

**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	<div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MARCH 7 7 AM 10:32 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, March 8, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
Houston Trinity County SSA	228-901			0
Vendor ID #	ESC Region #			
0	6			
Mailing address	City	State	ZIP Code	
P.O. Box 243	Groveton	TX	75845	
Primary Contact				
First name	M.I.	Last name	Title	
Vicki	D.	Branch	Director of Special Education	
Telephone #	Email address		FAX #	
936-243-6655	Vicki_dial@grovetonisd.net		936-207-2236	
Secondary Contact				
First name	M.I.	Last name	Title	
Elizabeth		Ledbetter	Business Manager	
Telephone #	Email address		FAX #	
(936)642-1473	Liz_ledbetter@grovetonisd.net		(936) 642-1628	

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
Vicki	D.	Branch	Director of Special Education
Telephone #	Email address		FAX #
(936) 243-6655	vicki_dial@grovetonisd.net		(936) 207-2236

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-18-107-003

Schedule #1—General Information

County-district number or vendor ID: 228-901

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 228-901

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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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
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	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: 228-901

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.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 228-901

Amendment # (for amendments only):

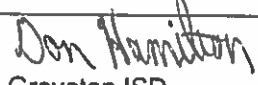


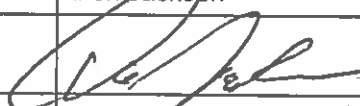
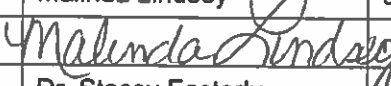
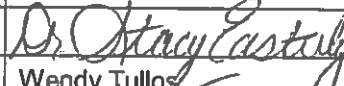

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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 (is) 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.	228-901	Don Hamilton	936-642-1473	\$90,000
	Groveton ISD	 Groveton ISD	don_hamilton@grovetonis d.net	
Member Districts				
2.	228-905	Cody Moree	(936)831-2241	\$90,000
	Apple Springs ISD	X  cmoree@asisd.com	cmoree@asisd.com	
3.	228-904	Mark Brown	(936) 642-1597	\$90,000
	Centerville ISD	 mbrown@centervilleisd.net	mbrown@centervilleisd.net	
4.	113-902	Don Jackson	(936) 687-4619	\$90,000
	Grapeland ISD	 djackson@grapelandisd.net	djackson@grapelandisd.net	
5.	113-906	Malinda Lindsey	936 655-2121	\$90,000
	Kennard ISD	 mlindsey@kennardisd.net	mlindsey@kennardisd.net	
6.	113-905	Dr. Stacey Easterly	(936) 544-5664	\$90,000
	Latexo ISD	 seasterly@latexoisd.net	seasterly@latexoisd.net	
7.	113-903	Wendy Tullos	(936)-636-7616	\$90,000
	Lovelady ISD	 wtullos@loveladyisd.net	wtullos@loveladyisd.net	

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 228-901

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 Outline of Grant Services:

- \ A. Early Intervention for Students (Child Find)
- B. Training to Rural district in the SSA to develop appropriate skills and proven strategies
- C. Extended program available to students and parents.
- D. Build capacity within the districts through consistency in training.
- E. Community Involvement though partnerships for wrap-around services
- F. Mental Health services for families.

EARLY INTERVENTION—CHILD FIND

The goal of obtaining the Autism Grant is for training and education of staff, parents and the rural communities in which the children reside. Houston Trinity County Shared Service Arrangement is located in a rural area in East Texas. The two Rural districts cover 1951 square miles and the economically disadvantage combined in the seven districts is at 56.2%. Every elementary campus in the SSA is a Title I school. A public facility for parent of or students with Autism, does not exist, outside the school setting. Training is limited in this area and only offered through Educational Service Centers intermittently on yearly basics. This Grant would help ensure that current data and materials are available to parents of young children who are suspected of having Autism, identify students in an expedited manner and provide early intervention services to the student, parent and community. This Grant would help empower the parent with knowledge when seeking an evaluation, answers to questions about identification and evidence-based strategies to utilize in the home setting.

Currently the SSA has a team that assesses students suspected of Autism. The team consists of a LSSP, Speech Pathologist; Sensory Profile Personal; Behavioral Specialist and a trained Autism assessment Diagnostician. This grant would allow the team to gain new insight into the assessment of students with Autism and continue to work as a well-trained team. The SSA currently provides up to date testing materials and uses a variety of materials to assess the student. Refresher training for the team would strengthen their ability to make accurate detection early, design an appropriate program and establish family support.

In the Rural area Houston and Trinity County, there is not a Pediatrician. Parents rely on Local Family Clinics for child care. These Clinics are usually the first to note concerns with the child and then refer the parent for further evaluation. The Clinics are usually staffed by highly trained Physician Assistants. This grant would allow the Family Clinics the opportunity to join the Autism Assessment team with training for diagnosing Autism and looking at Developmental Delays and milestones. The SSA would continue to provide the clinics with materials for Child Find but would also provide Developmental Checklists and Autism screeners to help in referrals to the LEA for assessment. Early detection is the key to every successful program.

RESEARCHED BASED TRAINING FOR RURAL DISTRICTS AND PARENTS

This Autism Grant would provide an intense training program for Teachers and Para-professionals of student with Autism. There will be one teacher and one para trained at each of the Seven (7) districts across two counties (Houston County and Trinity County). The training would be extended to every district, private school and charter school in Houston and Trinity County at no charge to the districts. The focus would be on early diagnosis and behavior modifications in the General Education setting with inclusion as much as possible. The Shared Service Arrangement would provide training with specialist in the Area of: Curriculum; Behavior Management; Augmentative Communication; Social Skills interaction with peers; Home to Community Programs and Dietary Support. The training would be conducted in the summer so the teachers and para-professionals would not be pulled from instructional time. The educators would be compensated for their time invested in the program during non-working days. With consistency in training, the district will be able to provide an excellent, well rounded Autism Program that is child centered with parental involvement built into the program on a weekly basis. Once personnel are trained, the program will be easily replicated across other district. As needed, staff that is trained could assist districts in need and with an established program, observations and hands on training will be available to the rural school districts. The program would be monitored weekly by an Autism specialist. After analyzing and interpreting the weekly data, determinations regarding progress

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and interventions and adjustments will be made to better serve the students

Each of the Seven districts would receive a portion of the Grant funds for a teacher and a para as needed for the 3 to 9 age group. The district will also receive funds for Transportation of the student to the center for the after-school program, materials, curriculum and augmentative communication devices as needed. The parent will be able to pick the child up after the program and benefit from the program services being provided.

EXTENDED PROGRAM AND PARENT CENTER

The Houston Trinity County Shared Service Arrangement would develop an Autism Center for parent and after school programs for students with Autism ages 3 to 9 years of age. The SSA would open the center to parents of young children prior to the age of three for information purposes and for "Child Find" Resources. The Center would focus on Materials that would provide guidance to parents about developmental delay, language and communication milestones and medical concerns. The grant would focus of working with the parent and the student at the same time to bridge the gap between home and school program. The center would host an after school program one day a week with specialist brought in to work with parents and students.

BUILDING CAPACITY WITHIN THE DISTRICTS

As with any successful program, there will be overlaps with strategies and services. In training the staff Houston and Trinity County, the grant would build capacity in district and would build a broader inter-connected program for consistency for those transient students. By including medical personal and community stakeholders in the trainings, the LEA is building a unified system for referrals and getting services and supports to families earlier and faster than having to leave the county for services. By bringing these services to the area, the LEA can not only offer Extended Educational programming, Daily Schedules, In Home and community training, positive behavior supports, future planning and parent family support, but an intense researched program will be put in place for training and services for parents, staff, students and community.

COMMUNITY INVOLVEMENT THROUGH PARTNERSHIPS

The center will utilize partnerships with Community Programs such as Best Friends HCS; Texas A&M University; Head start and Burke Center to provide community based resources. The center will be used to educate parents but also be a support system for the parents and students. The parents will have the opportunity to check out materials on Autism, Typical Developmental Stages of Young Children, games and other computer devices and communication devices purchased through the Grant.

The Center will partner with local universities and schools to allow practicum students an opportunity to work with students and parents under close supervision by certified staff. During the After school program, the student will have access to group settings for practicing socialization skills and communication skills with parents and other students from across the counties. During the center time, the parents would have access to the Online parent program developed by Texas A&M as well as a free online resourced provided by Texas Statewide Leadership for Autism Training (TSLAT). The center would be opened to the public M-F from 7:30 AM to 3:30 PM and one night a week stay open until 6:00 PM.

MENTAL HEALTH FAMILY SERVICES

A major component of the grant would be to hire a Mental Health Care Professional through the Shared Service Arrangement to be available to the seven districts weekly. The Health Care professional would be visiting with the students and parents weekly to help support the home and educational environment. The mental health professional would be able to give feed back to the parent and to other agencies that are involved with the student as parent requested. The Health Care Professional would be able to asset the parent with concerns and address issues early as they arise They would provide flexibility in availability in hours opposed to parents waiting a lengthy amount of time to meet with a Health Care Professional. This individual will schedule regular in home visits for family support and concerns.

There are currently Two charter schools, a private school and Two ISD's that are not currently in the Houston Trinity County Shared Services. The Specialized training would be made available to these districts for a teacher and a para to be fully trained at no expense to the district in which they serve. The Center would be open to any parent that lives in the two counties served. The after school program would be made available to parents and students who meet the age requirement at no cost to the district.

County-district number or vendor ID: 228-901

Amendment # (for amendments only):

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 228-901

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	\$665,700	\$85,500	\$751,200
Schedule #8	Professional and Contracted Services (6200)	6200	\$21,000		\$21,000
Schedule #9	Supplies and Materials (6300)	6300	\$122,800	\$	\$122,800
Schedule #10	Other Operating Costs (6400)	6400	\$100,000	\$	\$100,000
Schedule #11	Capital Outlay (6600)	6600	\$5,000	\$	\$5,000
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$1,000,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$630,000
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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. This is the maximum amount allowable for administrative costs, including indirect costs:	\$150,000

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: 228-901			Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional					
1	Teacher		3	4	\$225,000
2	Educational aide		7		\$140,000
3	Tutor				\$
Program Management and Administration					
4	Project director/administrator			1	\$25,000
5	Project coordinator				\$
6	Teacher facilitator				\$
7	Teacher supervisor			1,	\$50,000
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper			1,	\$10,500
11	Evaluator/evaluation specialist				\$
Auxiliary					
12	Counselor			1	\$50,000
13	Social worker			1	\$50,000
14	Community liaison/parent coordinator				\$
Other Employee Positions					
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			\$
20	6119	Professional staff extra-duty pay			\$67,500
21	6121	Support staff extra-duty pay			\$8,000
22	6140	Employee benefits			\$125,200
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$751,200

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: 228-901		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	Educational Behavioral Training	\$5,000
2	TEACCH researched based programing	\$10,000
3	Assessment Training	\$6,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$21,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$21,000

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 228-901		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:	\$122,800
Grand total:		\$122,800

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: 228-901		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:		\$100,000
Grand total:		\$100,000

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: 228-901			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	Autism Materials	100	27.69	2,769
2				
3				
4				
5				
6				
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Trikes	4	\$151	\$604
20	Outside Play Equipment	2	\$750	\$1,500
21	Table	1	88	88
22	Garden Bench	1	39	39
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:				\$5,000

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: 228-901

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	5	2	5/2
K	4	2	2/1
1 st	3	2	3/2
2 nd	3	2	3/2
3 rd	4	2	2/1
COMMENTS	There will be a total of 7 highly trained teachers and 7 highly trained Para-professionals. At present, this will drop the student/teacher ratio to most districts as a 2 to 1 ratio. With one district having a 4 to 1 ratio but a para will be assigned to the setting.		

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 8:00 AM – 3:30pm 8:00 AM to 6PM one day a week	After school Program 1 day a week	Provide an extended day program 2.5 hours a week
Number of days in school year	184.2	The afterschool program would increase the school days by a total of 7.2 days. This would increase the amount of exposure to students with Autism to a Researched based instructional program and facilitate the program at home and in the community.
Minutes of instruction per school year	81,120	The After school program would increase the minutes of instruction to 3,240 minutes more for students.

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 228-901

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 is prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus (is) 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.

We are a SSA located in a Rural Area. The two Rural districts cover 1951 square miles and the economically disadvantage combined in the seven districts is at 56.2%. Every elementary campus in the SSA is a Title I school. Currently we serve a total of 17 student with Autism. Of the 17 identifies, 7 are between the ages of 3 to 9. The students are spread out between seven districts, with some districts having no students identified with Autism and one district 4 of the 7 identified students with Autism. Our student population is transient and move frequently. We must be prepared for transfer students at any moment. The difficulty arises when a young child with Autism moves into a district and the previous teacher, that was trained, has left the district and the were offered previously and the teacher did not receive training because there was no student who identified. Training and having staff readily available is critical to a smooth transition and a successful program with readily trained and available prepared staff. .

Across the Rural Houston County and Trinity County, support programs for parents of students with are not available out side the school setting. . The counties need an Autism center dedicated to parent and students. The center needs to provide an after-school program and a support network for families. The center should educate parents on communication, behavioral strategies and curriculum challenges for their child. The program will focus on bring the parent and student together in one location with trained professionals to assist them with learning techniques the school is using and collorbatng with outside agencies for a well-rounded program for their child. The Autism Center would be available to every parent and student in Houston and Trinity County for training and for staff development, even districts that do not participate in the SSA.

There is not a Mental Health care professional employed by any of the seven districts. The Mental health personal currently must come from Angelina County, which is 30 to 45 miles one way, and there is usually a 2 to 3 week waiting period prior to getting an appointment. Most of the time, the parents must take off work during the day and take the child out of school for the appointments. A mental health care professional would be able to assit parents as needed with minimal wait time.

...Partnerships with outside agencies, Universities and community leaders are not currently utilized. Parents have limited access to these services due to the location of the facilities. Most Facilities are over 50 miles away and most of our parents have limited transportation and limited access to these facilities. Due to economic hardships, By having a partnership in the Rural community, the parents would have weekly access to the facilities by way of the Center and they would have a liaison to help facilitate any needed services or concerns as they arise. This would diminish the frustration many family face and help eliminate the feeling of being alone in the battle.

Many of our students with Autism require augmentative communication in the form of low tech and high tech. Families request, assistance in creating a communication system for home that utilized the same system as the educational setting. The school wills asset the parent in every way but a better solution is to teach the parent how to create a communication system at home using the same methods and working in conjunction with the educational professionals to create a well rounded, functional system. With grant funds, the SSA would assist in providing more communication devices for parents and students... for home and for school and training to utilize the devices. This training would include how to manage the system, how to update the system and how to use the system with their child. Each week, a portion of the after school program will focus on Communication training. Success is gained only when the parent and student are empowered to utilize their own communication devices.

Monitoring the Autism program at the district level is crucial. Currently the HTCSS staff monitor behavior goals and will make recommendations as needed. There is not currently a specialist assigned to monitoring Autism programs. The programs are monitored by local administrators that may not have the expertise in Autism training. With the ability to hire a specialist, each program will be monitored weekly with data collected in the area of: Communication, curriculum, behavioral and inclusion and adjustment to the program will be made accordingly. With consist training across the setting; the Specialist will know what Long Term Goals are set for the student and the classroom and how they are working together for the success of the Autism program.

There are no Pediatricians located in the Houston or Trinity County Districts. The need for a partnership with local

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family clinics and Physician Assistance is great with consistent training and appropriate developmental milestones and early identification of young children.

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID 228-901

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
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1.	Staff: Teachers, Para-Professionals	Appropriately trained staff is needed in the districts. Currently the staff utilized receives training after a student enters the district. The teacher may be moved to the setting without prior knowledge of Autism. With trained staff at each campus, the district will always be an exemplary campus for students and parents.
2.	Training for Houston and Trinity County	SSA will provide training for all the Local Education Agency's in the districts, including educational agencies that are not currently in the SSA and local physician assistance on: Autism, Behavior, Communication, Sensory and Developments prior to the 2018/2019 school year. This training will be from outside private programs such as but not limited to: Brite Success for Communication; IGUwings for Autism and parent training; Educational Behavioral Consulting.
3.	Autism Center	The Autism center will be open during the day for checking out materials from the Library, reviewing video's, using the internet for parent training or questions. The Center will be opened one night a week for an after school program for students and parents to work together with specialist in a positive environment. This center will be open to all parents and age appropriate children across Houston and Trinity County.
4.	Autism Specialist	An Autism specialist will monitor all seven districts weekly to determine the validity of the program, collect data and support the recently trained staff. The Specialist will monitor the program and will make changes to the program as needed and will also recommend follow up training to district staff that may be struggling with consistency. The close supervision and monitoring is critical to the success of a consistency program.
5.	Mental Health Professional	Parent and students need access to services and to mental health services. With the addition of staff with the SSA, the districts would have immediate access to a mental health worker and the parents would have access to a mental health worker without having to leave the area and travel 50 to 100 miles or wait 3 to 4 weeks to visit one. This would provide parents with access and provide services as needed.

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Schedule #14—Management Plan

County-district number or vendor ID: 228-901

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.	Educational/ Behavioral Consulting	Master in Education; Certified BCBA; Prior Autism Training; 5 years working in the area of Autism and Early Childhood.
2.	Speech Language Pathologist	Have their Master of Science or Arts (MA); Certificate of Clinical Competence (CCC) and Speech Language Pathologist certification (SLP); Trained to use augmentative communication; worked with Autism students for over 5 years; Working knowledge of Language and Communication of young children
3.	Autism Specialist	Master of Education; 3 years of experience in the Classroom with a student with Autism; Early Childhood certification; Behavior training; Able to receive CPI training
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Staff Training	1. Contract service providers	05/01/2018	06/01/2018
		2. Train Staff	06/02/2018	08/15/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
2.	Purchase Playground Materials for center	1. Order materials	05/01/2018	05/30/2018
		2. Installation of Materials	06/01/2018	09/01/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
3.	Autism Center	1. Purchase supplies	05/01/2018	06/01/2018
		2. Post in paper description of services provided	05/01/2018	09/01/2018
		3. Center open to public	05/01/2018	09/01/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
4.	Autism assessment training for Staff and Physicians	1. Book training	05/01/2018	09/30/2018
		2. Complete training	10/01/2018	04/01/2019
		3. Purchase materials	10/01/2018	04/01/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
5.	Feed Back	1. Staff feedback on training	08/01/2018	12/20/2019
		2. Parent feedback on program	11/01/2018	03/20/2019
		3. Medical Training Feedback	11/01/2018	04/30/2019
		4.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings 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: 228-901

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 grant will be monitored by the Director of Special Education. The SSA will gather data from the Autism specialist and other team members to determine strengths and identify weaknesses in the program. Data collection will be designed on research based strategies for Data collection and consistency. The Director will be weekly contact with the Autism Specialist weekly to discuss progress and any noted concerns in implementation of the program. The Director will set team meeting monthly team meetings to discuss concerns across the districts and make adjustments as needed to the program. With monthly planning strategies and individuals involved attending the meetings, the adjustments can be made and communicated to staff, teachers, students and parents in a timely manner. The community member will be chosen to be a partner in the meetings and to help inform the community if changes are required for greater success.

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 90% of all training is offered through our Local Educational Service Center with 10% of autism training coming from the online programs implemented by the State (TSLAT). The goal is to continue to utilize the on line training modules and to enhance the training provided by the service center with follow up training complete in the districts provided by the SSA. This training will focus on the skills introduced at the service center but the specialist will then be hired with Grant funds to do training for specific staff, review current situations and answer questions by the 7 districts. The subsequent training will provide the districts with greater knowledge, a less formal atmosphere and encourage collaborating specific to the students we serve. . The individuals will volunteer for the positions and will be required to work with new staff in their district as the need arises. With highly trained teachers and para professionals trained in the district, a student will have the best researched program available at all times.

There are no outside agencies that support a center for Parents of Students with Autism nor students with Autism. My goal is to continue the program after the funding has diminished. The building will serve a dual purpose and once the materials are purchased, they will be available for years to come. The training will be utilized at the rate of one new training a year to each district. Once everyone is trained, refreshers will be added each year. With the grant funds, all the training can be accomplished the first year then use refresher for trained staff. These methods will help build capacity over the campuses and districts as a whole.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 228-901

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.	Observation by rubric	1.	Behavioral Concerns diminish; FBA's decrease
		2.	Percentage of time in inclusive setting increases by 55%
		3.	Participation in after school program will be tracked
2.	Parent survey	1.	Beginning survey to describe program and services
		2.	Final survey to describe program and services
		3.	Percentage of parents participating in program and continuing training.
3.	Brigance for Early Childhood assessment	1.	Gather baseline data on students using a Brigance developmental scale.
		2.	Gather data at mid-term to review progress or make changes
		3.	Gather end of year data to measure growth and track for EYS services
4.	Curriculum based assessment in the school setting as appropriate.	1.	Yearly assessment tracked based on Grade level TEKS/ scaffold TEKS
		2.	
		3.	
5.	Progress in General Curriculum PGC	1.	Increase state assessment proficiency rates in reading and math
		2.	Increase % of students with disabilities served in General Education Setting
		3.	Grading and Monitoring

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.

Data collection will be gathered using three methods. The SSA will develop a matrix for classroom observation consisting of room arrangement, individualized visual schedules, evidence of researched based practices and implementation TEKS into the daily program as per the training the staff has received. The deliverance of a well-developed research program with data gathered and feedback given that day during the teacher's conference. A monthly meeting will be held with all support staff to review the data and adjust the program as required for student success. Data collection for students will be developed mental based using grade level TEKS, scaffolding, developmental scales, student portfolios and weekly observations.

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

County-district number or vendor ID: 228-901

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 focus on training for staff which includes the use of Picture Exchange Communication (PECS); Behavioral Strategies for students with Autism and using a researched program that focuses on the elements of the TEACCH Program and an "igivuWings" program. It is very important to provide the Social skills training, communication support and behavioral support, community and in home training; family support and training, suitable staff to student ratio and a structured daily schedule at an early age and continue to build on support and progress. The program design will follow the strategies set forth in the Autism Supplement throughout this Grant.

Trainers will be brought in to focus on researched based interventions and strategies. With the hiring of an Autism specialist, the program will be monitored weekly and data will be taken to graph progress and gaps in the proposed program. Low tech and high tech devices will be purchased for classroom and home use. With these devices, parents will have a direct line of communication with the staff and the specialist for the District. The after school program focus on training of Parents with their child available and the appropriate interactions and the decrease in behavior concerns.

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.

The SSA will take a Baseline data on behavior using an ABC log. This log will be able to identify behavioral concerns, develop a plan and gather data weekly on the progress of the behavior and on the success of the program or lack of progress.

The SSA will take a Baseline data on Early Childhood age children using the Yellow Brigance. The Brigance will be able to document progress every 6 weeks using observation data using the guidelines set up in the Brigance for early childhood. Older students would be monitored on success of TEKS using Programs their peers use such as "Study Island", Frog street press. All students will have an IEP that will have data gathered on and updated every 6 weeks. The SSA will implement social stories into the daily curriculum for the students. Social stories can be infused in the general education setting for generalization of learned skills and assist the General Education students understanding of unique differences in classmates.

The SSA will track attendance of the after-school program participation rate by student and parent. The focus will be on consistency and growth.

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

County-district number or vendor ID: 228-901

Amendment # (for amendments only):

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

Parent support is one of the primary focuses of the Grant. With the funds, training for the parents, support for the parents, community involvement and access to outside agencies would be made readily available. Parents would have access to Parent Training through Texas A&M on line program, free online statewide TSLAT resources, and they would have access to parent training and support everyday while the center is open. The parents would be able to come with their child one day a week to the center for family time and training in the areas of : Communication; Social Skills; Behavioral Management; Education practices; and Dietary support. The parents would have the opportunity to check out games and videos and books to read or share with family members. Parents will have to opportunity to utilize services such as "Bookshare and Learning Ally" as the center would allow parent to check out Laptops for home use. The center would empower the parent with an outside support group that will be able to assist in years to follow. Empowering the parent with a hand up in partnership is always building a stronger parent to support the needs of their child.

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 Grant Program proposed by the SSA could be easily replicated statewide. Training for working with children with Autism should be a priority with districts even if the district does not have a student currently severed at this time. By Focusing on small groups and requiring each district, or SSA, to have a formally trained Autism specialist available to train others as needed, would eliminate the lack of training provided to staff.

The Autism Center would be able to be set up at any location including a central facility. The materials could be dissimulated to parents and parents would be encouraged to seek training through the On-Line program by Texas A&M. An open line of communication and a Mental Health provider should be made available to the parents through every Region. With the focus on Mental Health, our teachers lack the proper training to diagnosis and support the parents. The state should replicate to have one available through the Region Centers or throughout several counties in the public school setting.

Houston and Trinity county are very rural areas. There are no pediatricians to support child development. This falls upon the Local Clinics to refer children. With establishing consistent researched based instruction and assessment across all areas, you empower the stakeholders in the districts to continue the specialized training that each campus will receive, and the training will filter through the districts and the community increasing the number of individuals that have the knowledge to support families and the children for years to come, even after the grant. With opening a centralized location for all, including services for the child, the program becomes "child-centered".

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 228-901

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.

The SSA will insure an Autism Center for parents of and students with Autism. The center will be made available to two Rural districts that cover 1951 square miles and the economically disadvantage combined is 56.2%. Every elementary campus in the SSA is a Title I school. Parents do not have the advantage of traveling to larger areas for services none the means to travel up to 100 miles in one direction. The center will focus on early identification, "wrap-around" services, and Parental support and community involvement for students at no charge to the parent or students and in close proximity to their homes.

Professional training and support for parents and staff by highly trained and qualified individuals. This approach will guide parents and staff to be more open to new ideas and form lasting partnerships from the school, home and community. The training module will include online training and face to face training. This will help meet the needs of all individuals. This training will help the districts with needed training due to a very limited and tight budget. The districts would have the opportunity to use services cooperatively and share training with new staff as needed.

The SSA would implement a program that would reduce the barriers for students with Autism and would increase the voice of the parents and educate them to help their children in years to come. This training will be able to be utilized and built on, this will be the foundation to a lifelong project and support group for the parents and the students.

In developing a partnership with Universities, individuals seek to graduate in Education with emphasis on Autism or Specialized training with testing or counseling would have the opportunity to work with parents and students under close supervision. They would have the opportunity to observe testing and classroom management in a public school setting. This type of training is very limited in the rural area and there are times that we hire Special Education students who have completed their education but have never seen or had any formal training working with students with Autism.

Equipping and arming educators, parents, and community stakeholders with fundamental knowledge and training in Autism, we increase effectiveness of strategies for academic and functional needs of students with Autism.

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

County-district number or vendor ID: 228-901

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.

A major part of the training, will be working towards an inclusive setting for the student with Autism. With trained personnel and the ability to work with the student and monitor progress, the same strategies will be carried over into the inclusive setting focusing on the Universal Design for Learning (UDL) There the teacher or the Para will work with the General Education teacher to set up the classroom, including researched based strategies for Visual supports, communication, behavioral strategies and sensory as necessary.. The student will be able to practice the routine in a small setting and then transition to a more inclusive setting. The student will have a trained support personal with them to guide them with prompts and remove them when frustration begins. This program will begin working with the student at age 3, going into the Pre-K setting and continue with the goal of total inclusion by age 8.

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.

The SSA will coordinate with the Burke Center (MHMR/ ECI) programs to have individuals come to the weekly meetings to help with agency referrals and to reach parents of students younger than 3 for the ECI programs.

The SSA will coordinate with Best Friends Community Services to visit with parents about services available including by not limited to respite, personal care providers and community support.

The SSA will coordinate with local restaurant owners to offer training for staff so the staff can understand the dynamics of the family and be more understanding when the family is on an outing or a night out.

The SSA will provide support and training for the local family clinics in assessment and developmental milestone for young children to facility child find.

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The goal of obtaining the Autism Grant is for training and education of staff, parents and the rural communities in which the children reside. Houston Trinity County Shared Service Arrangement is located in a rural area in East Texas. The two Rural districts cover 1951 square miles and the economically disadvantage combined in the seven districts is at 56.2%. Every elementary campus in the SSA is a Title I school. A public facility for parent of or students with Autism, does not exist, outside the school setting. Training is limited in this area and only offered through Educational Service Centers intermittently on yearly basics. This Grant would help ensure that current data and materials are available to parents of young children who are suspected of having Autism, identify students in an expedited manner and provide early intervention services to the student, parent and community. This Grant would help empower the parent with knowledge when seeking an evaluation, answers to questions about identification and evidence-based strategies to utilize in the home setting

The Houston Trinity County Shared Service Arrangement would develop an Autism Center for parent and after school programs for students with Autism ages 3 to 9 years of age. The SSA would open the center to parents of young children prior to the age of three for information purposes and for "Child Find" Resources. The Center would focus on Materials that would provide guidance to parents about developmental delay, language and communication milestones and medical concerns. The grant would focus of working with the parent and the student at the same time to bridge the gap between home and school program. The center would host an after school program one day a week with specialist brought in to work with parents and students

The center will utilize partnerships with Community Programs such as Best Friends HCS; Texas A&M University; Head start and Burke Center to provide community based resources. The center will be used to educate parents but also be a support system for the parents and students. The parents will have the opportunity to check out materials on Autism, Typical Developmental Stages of Young Children, games and other computer devices and communication devices purchased through the Grant.

The Center will partner with local universities and schools to allow practicum students an opportunity to work with students and parents under close supervision by certified staff. During the After school program, the student will have access to group settings for practicing socialization skills and communication skills with parents and other students from across the counties. During the center time, the parents would have access to the Online parent program developed by Texas A&M as well as a free online resourced provided by Texas Statewide Leadership for Autism Training (TSLAT). The center would be opened to the public M-F from 7:30 AM to 3:30 PM and one night a week stay open until 6:00 PM

Although the number of students impacted currently would be a small number at the beginning of the program, the impact through the community would out-weigh the participation rate. By training all schools in the two counties, by empowering the parents and community, the grant would have an everlasting impact on Houston and Trinity County. As the program evolves, the knowledge base will expand and the depth of services will reach numerous individuals.

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