	Full-time Teachers	One each for each grade to facilitate development of oral skills and multi-sensory teaching and learning across the curriculum. CALT or Master Reading Teacher preferred. Must have at least a bachelor's degree, certified teacher with three years' experience in dyslexia, reading or special education.		
4.	Full-time Curriculum Specialist	Will collaborate with Neuhaus Education Center and Academy Teachers to develop multi-sensory, problem-based pre-K-2 nd grade curriculum for the Academy. Certified teacher, five years recent teaching experience, master's degree.		
5.	Full-time Dyslexia Support Specialist	Will coach all Academy students in phonemic awareness, graphophonemic knowledge, language structure, linguistic patterns, processes and provide on-site professional development for Academy teachers. CALT or Master Reading Teacher preferred. Must have at least a bachelor's degree, certified teacher with three years' experience in dyslexia, reading or special education.		
6.	Neuhaus Education Center (NEC)	Staff includes licensed dyslexia therapists, education researchers, and board members of organizations that promote evidence-based reading instruction. Services include mentoring, individual instruction, online programming, and on-site courses for educators nationwide.		
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.	To increase the number of students with dyslexia ages 3-9 who read at the appropriate grade level, progress to graduation on time.	1. Hire and/or train all Academy teachers and staff.	5/1/18	8/30/18
		2. Develop all curriculum for the Dyslexia Academy.	5/1/18	6/15/19
		3. Equip the Dyslexia Academy with teaching technology to facilitate multi-sensory learning across the curriculum.	5/1/18	8/13/18
		4. Prepare at least 20 SAISD teachers and instructional support staff to become Dyslexia Practitioners.	5/1/18	8/31/19
		5. Engage families in additional outreach that educates them about how to better support their child with dyslexia at home,	5/1/18	8/31/19
		6. Identify, recruit first cohort of 50 Dyslexia Academy students in pre-K-2 nd grade (up to 12 students in each grade).	5/1/18	8/13/18
		7. Academy classes begin, ongoing assessments, evaluation of student learning.	8/13/18	8/31/19
2.	Facilitate replication of similar programs.	1. Project Director/Administrator analyzes data on Academy student success vs. peers with dyslexia, reports to SAISD.	5/1/18	8/31/19
		2. Project Administrator reports findings to at least 50 additional K-12 educators via conference presentations.	10/1/18	8/31/19
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

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 Project Director/Administrator will be responsible for collecting all data associated with this project's implementation, including the Implementation Plan for the Dyslexia Academy, parameters for curriculum alignment, instructional materials, the instructional calendar, programs/courses of study, student enrollment and attendance policies, grading periods and policies, administration of standardized assessments, including the Measures of Academic Progress (MAP) exam for all Academy students in kindergarten, 1st and 2nd grades and Circle or LAP-3 for pre-K students. MAP assessments, joined with other data points on students' course grades, informal assessments, observations, will provide detailed, actionable data about how each student is progressing in reading.

The Project Director/Administrator will collect this evidence for Academy students and their peers with dyslexia who are not enrolled in the school-within-a-school program immediately after it becomes available, along with minutes of all bi-weekly Dyslexia Academy Leadership Design Team meetings, to continuously evaluate whether the project is on track to accomplish its objectives and corresponding milestones. Monthly Leadership Design Team meetings will provide frequent opportunities for the Project Director/Administrator to communicate progress, changes, and/or findings to administrative staff, teachers, and parents/members of the community, and to ensure that any problems with project implementation are addressed immediately via leadership and directives from the district's Section 504 and Dyslexia Student Services Department Director and Assistant Superintendent for Elementary Education.

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.

Currently, if teachers suspect a student is struggling with dyslexia they implement the district's Multiple Tiered Systems of Support (MTSS) protocol, which begins with addressing the specific reading weaknesses they are seeing in that child and gathering multiple sources of data to find further evidence of their reading deficiencies. Campus 504 Coordinators for each campus forward this data to SAISD's Section 504 and Dyslexia Student Services Department that, with parent permission, initiates a formal evaluation for dyslexia using a battery of nationally normed assessments, including the Woodcock Reading Mastery Test (WRNT-III), the Test of Written Spelling (TWS-5), the Gray Oral Reading Test (Gray-5), the Comprehensive Test of Ornathological Processing (PCOP-2), and/or the Kaufman Brief Intelligence Test, Second Edition (K-BIT 2). SAISD's Section 504 committee analyzes the results of these assessments and additional data from teachers and parents to make a formal recommendation for appropriate services, which can include one or a combination of 1) copies of notes (e.g., teacher-or peer-provided), 2) note-taking assistance, 3) additional time on class assignments and tests, 4) reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments), 5) priority seating assignments, 6) oral reading of directions or written materials, and/or 7) 30-45 minutes of daily pull-out instruction using Really Great Reading curriculum.

SAISD's Section 504/Dyslexia Student Services Department Director will supervise the Project Director/Administrator and serve on the Dyslexia Academy Leadership Design Team to ensure alignment and coordination with these current services for pre-K-2nd grade students with dyslexia. The Leadership Design Team will meet bi-weekly to ensure the district's administrators, teachers, and parents maintain their commitment to the project's success and receive frequent updates on its progress. In addition, SAISD is committed to sustaining all costs associated with the Dyslexia Academy at Smith Elementary in perpetuity if evaluation of student progress shows the Academy is effective in increasing the number of pre-K-2nd grade students with dyslexia who are reading on grade-level and progressing to graduation on time. If this project shows promise, the district also commits to seeking additional funding and physical space to establish similar independent, school-within-a-school programs for students with dyslexia in pre-K-2nd grade, allowing us to provide earlier, more comprehensive support to students with dyslexia during their most formative years.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 015907		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.		
#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Collection of records of the first cohort of students enrolled in August 2018.	Establish a separate, no cost, open-enrollment educational program for SAISD students with dyslexia in pre-K-2 nd grade at Smith Elementary.
2.	Collection of training agendas/attendance records/certification records	All Academy teachers and staff and all existing Dyslexia Support Specialists prepared to become Dyslexia Practitioners via Neuhaus Education Center training.
3.	Collection of purchasing, inventory documentation; qualitative/ determination of use of technology with fidelity	Each Academy student has continuous, individual access to adaptive reading applications, and Academy teachers have access to additional teaching technology to facilitate multi-sensory teaching and learning.
4.	Collection of event agendas, attendance records; qualitative, surveys of parents increased knowledge, satisfaction with support services	Families of SAISD students aged 3-9 engaged in additional dyslexia awareness opportunities that educate them about how to better support children with dyslexia via at-home reading strategies and/or emotional support.
5.	MAP exam results	At least 60% of all Academy students demonstrate adequate progress in reading (baseline: TBD).
6.	Collection of copies of conference presentations, required grant reports	At least 50 additional educators across Texas are informed of SAISD's Dyslexia Academy and its impact on the academic achievement of pre-K-2 nd grade students with dyslexia.
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?		
<p>The Project Director/Administrator will collect all data associated with its implementation, including written agreements with NEC and additional, to-be-determined partners, evidence of teacher and staff professional development/certification, and development of curriculum for Dyslexia Academy, the instructional calendar, student enrollment and attendance policies, grading periods and policies, and policies and procedures for administration of standardized assessments, including MAP exams. The Project Director/Administrator will also document the acquisition and degree of use of all instructional materials, including teaching technology for Dyslexia Academy students. The Coordinator will collect this evidence immediately after it becomes available.</p> <p>Student-level academic data for the Dyslexia Academy, including student academic achievement and attendance, will be stored in a comprehensive internal database and tracked every three weeks using SAISD's long-established data collection procedures. The Project Director/Administrator will ensure students' daily attendance, grades, and MAP scores are recorded and reported to SAISD Office of Accountability, Research, Evaluation, and Testing (ARET) throughout each year. Three times each academic year, the Coordinator will review this data on the academic performance and growth of Academy students and their peers in the same grades with dyslexia who are not enrolled in the Academy to determine the impact of the school-within-a-school program.</p> <p>The Coordinator will also collect data that will enable SAISD to identify positive trends in faculty/staff development, parent engagement, and student achievement, as well as problems with project delivery. The Coordinator will share the progress of this project's implementation with Leadership Design Team members bi-weekly to obtain their feedback and/or assistance with challenges that are encountered during project delivery. The Assistant Superintendent for Elementary Education will ensure SAISD's Section 504 and Dyslexia Student Services Department Director and Project Director/Administrator have the authority and autonomy to make needed changes to the project immediately.</p>		

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

County-district number or vendor ID: 015907	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.

SAISD's Dyslexia Academy will employ the use of interactive boards, interactive tables, and tablets to facilitate a multi-sensory approach to teaching and learning across the curriculum for all grades, a research-based approach to improving reading comprehension and oral development for students with dyslexia. Multi-sensory instruction is "a way of teaching that engages more than one sense at a time . . . conveying information through things like touch and movement – called tactile and kinesthetic elements – as well as sight and hearing," (Morin, 2018).

Academy students will learn the same subject matter as their peers in traditional courses, but the use of technology – including a tablet for each kindergarten-2nd grade Dyslexia Academy student – will facilitate a multi-sensory approach to instruction. Examples include leveraging tablets for text-to-speech applications that help young readers develop their listening skills. Additionally, assistive technology helps students overcome issues common with dyslexia such as slow note-taking and poor handwriting.

SAISD will partner with Neuhaus Education Center (NEC) to prepare all Academy teachers and staff and all existing Dyslexia Implementation Specialists and Special Education Teachers who assist pre-K-2nd grade students with dyslexia to implement multi-sensory instruction via 71 hours of intensive implementation training and modeling/job-embedded professional development that is provided by the Academy's Curriculum Specialist, Dyslexia Implementation Specialist, and/or Speech Language Pathologist, and/or NEC. NEC's training – recognized by the International Dyslexia Association and accredited by the International Multisensory Structured Language Education Council – meets requirements for state licensure for Dyslexia Therapists and criteria for membership in the Academic Language Therapy Association.

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.

Teachers will be primarily responsible for collecting empirical data on student achievement using the same measures that are currently tracked for all pre-K-2nd grade students in SAISD. This includes daily attendance, classroom grades, informal reading inventories, word citing assessments, and MAP exam scores, depending on student's grade. MAP exam results are collected for each student at the beginning of each year (BOY), middle of each year (MOY, and end of each year (EOY). All other informal and curriculum-based assessments are ongoing throughout each academic year.

The results of each students' BOY MAP will serve as a baseline for assessing students' progress toward our primary objective – to increase the number of pre-K-2nd grade students with dyslexia who are reading at the appropriate grade level and who are progressing to graduation on time. The Project Director/Administrator will collaborate with the ARET Director to analyze MAP data for Academy students and their peers with dyslexia who are enrolled in traditional courses/campuses at BOY, MOY and EOY. ARET will assist in identifying a "control group" of pre-K-2nd grade students with dyslexia whose demographics and academic aptitudes are similar to Academy students, although none of the possible control groups will have 1:1 student to technology ratios, as none of SAISD's elementary schools are currently equipped with tablets for every student.

SAISD has a comprehensive internal database in place, long-established data collection procedures, and personnel identified at each school to ensure students' daily attendance, grades, and standardized test scores are recorded throughout each year. The ARET Director and her personnel have access to this data and knowledge of how to use it to help SAISD determine the Academy's impact on the success of pre-K-2nd grade students with dyslexia.

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

County-district number or vendor ID: 015907	Amendment # (for amendments only):
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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.

This project will enable SAISD to provide additional dyslexia awareness training and literacy training in fall 2018 and spring 2019, open to all parents of SAISD students in pre-K-2nd grade. Dyslexia awareness training will include information on characteristics of dyslexia and how the learning disability manifests itself in the classroom. Guest speakers inform parents about community resources around dyslexia, and they receive books to read at home with their child when available. SAISD Section 504/Dyslexia Department staff connect with individual parents who seek their assistance after each session. In addition, Parent Reading Nights for families with pre-K-2nd grade students will teach parents how to implement age-appropriate reading strategies at home to build their child's phonemic awareness, phonics, vocabulary, reading fluency, and reading comprehension.

All parent information sessions/training will be conducted by Section 504/Dyslexia Department personnel and offered at centralized locations throughout the district in the evenings and/or on weekends to accommodate working families. This project will allow SAISD to expand similar parent outreach efforts around dyslexia, as it is currently offering similar workshops for the parents of SAISD students with dyslexia who are ages 5-18. This strengthens our efforts to provide evidence-based support to students with dyslexia as soon as possible, as all parent workshops will emphasize the importance of multi-sensory learning and how to access support from the district's Section 504 and Dyslexia Student Services Department.

More broadly, as part of protocols for collaborating with the parents of all SAISD students with dyslexia, parents of students who are enrolled in the Dyslexia Academy must give the district permission to provide all planned interventions to their child, and they receive frequent updates on their child's progress via frequent phone and e-mail contact. Also, at the end of each academic year, parents are invited to meet with the Section 504 and Dyslexia Student Services Department Director or Coordinator to discuss their child's progress.

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 Dyslexia Academy will reflect the diversity of the state in its service to a significant number of Hispanic students, who comprise 92% of all students SAISD educates each year. Hispanics now comprise nearly 40% of all Texans and more than half (52%) of all public-school children in the state. The overwhelming majority of Academy students will also be economically disadvantaged, meaning they qualify for free or reduced-price lunch. Economically disadvantaged students comprised 60% of all children who were educated by Texas public schools last year.

This project builds upon 30 years of evidence of the ability of technology to level the playing field for students with learning disabilities, (Department of Education, 2017). SAISD will partner with NEC for an iterative, five-year process of teacher training; repeated cycles of developing and refining technology implementation; and continuous formative evaluation, resulting in the production of high-quality resources to support the effective and sustained implementation of the Dyslexia Academy and its use of oral skills development and multi-sensory teaching across the curriculum.

To help a broad range of schools effectively replicate our interventions, evaluation of this project will reveal 1) the extent to which the combined use of these technologies improves dyslexic students' access to/mastery of general education curriculum; 2) methods for assessing whether technologies are being used with fidelity for students with dyslexia; 3) criteria for readiness to implement these technologies in programs for students with dyslexia, including assessment of current technology uses and needs, current technology investments, firewall issues, and the knowledge and availability of dedicated on-site technology personnel to support the combined use of teaching technologies; and 4) recommendations for professional development to facilitate the replication of our interventions for students statewide. SAISD's Section 504 and Dyslexia Student Services Department Director and her designee will attend regional and statewide conferences for educators to disseminate information about the Academy and resources to assist in its replication, with a goal to reach at least 50 additional teachers, instructional support staff, and/or administrators by the end of the project.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907	Amendment # (for amendments only):
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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.

The district's Section 504 and Dyslexia Student Services Department Director, the Smith Elementary Principal, and Dyslexia Academy Administrator will collaborate to identify parents of pre-K-2nd grade students with dyslexia, students who are served with special education interventions, and/or students who are currently being evaluated for dyslexia and who currently attend Smith Elementary or who live in neighborhoods that are part of the school's feeder pattern. These parents will be informed of the Dyslexia Academy and its approach to instruction via individual meetings from the beginning of the grant award date (May 2018) to the first day of school (August 2018) to recruit the Academy's first cohort of students, limited to 12 in each grade. Enrollment will be on a first-come, first-serve basis, with pre-K-2nd grade students with an official dyslexia designation from a Section 504 Committee receiving priority admission.

The Dyslexia Academy will function independently from the traditional campus with its own budget, campus administrator, teachers, and instructional support staff who will all have extensive experience with providing instruction and/or support services for students with dyslexia and 71 hours of training in how to plan, deliver, and measure instruction in phonemic awareness, decoding, fluency, oral language, comprehension, and composition for students with dyslexia and related disorders provided by Neuhaus Education Center (NEC), a national leader in advancing reading fluency for public school students. To date, NEC has provided evidenced-based reading instruction to more than 60,000 reading educators.

The Dyslexia Academy will focus on oral language development and multi-sensory learning across the curriculum. Research shows students with dyslexia respond better to instruction delivered with a multi-sensory approach. Traditionally, the multi-sensory approach is used for dyslexia interventions that are performed in addition to traditional lecture-based curriculum, such as the district's current 30-45-minute pull-out interventions using Really Great Reading's multi-sensory approach. But the Dyslexia Academy will embed multi-sensory instruction in every subject pre-K-2nd grade students learn, an innovative approach to significantly reducing or eliminating the need for interventions that are delivered apart from and in addition to students' regular school day. Also, because dyslexia is a language-based disability, addressing language development as early as pre-K via multi-sensory instruction – a first for SAISD – will allow us to begin targeted interventions for dyslexic students' speech and literacy skills before the third grade, when interventions for students with dyslexia typically begin. Research shows that, if students have not achieved literacy by the third grade, they are significantly less likely to graduate from high school as they are at higher risk for being retained and/or failing grades in later years.

Neuhaus Education Center (NEC) training will benefit all Academy teachers and instructional support staff who are currently assisting students with dyslexia in all grades, creating opportunities to evaluate how instructional support staff's deepened knowledge affects pre-K-2nd grade student achievement in "mainstream" classrooms where traditional interventions are used for students with dyslexia, up to and including pull-out instruction. These results will be compared to the academic achievement of pre-K-2nd grade Academy students, allowing SAISD to determine how well the school-within-a-school model using teaching technology/multi-sensory learning across the curriculum addresses the unique academic and functional needs of students with dyslexia vs. a traditional approach with additional professional development for existing instructional support staff. The knowledge we generate and disseminate to additional K-12 education providers could be transformative, as like SAISD, many resource-poor public schools in Texas struggle to find the time and space to incorporate daily pull-out instruction for all students who need it, particularly on elementary school campuses that serve significant numbers of students who require reading interventions that correspond to five different grade levels.

The evidence this project will generate will enable school districts throughout Texas to make more informed decisions on the best ways to allocate physical resources, staff time, professional development funding, and technology resources for serving students with dyslexia, providing fellow K-12 educators with a guidepost for innovation in the education of young students with dyslexia across the state.

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

County-district number or vendor ID: 015907	Amendment # (for amendments only):
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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.

SAISD will partner with Neuhaus Education Center (NEC) to prepare all Dyslexia Academy Teachers and instructional support staff, and all existing Dyslexia Support Specialists who serve students with dyslexia in all grades, to become Dyslexia Practitioners. Training will be offered via NEC’s Tier III program that provides 71 hours of extensive coursework in Basic Language Skills that are delivered via in-house classes that take place over 12 days. Teachers and instructional support staff will learn how to plan, deliver, and measure instruction in phonemic awareness, decoding, fluency, oral language, comprehension, and composition for students with dyslexia and related disorders. Follow-up supervised practica includes NEC’s monitoring of student progress and consultation with trained teachers. Successful completion of Level 1 of this program prepares individuals to become Dyslexia Practitioners. Teachers and instructional support staff will be required to complete a personal interview with NEC trainers, an online Reading Readiness class with a final score of 80% or higher, and an online Basic Language Skills Orientation and agreement before training begins.

NEC is a 501(c)(3) non-profit educational foundation dedicated to promoting reading success. NEC provides evidence-based training and support to educators and district leaders, supplies information and resources to families, and offers direct services to adult learners. Its staff includes licensed Dyslexia Therapists, authors of research papers in peer-reviewed journals and textbook chapters on effective reading instruction, and board members of international organizations that promote evidence-based reading instruction. Its services are offered in a variety of ways, including mentoring, individual instruction, online programming, and on-site courses.

NEC is named in honor of W. Oscar Neuhaus, the first president of the Houston Branch of the Orton Dyslexia Society. Since 1980, the center has provided evidenced-based reading instruction to more than 60,000 reading teachers; served approximately 2,000 adult learners; and in the past year alone helped 2,587 parents through onsite consulting and outreach programs. In 2015, NEC released the results of an independent, year-long study of a Houston-based literacy project demonstrating that a comprehensive professional development program for pre-kindergarten teachers that includes classroom coaching leads to dramatic improvement in literacy among children in traditionally lower-performing schools.

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