



**WACO ISD EDUCATION FOUNDATION  
COVER SHEET – PART II  
Application for Grant:  
2026-2027 Funding Cycle**

Assigned Grant Proposal #: \_\_\_\_\_

Project Title: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ # of Students DIRECTLY involved: \_\_\_\_\_

Subject Area(s): \_\_\_\_\_

Amount Requested: \$ \_\_\_\_\_

**Grant Focus Area(s):** In order to be considered, Waco Education Foundation Innovation Grant proposals must fall under one or more of the E4 focus areas: early childhood development, enhanced programming for advanced students, extended education for staff, and emphasis on student performance. NOTE: In addition to meeting one of the E4 focus areas above, grant readers are especially interested in creative and innovative grant requests that target fine arts, STEM, literacy, or enrichment.

**(check all that apply)**

Early Childhood Development

Enhanced Programming for Advanced Students

Fine Arts

Literacy

Extended Education for Staff

Emphasis on Student Performance

STEM

Enrichment



Turn up the Brain! The  
FORBRAIN Project



# Description

---

The Turn Up the Brain! The FORBRAIN Project is an innovative, evidence-informed intervention, and nothing that Waco ISD has had before, that would support our elementary students with dyslexia, speech, language impairments and ADHD by strengthening auditory processing, attention, and speech self-monitoring. Many of our students struggle to access instruction due to difficulties sustaining focus, processing verbal information, and monitoring their own speech output. This directly affects literacy development, classroom participation, and academic confidence. These are things we see daily providing instruction to our dyslexic students. This project integrates FORBRAIN technology into our daily instructional routines, allowing students to hear their own voices through bone conduction and dynamic auditory feedback, which supports improved focus, clearer speech production, and increased engagement during learning tasks. Through consistent use during our daily instruction students will develop stronger listening skills, improved phonological awareness, and greater self-regulation. By adding this extra support for our students, Turn Up the Brain! The FORBRAIN Project would add something to our district and schools that we have never had. Giving our students something new and innovative that will empower them to become more confident and independent learners, while giving them one more layer of therapy, is a win!

# Description

---



Click to watch a short video



# 1. Rationale

---

The implementation of the FORBRAIN auditory feedback system will support campus goals related to improved literacy, student engagement and targeted intervention for struggling learners. This tool will be used within small-group instruction in the dyslexia classrooms to strengthen students' listening, focus, and language processing skills that directly impact reading success. Students receiving dyslexia, speech and specialized academic support often require additional strategies that reinforce attention and self-monitoring during literacy tasks. By integrating FORBRAIN into intervention services, we can add another layer of help for our students, that is innovative. Students have not previously had access to something like this. This project would support two campuses and commitment of Waco ISD to increase student achievement and close learning gaps through instructional supports for students who require targeted intervention.

## 2. Goals

---

The overall goal of FORBRAIN is intended to support growth and success of students who face challenges with reading, speech and attention, to which we see daily. In addition to students with dyslexia, many of our learners also experience difficulties with language processing or focus. Using this tool during instruction consistently can help students strengthen listening skills, stay engaged in learning and build confidence in their reading and communication. Expanding supports in this way allows us to better meet the needs of a diverse group of learners and provide an opportunity for greater academic success.

# 3. Plan of Operation

---

The project will integrate the FORBRAIN auditory feedback system into the existing intervention services already provided to our dyslexia students. Our students currently receive instruction through a systematic, structured approach to literacy that is implemented with fidelity. The addition to FORBRAIN will serve as a supportive tool during each of these sessions to enhance the intervention students are already receiving. The objective is clearly to add something not overly complicated, into something we are already doing daily to close gaps those students have.

## 4. Communications & Dissemination

---

The impact of the FORBRAIN project will be shared with the foundation through thoughtful updates that highlight both student engagement and instructional implementation. We would love to document the project by capturing photos of students actively using the headsets during our instruction, as well as brief video clips that demonstrate the technology.

We would love to share periodic updates describing the overall process and progress students are making. By sharing these updates, we hope to demonstrate the meaningful impact of the foundation's investment while celebrating the opportunities it provides for our students. Your generosity will help students strengthen critical literacy skills and build confidence as lifelong learners.

## 5. Evaluation

---

The two dyslexia specialists will use the Dyslexia Curriculum Mastery Checks to evaluate the students' reading and an Articulation Inventory to evaluate speech sounds before using FORBRAIN bone conduction headphones for one or two groups. Then, after 40 days of using the headphones for at least 20 minutes each day, we will reassess using the same Dyslexia Curriculum Mastery Checks and Articulation Inventory without headphones. Also, we will have the students complete a self-assessment using face expressions on whether they think the headphones are helping. We can continue monitoring success throughout the whole entire 26/27 school year to evaluate the progress students have made from the beginning of the year to the end of the year.

## 6. Long-Term Implications

---

The plan is to start using the headphones with all dyslexia groups after the 2026/27 year to improve speech, reading, spelling, and attention skills. Our hopes are to eventually get a teacher and student set of 6 headphones for every elementary campus in Waco ISD after the 2026/27 school year. The long-term impact is to improve verbal memory, boost phonological awareness, increase verbal processing speed, and enhance confidence when reading and spelling for individuals with dyslexia. For speech and language, the impact is to improve auditory feedback, improve phonemic awareness, sharpen and strengthen articulation and speech production, improve memory and retention for vocabulary and grammar, and improve intonation and prosody while reading.

## 6. Long-Term Implications

---

The long term impact for individuals with auditory processing disorder is to improve auditory attention, speech clarity, working memory, and language development. Individuals with ADHD will improve focus and attention, self-regulation, improve working memory, and enhance integration of verbal and reading information. Many of our dyslexic students struggle with speech, ADHD, and auditory processing so the long-term impact on these students will be to improve in all of these areas for speech, reading, spelling, and attention in the dyslexia intervention groups and in the general education classroom as well.

# 7. Key Personnel

---

Teachers implementing this project are highly trained dyslexia specialists who are experienced in delivering structured literacy instruction with fidelity. Students will use FORBRAIN headsets daily during dyslexia instruction to ensure consistent exposure and maximum benefits from the auditory feedback system. Teachers will intentionally integrate the technology into existing evidence-based instructional practices while monitoring student engagement and progress to ensure the program is implemented effectively and produces measurable outcomes.

## 8. Budget & Budget Narrative/Justifications

---

The requested equipment includes 14 FORBRAIN headphones, 2 teacher transmitters, and 12 student receivers to support small-group intervention and targeted instruction. The transmitters allow teachers to deliver clear, direct instruction to students through receivers, minimizing background noise and improving focus for learners who struggle with auditory processing or attention regulation.

These items are essential to expanding access to this innovative intervention so that up to six students in each dyslexia group, at two elementary campuses can benefit through our existing evidence-based literacy instruction.

# Waco Education Foundation Grant Budget Form

Assigned Proposal #	25
Project Title:	Turn Up the Brain! The FORBRAIN Project
Number of Students Served by Grant:	Dyslexia students

Qty	Budget Item	Verify Vendor (Y or N)	\$ Requested from the WISD Foundation	Other Secured Source	\$ from Other Source (if applicable)	Total Amount
<b>Consumable Supplies</b>						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
	total Consumable Supplies		\$ -		\$ -	\$ -
<b>Technology</b>						
						\$ -
						\$ -
	total Technology		\$ -		\$ -	\$ -
<b>Long-Term Supplies / Equipment</b> (items that will last beyond the grant year)						
14	Forbrain headphones with microphone and dynamic filter and charging cable	N	\$ 3,037.30			\$ 3,037.30
2	Trasmitter for Forbrain pack(Teachers)	N	\$ 219.90			\$ 219.90
12	Receiver for Forbrain pack(Students)	N	\$ 779.40			\$ 779.40
						\$ -
						\$ -
	total Long-Term Supplies		\$ 4,036.60		\$ -	\$ 4,036.60
<b>Contracted Services</b>						
						\$ -
						\$ -
	total Contracted Services		\$ -		\$ -	\$ -

<b>Personnel</b>					
					\$ -
					\$ -
total Personnel		\$ -		\$ -	\$ -
<b>Travel / Other</b>					
					\$ -
					\$ -
					\$ -
					\$ -
total Other		\$ -		\$ -	\$ -
<b>Totals</b>		<b>Total Requested from the WISD Foundation</b>	<b>Foundation Cost Per Student</b>	<b>Total from Other Sources</b>	<b>Total Cost of Project</b>
		\$ 4,036.60	#VALUE!	\$ -	\$ 4,036.60