

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

2018–2019 Services to Students with Autism		
Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	<small>Place date stamp here</small>
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>	
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
McAllen ISD	108-906		
Vendor ID #	ESC Region #		
74-6001658	Region 1		
Mailing address	City	State	ZIP Code
2000 North 23 rd Street	McAllen	TX	78501-2000

Primary Contact

First name	M.I.	Last name	Title
Rosa		Larson	Director of Special Education
Telephone #	Email address		FAX #
(956)632-3285	rosie.larson@mcallenisd.net		(956)632-3269

Secondary Contact

First name	M.I.	Last name	Title
Paz		Elizondo	Director Staff Dev/Grant
Telephone #	Email address		FAX #
(956)632-8787	Paz.elizondojr@mcallenisd.net		(956)618-6011

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
Jose	A	Gonzalez	Superintendent
Telephone #	Email address		FAX #
(956)618-6027	jose.gonzalez@mcallenisd.net		(956)686-8362

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application

701-18-107-001

Schedule #1—General Information

County-district number or vendor ID: 108-906

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.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-906

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 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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-906

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 autism.
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 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.
12.	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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 108-906

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	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 108-906			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:				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 108-906

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:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108-906

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.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 108-906

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.

McAllen Independent School District is applying for this grant to be able to provide optimum services to students with autism in our district. This grant will allow our district the opportunity to place supports for each child in the general education environment. With proper materials, training and staffing, general education teachers will be able to provide the supports necessary for children with autism to thrive in the Least Restrictive Environment. The focus will be on integrating best practices for children with autism into all aspects of teaching thus reducing barriers that often prevent this population from accessing the general education environment. This plan is directly aligned with our district goal, student achievement/student focus, providing access for rigorous instruction for all students thus allowing each child to meet his/her fullest potential.

Students with autism have unique needs that must be addressed to ensure functional success in their environment. Deficits in the areas of communication, behavior, sensory processing, social and emotional regulation, and academics often make it difficult for children with autism to function in the general education classroom. The primary goal of this proposal is to integrate supports necessary for children with autism into all aspects of the general education environment reducing the barriers that commonly exist and allowing access for children with autism the to the rigous instruction that currently exist in our general education classrooms.

This proposal is based on a needs assessment model which brings together a multidisciplinary team to study these needs and make recommendations to address each. Constant data collection, both quantitative and qualitative will allow for stronger educational and functional decisions. Frequent collaboration meetings, and quality training, will ensure uniform implementation of recommendations across all environments.

Our budget was designed based on our needs assessment. Funds have been allocated primarily to instructional supplies and resources that will allow us to bring the best possible supports to the students in the Least Restrictive Environment. Sustainability has also been a principal consideration. In an effort to ensure that our district is able to maximum use of funds and expand our model to students in needs of support beyond the grant period, the multidisciplinary team of professionals, already in our district, will implement services to students and teachers, with a shift of implementation from the special education classrooms to the general education classrooms.

In addition to providing supports for our teachers and staff, emphasis has been placed on collaborating with parents and private stakeholders of each individual child, as well as community stakeholders. Each family along with any private stakeholder that the family wishes to include, will have the opportunity to collaborate with their child's multidisciplinary team on a regular basis. Their input will be a vital role in determining success and changes in programming. The current partnership between McAllen ISD and Hidalgo County Headstart will be greatly enhanced with this grant as we bring specific supports to the Headstart Center for children with autism. Through community stakeholders meetings and planning, collaborative partnerships will be enhanced, allowing students be be successful in the school, home and community environment.

The needs assessment of this overall project will be designed and conducted continuously by the Director of Special Education Services, the Director of Grant Compliance, and the Coordinantor of Special Education. As process need to be updated or changed, the Coordinator of Special Education will communicate directly with all staff involved in the grant. The needs assessment of each individual student will be conducted by the teacher overseeing the students, and the multidisciplinary team that series each student. Supporting data will be ed and maintained by the Coordinator for Special Education and the grant teacher.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108-906

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.

The program will be measured by success of each individual student as well as the group of students as a whole. Progress of children will be measured based on academic and functional growth. PEIMS data will be monitored to measure success of integrating students into the general education environment. Assessments already in place will be used to monitor academic progress. We will use CLI Engage tools for Milestones for our 3 to 5 year olds, CIRCLE Progress Monitoring System for our prekindergarten students, and Fountas & Pinnell Benchmark Assessment System (BAS) for our 5-9 year olds.

McAllen ISD is committed to meeting the needs of all students. To ensure success of this project, McAllen ISD has proposed to use these funds in a manner that will allow us to implement best practices and ensure sustainability of this project beyond the grant period. This proposal utilizes programs, systems and staff that are already in place, and implements a new, best practice, research based model to provide support and services to students and staff that exist in our current system. Through the district's commitment, McAllen ISD will continue to sustain these instructional programs to meet the needed services of our children with autism and other disabilities well beyond the grant period by restructuring fund allocations and existing programs to best match the identified needs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-906

Amendment # (for amendments only):

Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85th Texas Legislature, 2017

Grant period: May 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 429/459

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$335,940	\$	\$335,940
Schedule #8	Professional and Contracted Services (6200)	6200	\$44,000	\$	\$44,000
Schedule #9	Supplies and Materials (6300)	6300	\$470,060	\$	\$470,060
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$850,000	\$	\$850,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$150,000	\$150,000
Grand total of budgeted costs (add all entries in each column):			\$850,000	\$150,000	\$1,000,000

Shared Services Arrangement

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

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-906

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	1		\$ 60,000
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	1		\$36,000
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	Part-Time Staff	12		\$204,000
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$300,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$15,840
20	6118	Professional staff extra-duty pay		\$20,100
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$35,940
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$335,940

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108-906

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	Behavioral Consultants (observations/direct with students)	\$25,000
2	Family Engagement	\$ 4,000
3	Educational Software Trainings	\$ 7,000
4	Educational Service Centers Trainings	\$ 3,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$39,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$5,000
(Sum of lines a, b, and c) Grand total		\$44,000

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 108-906		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:	\$470,060
Grand total:		\$850,000

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 108-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$

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.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 108-906			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			\$	\$
3			\$	\$
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:				\$

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

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

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

County-district number or vendor ID: 108-906

Amendment # (for amendments only):

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	6		
K	6		
1 st	6		
2 nd	6		
3 rd	6		
COMMENTS	An additional 6 students between the ages of 3 and 4 coded EE with priority given to students enrolled in Head Start will be served. Current/typical student teacher ratios will be maintained. Additional part time paraprofessionals will be used as needed for supports.		

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	7:45 am-3:45 pm	
Number of days in school year	174	
Minutes of instruction per school year	78,300	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 108-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2014 the Centers for Disease Control and Prevention (CDC) released new data on the prevalence of autism in the United States (Autism Speaks, 2018) Autism now affects 1 in 68 children and 1 in 42 boys. Children with autism face continuous educational challenges that prevents them from reaching their full potential. In McAllen ISD it is our goal and commitment to help our students diagnosed with autism spectrum disorder achieve success.

Often the potential of a child with autism is not seen due to barriers caused by this disability. In order to reduce these barriers, each aspect of the child is studied including communication, social/emotional well being, sensory deficits, behavioral deficits, and academic needs and potential. This proposal is based on a needs assessment model which brings together a multidisciplinary team to study these aspects and make recommendations to address each need. Constant data collection, both quantitative and qualitative will allow for stronger educational and functional decisions. Frequent collaboration meetings (with staff and parents), and quality training, will ensure uniform implementation of recommendations across all environments.

Campuses for this grant have been selected based on the current special education programs that they house and their past commitment to educating children in the Least Restrictive Environment. Each of the following sites services students between the ages of 3 and 9, and has students that are both in self-contained settings and inclusionary settings.

- Perez Elementary
- Rayburn Elementary
- Fields Elementary
- McAuliffe Elementary
- Bonham Elementary
- Seguin Elementary

In addition, Seguin Elementary will house several Hidalgo County Head Start classrooms. The selection of these campuses will allow the district to select students for the grant that have the potential to be educated in the general education environment given the proper supports, and that represent the diversity of our community.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108-906

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.	Expand access to general curriculum in inclusive environments for students with autism.	Create an inclusive environment in the general education setting by routinely and effectively integrating sensory, communication, behavioral, social/emotional and academic supports thus reducing barriers and allowing for curriculum access in the Least Restrictive Environment.
2.	Access to technology and materials in all environments of the educational setting that enable students with autism to thrive.	Equip special education and general education classrooms with technology and materials needed to support children with autism. All technology and materials will support the unique needs of children with autism.
3.	Program Quality and Child Outcome Improvement to sustain and improve the quality of education programs and develop knowledge linkages between program performance and child outcomes.	District and Head Start Center will self-assess to identify systemic changes that can be made better to support program quality. A team will be assembled to assess the needs of each student and provide on site support to students and staff in addressing all academic, communication, sensory, behavioral, and social and emotional supports needed for students to succeed in the least restrictive environment.
4.	Strong family engagement and collaboration in the educational planning for students.	Prioritize and enhance time and resources to support parents and families as their children's first teachers and as critical stakeholders in supporting the needs of a child with autism with an emphasis on parent training and collaborative planning between the school team and the child's family and private providers.
5.	Strong community collaboration between all stakeholders.	Collaborate with Head Start, Region one Service Center, and other community stakeholders to ensure optimal services are provided to students in the Least Restrictive Environment in both the Head Start Center, and the district campuses. Create an atmosphere of collaboration with the University and community organizations and advocacy groups.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 108-906

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.	Dir Grant Compliance	BA Degree and ME Degree; Principal experience
2.	Director and/or Coord. for SPED	BA Degree and ME Degree; Administration Experience
3.	Occupational Therapist	ME Degree in Occupational therapy; License in Occupational Therapy
4.	speech-language pathologist	ME Degree in speech language pathology; license in speech therapy
5.	Behavior Specialist	BCBA or Licensed Specialist in School Psychology

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.	Expand access to curriculum in inclusive environments	1. Identify individual student/teacher needs	08/15/2018	06/01/2019
		2. Provide supports to students in all environments	08/15/2018	06/01/2019
		3. Provide general ed training and support	08/15/2018	06/01/2019
		4. Reevaluate needs with team (2x per 6 weeks)	08/15/2018	06/01/2019
2.	Provide access to technology and materials	1. Identify individual student/teacher needs	08/15/2018	06/01/2019
		2. Integrate supports/materials into gen ed classrooms	08/15/2018	06/01/2019
		3. Provide training/supports	08/15/2018	06/01/2019
		4. Ongoing needs assessments through staffing	08/15/2018	06/01/2019
3.	Improve program quality and child outcome	1. Identify individual student/teacher needs	08/15/2018	06/01/2019
		2. Provide materials/training/supports	08/15/2018	06/01/2019
		3. BOY, MOY, EOY assessment	08/15/2018	06/01/2019
		4. Ongoing needs assessment through staffing	08/15/2018	06/01/2019
4.	Promote strong family engagement and collaboration	1. Identify student stakeholders	08/15/2018	06/01/2019
		2. Set educational/functional goals for each child	08/15/2018	06/01/2019
		3. Student stakeholder meetings-every 6 weeks	08/15/2018	06/01/2019
		4. Parent training/in-services	08/15/2018	06/01/2019
5.	Create strong community collaboration	1. Identify community stakeholders	08/15/2018	09/15/2018
		2. Stakeholders meetings (2 per semester)	08/15/2018	06/01/2019
		3. Parent/Community Trainings	08/15/2018	06/01/2019
		4. Autism Awareness event	04/01/2019	04/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-906

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.

McAllen ISD has a district committee that safeguards the monitoring of goals and strategies. Effective district planning and executing is built on a clear, consistent, shared and an achievable vision for the district and its future. All educators, administrators, teachers and specialized instructional support staff, have the opportunity to play an indispensable role in the design process by setting student learning and professional goals that develop their practice and capacity, as individuals and teams, to support the district strategy for success. In the Special Education Department, the director ensures that departmental goals and objective are aligned with district goals and objectives and communicate directly with the assistant superintendent. As theses goals and objectives change, the director and coordinators share information directly with campus staff at meetings that are held monthly.

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.

McAllen ISD is committed to meeting the needs of all students. McAllen ISD is currently working to improve opportunities for students with disabilities to participate in the general education environment. Extensive efforts have been placed on increasing participation of our 3-5 year old population. This will certainly be evidenced on our PBAS 3-5 year old LRE rating for 2017-2018. Improvement has been achieved through a partnership with Hidalgo County Head Start and staffing between SPED and campus administration and teaching staff on each individual 3-5 year old child on a regular basis. This grant will enhance these efforts greatly through collaborative partnerships, additional resources, staff development, on the job staff training, and parent training. To ensure success, campuses for grant funds have been selected based on the types of special education programs that are currently serviced at their campuses and their efforts and campus climate towards inclusionary practices in the past, and/or their future partnerships with Hidalgo Head Start Centers. Staff meetings and/or coordination meetings will be held on each student 2 times per six weeks which will allow for needs assessment, ensuring success of this project. SPED administrators that work directly with the populations served by the grant, will coordinate the grant program. This will ensure that practices developed by the grant project are able to be carried over to serve other students not in the grant program. Through the district's commitment, McAllen ISD will continue to sustain instructional programs to meet the needed services of our children with autism and other disabilities beyond the grant period.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 108-906

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.	Teacher Effectiveness: Focus-Instruction, Teamwork & Visible Practice.	1.	T-TES
		2.	Peer reviews
		3.	Goal Setting
2.	Learning Environment: Culture, Relationships & Support for Diverse Learner	1.	Welcoming Environment
		2.	Materials/curriculum present in General Ed Environment
		3.	Team Building Activities and Open Communication
3.	Data Driven Improvement: Child Based Data	1.	CLI Engage Assessments
		2.	Fountas and Pinnell and Istation Assessments
		3.	Individual IEP Progress Reports and Monitoring Sheets/Behavior Data
4.	Engaged Families: Two Way Communication & Shared Decision Making	1.	Student Family/Stakeholder Meeting (every 6 weeks)
		2.	Parent Training and Inservice Opportunities
		3.	Parent Surveys
5.	Community Collaboration	1.	Community Stakeholders Meetings
		2.	Stakeholders Surveys
		3.	Autism Awareness Community Event

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

The ultimate goal is to improve child outcomes and close achievement gaps. Child outcomes should always be kept front-and-center for planning, implementing, and evaluating services for students in Head Start, and the district. The framework is based on the premise that there needs to be more intentional focus on the changes that need to occur in adult behaviors/skills, and to the system itself, before meaningful outcomes will be realized.

This framework is intended to be used as a tool to support the development of a comprehensive program approach. It will be used to establish:

- 1). A foundation of content, process, and norms for professional collaboration within and across age and grade levels from Pre-K 3-4 year olds to 9-year-old students in the district.
- 2). Shared vision of high-quality, developmentally based learning for children in early learning and elementary school setting;
- 3). Accountability for improving child outcomes and closing achievement gaps;
- 4). Evaluation strategies that help to ensure that the activities and structures put in place actually impact child outcomes

Continuous quality improvement is an ideal process to ensure that McAllen ISD programs are systematically and intentionally improving services and increasing positive outcomes for children. McAllen ISD is already using such a system to interpret data. This online data management system provides a means for collecting, analyzing and sharing of student data assessment results.

Problems with project delivery, attendance and commitment to the the project will be identified and addressed through the continuous staffings and progress monitoring that has been embedded throughout this proposal.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 108-906

Amendment # (for amendments only):

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

The program will incorporate research and evidence-based design into every aspect. The primary goal of the program is to get each student fully integrated into the general education environment in order to enable each student to have access to rigorous instruction. A multidisciplinary team will observe and evaluate behaviors, then staff to find the best possible solutions to reduce barriers in the environment. Behavior and functional data will be taken and evaluated for improvement in order to adjust as necessary. Constant appraisal of each child's programming will be conducted to determine future action.

Technology will be integrated as necessary to allow students access curriculum and interaction with peers. Speech to text and text to speech software as well as word prediction software will be purchased to allow greater access and performance in reading and writing. Boardmaker online will also be utilized to allow for uniformity in visual supports as well as computer access to individualized assignments to target IEP goals. Communication apps and/or devices will be purchased as necessary to facilitate communication.

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.

McAllen ISD along with the Head Start program will collect empirical data by utilizing the **CLI Engage** tools for **Milestones** for our 3 to 5 year olds. The developmental checklists will serve as a baseline for these children in determining where interventions are needed. Additionally, **CIRCLE Progress Monitoring System** will be used to progress monitor Pre-Kindergarten students in the following assessed areas: rapid naming, letter-sound correspondence, phonological awareness, rapid vocabulary, book and print awareness, and story retell and comprehension. Also, Observation Based assessments in the areas of: social emotional development, physical health and development, early writing, speech production and sentence skills, motivation to read, and approaches to learning will be monitored in the early identification of dyslexia.

For our 5 to 9 year-old students, the district will collect empirical data using the **Fountas & Pinnell Benchmark Assessment System (BAS)**. The BAS determines the students independent and instructional reading levels. Teachers will observe students' reading behaviors and engage in conversations that extend beyond story retelling in order to differentiate instruction on a one-to-one basis. The BAS will be administered 3 times per school year.

Behavioral/functional empirical data will be collected and reviewed on each student. This data will be used to analyze functioning, and make decisions needed to help each child better function in his/her educational environment.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 108-906

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.

The parents and other family stakeholders such as daycare providers or private therapy providers will meet with the staff every 6 weeks to set goals and/or discuss progress. Information from these meetings will be used to plan for the student for the 6 week period. Individualized parent training in the school setting will be offered in order to help the student generalize skills from the school to the home/community. In addition to the individualized parent training, the district will provide 4 community trainings per annual year of which the parents of the students served by the grant will be given priority for attendance.

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.

McAllen Independent School District serves a very diverse population that adequately represents the type of diversity seen in the state of Texas. According to statisticalatlas.com, the population in McAllen, Texas has a mixture of different ethnic groups; however, 84.1 percent is hispanic. McAllen, Texas is 5 miles from the border of Mexico, so many students that enter our school system are undocumented. The socio economic status of the majority of our families is low. Statisticalatlas.com quotes the median income for a family in Mcallen, Texas to be 41.2K per year which is 20.7 percent lower than the median income for the state of Texas. In analyzing the district population, the overall enrollment of students in McAllen, ISD has dropped over the past few years; however the overall population of special education students has remained about the same. This grant program will serve students that equally reflect the diversity of our school district and the community by ensuring that campus locations are selected from different populations in the community and utilizing currently established feeder systems by which students from non participating campuses will have equal opportunity to access the grant program.

This program can be replicated in any educational environment, as it will use currently established feeder systems to be able to serve students from across the district in centralized locations for 3-5 year old populations, and on home campuses for 1-2 grade students and create a multidisciplinary team to consistently conduct needs assessments for determining the individual needs of each child and developing plans for implementing supports needed. This multidisciplinary team will consist of staff members that each district currently has. Emphasis and supports will simply be shifted from the special education to the general education environment in order to reduce barriers for children with autism in the general education classroom allowing for high levels of rigor and high expectations for all students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-906

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 autism. 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.

McAllen ISD will create a primary district, multidisciplinary, team of support for students identified in the grant program. The team will service the 6 sites identified in this grant proposal. It will consist of current district staff and grant staff. Current district staff members will include an occupational therapist, a speech therapist, a behavior teacher, and a special education coordinator. This team will serve to continuously monitor and work with students and campus staff (both current district staff and grant staff) to identify needed supports for each student. The team will work with campus staff to ensure that each classroom that services grant students will have systems in place that provides high structure and predictability for students. Strong visuals will be embedded within each environment to enhance this. Behavior and appropriate social/emotional needs of each student will be highly supported. Each general education and special education classroom will have access to social curriculum that will be taught throughout the school day to all children. Training will be provided in the area of social stories that will be created and utilized with the class as specific/individualized needs arise. A sensory friendly environment will be created in each room. Behavior support/training will be provided to all students and teachers to reduce barriers and enable optimal learning and focus on curriculum and content.

McAllen ISD values the input of parents as first teachers and primary stakeholders in their child's education. Extended amounts of individualized parent training and group training will be offered. Individualized parent training will come from the district and or/staff team that services the student. Extended parent training will enable our students with autism to generalize skills learned in the school to the home and community thus reducing barriers in learning and functioning.

The district will collaborate with Region 1 and Region 20 Service Centers and The University of Texas Rio Grande Valley as well as community stakeholders to ensure that high quality training and staff development are provided in the areas specified within.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 108-906

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the program will incorporate meaningful inclusion. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary goal of this program will be to include students 100 percent of the time in the general education environment by providing appropriate resources and supports in those classrooms. McAllen ISD will utilize this grant to provide resources, and training to MISD general education classrooms that service students with autism. Each general education teacher will receive training alongside the special education staff that works with the children identified in the grant. Special Education grant teachers will be trained and will collaborate with general education teachers on grade level curriculum to allow for optimal support of students in on grade level TEKS. The established support team will collaborate with general education and special education teachers 2 times per six weeks. Members of the team will observe and work with students in the general education classrooms to make recommendations to classroom staff for necessary supports and teaching strategies. Supports that promote success for children with autism will be routinely incorporated into the general education environment for all students. The use of sensory materials, social stories, social curriculum, visual supports, and technology will be utilized in daily instruction for all students. Adding these supports to the general education classrooms will reduce barriers for our children with autism allowing for greater success in the general education environment.

TEA Program Requirement 3: 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.

McAllen ISD currently has a partnership with Hidalgo County Head Start Center. This program is projected to move into District campuses for the 2018-2019 school year. One of the selected elementary sites for this grant will house one of the 3 Head Start Centers. This grant will allow for one Head Start classroom at this site to be included in this project by servicing three children with autism between the ages of 3 and 4 years old.

McAllen and the Rio Grande Valley has several large community and advocacy groups for students and parents of students with autism and other disabilities. This grant will include collaboration with these community groups and other stakeholders. The district will hold 2 stakeholder meetings each semester. These meetings will include leaders and members of these groups as well as stakeholders from the University of Texas Rio Grande Valley and the Region One Service Center.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: