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, 85th Texas Legislature, 2017	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
Submittal information:	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 #
Robstown Independent School District	**178909**	

Vendor ID #	ESCRegion #	DUNS #
	2	**084828995**

Mailing address		City	State	ZIP Code
801 North First St		Robstown	TX	78380

Primary Contact

First name	M.I.	Last name	Title
Maria		**Vidaurri**	**Superintendent**

Telephone #	Email address	FAX #
361-767-6311	**Maria.Vidaurri@robstownisd.org**	**361-387-6311**

Secondary Contact

First name	M.I.	Last name	Title
Daniel		**Ceballos**	**Assistant Superintendent**

Telephone #	Email address	FAX #
361-767-6311	**Daniel.Ceballos@robstownisd.org**	**361-387-6311**

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
Maria		**Vidaurri**	**Superintendent**

Telephone #	Email address	FAX #
361-767-6311	**Maria.Vidaurri@robstownisd.org**	**361-387-6311**

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-18-107-006

ASSISTS

Schedule #1—General Information

County-district number or vendor ID: 178909	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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☒	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	*See important note for competitive grants	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*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: 178909	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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	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: 178909	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: 178909	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.	178909 Robstown ISD	Dr. Maria Vidaurri *Maria M. Vidaurri*	361-767-6311 Maria.Vidaurri@robstownisd.org	$292,662
Member Districts				
2.	004901 Aransas County ISD	Mr. Joseph Patek III *Joseph Patek*	361-790-2212 jpatek@acisd.org	$78,594
3.	178902 Bishop ISD	Mrs. Christina Gutierrez *Christine Gtz*	361-584-3591 ext. 221 cgutierrez@bishopcisd.net	$78,594
4.	205901 Aransas Pass ISD	Mr. Mark Kemp *[signature]*	361-758-3466 mkemp@apisd.org	$78,594
5.	205903 Ingleside ISD	Mr. Troy C. Mircovich *Troy C. M...*	361-776-7631 ext. 5 troy.mircovich@ingleside.org	$78,594
6.	178901 Agua Dulce ISD	Mr. Wayne Kelly *[signature]*	361-998-2542 wkelly@adisd.net	$78,594
7.	066902 San Diego ISD	Dr. Samuel Bueno *Sam Bueno*	361-278-3382 ext. 2222 sbueno1@sdisd.us	$78,594
8.	178908 Port Aransas ISD	Ms. Sharon McKinney *Sharon McKinney*	361-749-1205 mckinney@paisd.net	$78,594

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: 178909

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	066901 Benavides ISD	Mrs. Adell L. Cueva	361-256-3003 acueva@benavidesisd.net	$78,594
10.	205906 Sinton ISD	Pari Whitten	361-362-6800 pwhitten@sintonisd.net	$78,594
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.	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: 178909	
Part 1: Submitting an Amendment	Amendment # (for amendments only):

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$ N/A	$ N/A	$ N/A	$ N/A
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:		$	$	$	$

Schedule #4—Request for Amendment(cont.)

County-district number or vendor ID: 178909 | Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		N/A	N/A
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: 178909	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.

Project ASSISTS (Autism Schools Sharing Innovative Services for Teachers and Students) will provide innovative services to students, teachers and parents with autism in a school-wide program at **10 rural school districts** in the **Coastal Bend Area;** many of which have been severely devastated by **Hurricane Harvey** and are suffering the after effects of losing schools, libraries, technology resources, students, homes, businesses and teachers. The collaborative efforts will be led by **Robstown Independent School District (RISD)** in partnership with **Texas A&M University Kingsville (TAMUK), Texas A&M University Corpus Christi (TAMUCC)** and **Educational Service Center 2 (ESC2)**. ASSISTS will serve 300 **autistic students** who are between the ages of 3 and 9 years of age and who are enrolled in PK – 3rd grade. ASSISTS will demonstrate a solid basis in research-based best practice for students with **Autism Spectrum Disorder (ASD)**, including significant opportunities for inclusion and appropriate interaction with non-disabled peers with robust plans for parent and stakeholder engagement. ASSISTS will offer thoughtful replication planning for state implementation with shared collaborations among districts. The grant will work in tandem with the Dyslexia Grant submitted by the group or separately if needed. ASSISTS Design Team Committee members met together for both TEA grants (Autism/Dyslexia) but worked on separate grant resources, strategies and Professional Development so that they could avoid duplication of effort if both grants were awarded. They will have some similarities with teaching tools, partnerships and adaptive technology devices, but each will have their own set of goals and objectives for their respective special needs populations. ASSISTS will work within the Education Service Center (ESC 2) population that has on average **72%** Hispanic students, **65%** Economically Disadvantaged students, **42%** Students with Learning Disability (LD), and **13%** with Autism Spectrum Disorder (ASD) Students serving over **5,000 students identified as having Dyslexia or Autism.**

ASSISTS Early Intervention Strategies are based on the increasingly clear research that early intervention is critical for educating children with Autism, Dyslexia or any other special needs. The program will begin offering substantial Early Intervention Testing, Teacher Training and Parent Resources for targeted students. Many times, parents are given a variety of reasons why they should "wait and see" and hope that their child's reading will improve with time. However, research shows that children who struggle with reading and pre-reading skills in preschool and kindergarten will not catch up to their peers without intensive intervention, especially if there is a family history of autism, dyslexia or undiagnosed learning challenges. Unfortunately, the most effective window for this early intervention comes well before students in traditional learning environments are identified and diagnosed with Autism. Early versus late intervention research studies indicate that there is a larger effect sizes in kindergarten/1st grade than in 2nd and 3rd grades (Wanzek & Vaughn, 2007; Wanzek et al., 2013). When "at risk" beginning readers receive intensive instruction, 56% to 92% of at-risk children across six studies reached the range of average reading ability (Torgesen, 2004). Overall, converging research points to the importance of early and individualized interventions for "at risk" students for improving the effectiveness of remediation (Denton & Vaughn, 2008; Flynn, Zheng, & Swanson, 2012). ASSISTS Educational Strategies will build on a student's strengths to include specialized support services for teachers and students to include but not limited to:

- **Regional Autism& Dyslexia Center** for family support, training, and **Individualized Educational Plans (IEP)**
- **Regional Support Website** that customizes **parent training** per grade level, behavioral or academic issues
- **TAMUK/TAMUCC Accommodations Professional Development (PD)** for scientifically based research practices
- **TAMUK/TAMUCC Modifications PD** for **sustaining research-based practices** once grant cycle expires
- **Remedial Programs, Software, Applications and PD** with **Assistive Technology (AT)** for 1-to-1 devices
- **ESC 2 Instructional Intervention Professional Development** to include Capturing Kids Heart Training
- **Positive Behavior Intervention Strategic (PBIS) Plans** with **ABA Therapy Connections** Consultants
- **ESC 2 Differentiated Instruction Professional Development** with **Hand Over Hand Training**
- **Afterschool ACE Tutors** with **mentoring support** to include **Reverse Inclusion (RI)** practices
- **Model Classrooms** for Students with Learning Disabilities (LD) to include **AT Smart Labs**
- **Social Emotional Learning Strategies** with Special **'Bring a Friend Day Events'**
- **ASSISTS Collaborative Team Teachers** to support campus with new **SPED state 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:

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.

- **Universal Design for Learning (UDL)** for **Growth Mindsets** for challenging all LD students
- **Community Based Instruction (CBI)** Events **(Horse Therapy, Lexington, Aquarium, Early Scholars Academy)**
- **Assistive Technology (AT) Devices** with preloaded software and applications for **school to home usage**
- **Speech and Language Electropalatographic program** with **Smart Palette Technology** at each campus
- **ASSITS Camp** at *Zephyr Encampment* targeting summer regression, social learning and parent training
- **Verbal Behavior Milestones Assessment and Placement Program(VB-MAPP)** to measure ASD growth

ASSISTS Social Cognitive Strategies will assist students with social challenges to think through and succeed in daily social situations as "social thinking" must be learned and practiced. Research has identified a 75% co-occurrence of social communication difficulties in children with learning disabilities (Forness and Kavale, 1996). Research shows that a toolbox of approaches can be effective (Baker, 2010), with proven approaches designed to be individually tailored to the needs of each student, incorporating the best treatment methodologies. **ASSISTS** will use evidence-based social instruction for students, providing significant improvements in both self-esteem and knowledge of social skills. The program will call on students to use higher-level cognitive strategies to improve their social skills — understand the "why" and "how" that motivates socialization and target "generalization" as the highest goal of the therapy. By offering students this service in a school setting, skills can quickly be applied to daily life, allowing students to see that they can utilize the skills they learn in any environment, more specifically at home. Parent Training will reinforce the lessons, techniques and understanding as well.

ASSISTS Speech and Language Services includes targeting language-based learning disabilities that often are present with a complex array of symptoms and characteristics. Research indicates a high co-occurrence of learning disabilities, such as dyslexia, with language impairment and speech sound disorders (Boada et al., 2012). While not every student with a learning disability will experience these added speech and language challenges, research indicates that they are common. Targeted students will benefit from speech and language therapy with intensive, individualized treatment programs that are tailored to meet each student's unique challenges. Speech and language pathologists will use small group therapy sessions, or "push-in" therapy provided in the classroom to assist teachers with a range of pediatric speech and language disorders, including: Articulation delays/disorders; Childhood apraxia of speech; Central auditory processing disorders; Cognitive impairments; Executive function challenges; Nonverbal learning disability; reading comprehension challenges; Receptive and expressive language delays; Social skills/social communication impairment; Specific language impairment; Stuttering and dysfluency; Working memory impairment; Written expression difficulties; Individualized Electropalatographic software.

ASSISTS Occupational Therapy will use diagnostic and intervention services from specific skill sets to the broader patterns of occupational performance to include fine and gross motor challenges, Oculomotor, visual perceptual, and visual motor challenges, Sensory processing disorder, Developmental coordination disorders, Executive function and daily living skill difficulties and home to work production challenges. **ASSISTS** will develop practical, adaptable, and sustainable strategies that serve to reduce barriers to learning and promote independent participation in learning.

ASSISTS will provide a regional Coastal Bend collaboration that seeks to implement new innovative programs that effectively address the unique academic and functional needs of students with autism, specifically in rural schools that have little to no support for these learning disabilities. The new and innovative strategies and practices will remove barriers to effective teaching and learning implementation. **ASSISTS** will provide student outcomes-based metrics that affect positive impacts such as attendance, grades, discipline and parent engagement. The program improvement goals will have substantiated baselines and demonstrate an inclusive organizational culture that values high levels of rigor and high expectations for all students. **ASSISTS** will offer parents online resources that offer coaching and decision-making strategies for each grade level or problem occurring at home or in the classroom. RISD will provide the integration of substantial feedback from partnerships with school districts, Colleges, parents, educators, and community members by offering to meet monthly with each district's assigned coordinator. The primary Goal of the grant is that 100% of targeted students increase measures in the annual campus performance data required by TEA.

Schedule #6—Program Budget Summary

County-district number or vendor ID: 178909				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	$ 336,950	$ 0	$ 336,950
Schedule #8	Professional and Contracted Services (6200)	6200	$ 82,081	$ 0	$ 82,081
Schedule #9	Supplies and Materials (6300)	6300	$ 429,273	$ 150,000	$ $579,273
Schedule #10	Other Operating Costs (6400)	6400	$1,696	$ 0	$1,696
Schedule #11	Capital Outlay (6600)	6600	$0	$ 0	$0
Total direct costs:			$ 850,00	$ 0	$ 850,00
15% admin includes RISD 2.88% indirect costs (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		$78,594	$ 0	$78,594

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.

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: 178909			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			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	**Project ASSISTS Director**		1	$ 23,000
5	Project coordinator			$
6	**Teacher Instructional Specialist SPED facilitator (10** districts @ 50% Split Funded Teacher for $50,000)		10	$ 250,000
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	**ASSISTS Family Facilitator**		1	$ 20,000
Other Employee Positions				
15	Title			$
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		$
21	6121	Support staff extra-duty pay		$
22	6140	Employee benefits (15%)		$43,950
23	61XX	Tuition remission (IHEs only)		$
24		Subtotal substitute, extra-duty, benefits costs		$43,950
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$ 336,950

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

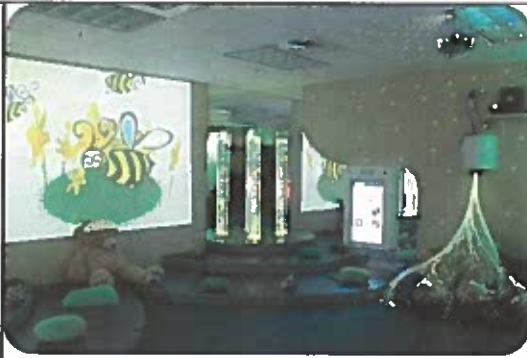| For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 178909	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	Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) Training -$99 per participant; total= $400 per campus	$4,000
2	SLATE Training/TEACCH Program- By Dr. Art Flores. 1-week district wide training, including setting up stations for students (using 5 AU students), and 25 copies of manuals. $25,000 total for the week for all 10 campuses	$ 25,000
3	ESC 2 Training (2) Hand over Hand and Reaching the Heart of a Student Autism Certification Center (Coordinator/Teacher trainings)	$ 5,750
4	Therapy Connections: Intro to AU, AU in the general education classroom, Basics of behavior, ABCs of Behavior management, Structured teaching and visual supports. Short course= $300, ½ day= $600, Full day= $1400	$ 2,300
5	CBIs (Community Based Instruction) Local Vendors Horse Therapy on the Beach- $45 each student Texas State Aquarium- $24.95 each student Early Scholars Academy- $10 each student	$ 23,985
6	Therapy Connections: In-home parent trainings: $80/hr. X 100 students	$ 8,000
7	Brigance IED Standardized PD with Supplies Provided Robstown ISD=$4,000 IED III Standardized Kit $349/unit x 4 =$1396 IED III Standardized Inventory $189/unit X 4 $756 IED III Standardization and Validation Manual $59/unit X 4 = $236 IED III Standardized Record Book 10 Pack $39/unit x 4=$156 IED III Standardized Record Book 100 Pack $35/unit X 4 $1,436 Partnerships= $ 6,039 IED III Standardized Kit $349/unit x 9=$3,141 IED III Standardized Inventory $189/unit x 9 =$1,701 IED III Standardization and Validation Manual $59/unit x 9=$531 IED III Standardized Record Book 10 Pack $39/unit x 9=$351 IED III Standardized Record Book 100 Pack $35/unit x 9=$315	$10,039
8	Smarte Palate Electro Electropalatographic Training with program ($500/campus plus materials)	$ 15,000
b.	Subtotal of professional and contracted services:	$82,081
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) Grand total	$82,081

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 #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 178909	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: **SMART LABS with Assistive Technology (AT)** BIGmack ... $135 SMART Board Interactive Whiteboard M680 – interactive whiteboard - USB - wh 50% by SPED ... $809 Symbolstix ... $83 Elo 1515L IntelliTouch LCD monitor 15-inch touchscreen - dark gray ... $487 Go Talk 9+ ... $199 Go Talk 20+ ... $229 Choice 4 Communicator ... $311 2 Compartmentalized Communicator ... $151 3 Compartmentalized Communicator ... $190 Talkable II for VI ... $143 Cheap Talk 8 – 2-Levels ... $270 Black 7-Message Take or Place N' Talk Go! Board ... $228 Tactile Symbol Communicator ... $430 Totally Tactile Communicator ... $296 TalkTrac Wearable Communicator ... $145 LITTLE Step-by-Step Choice with Levels ... $195 Proloquo2Go ... $250 Apple iPad Air 2 Wi-Fi 16GB @ $375 x20 ... $7,140 Apple iPad Air 2 Case (9.75) x 20 ... $2,000 Boardmaker® Plus! v.6 for Windows ... $399 iCommunicate app ... $50 Stories2Learn app ... $14 Sign 4 Me app ... $10 Living Safely app ... $30 All-Turn-It Spinner ... $125 Jelly Bean Switch ... $65 PowerLink 4 (North America) with 2 Big Beamers ... $440 Talking Photo Album with Personalized Voice Recorded Messages ... $50 Put 'em Arounds ... $136 Multi - Message Talking Speech Mirror ... $288 Talkable II for VI ... $143 Cheap Talk 8 – 2-Levels ... $270 Black 7-Message Take or Place N' Talk Go! Board ... $228 Tactile Symbol Communicator ... $430 Total ... $16,369		$ 429,273 $150,000

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:

Autism Spectrum Disorder (ASD)
Model Classrooms
(Behavior and Sensory Supplies)
Admin cost
& Indirect cost for $150,000 Model for regional center.

Time Timer Visual Timers	$29
the incredible 5-point scale	$20
Glitter Pin	$71
Adapted Aroma Fan	$30
Aroma Fan - Replacement Carrier Felt Roll	$23
Interactive Aroma Panel	$1,027
Sensory Magic™ Starter System 50% by SPED	$0
Abstract Tactile Panel 50% by SPED	$539
Ball Pool 50% by SPED	$910
Ball Pool Balls (3)	$388
Ball Pit Crash Pad	$112
Adaptive Climbing Wall (SPED)	$ 0
Sensory Integration Support System 50% by SPED	$1,119
Therapy Gym Flying Saucer Swing	$393
Thera Gym Large Chillax Swing	$603
Thera Gym Bubble Swing	$528
Platform Swing	$323
Rainbow Vibration Bump Pads (SPED)	$0
Wi-Fi Interactive Stepping Blocks (SPED)	$0
Fiber Optic Shimmering Light Curtain 50% by SPED	$842
Enclosure For Light Spray	$265
Sky bound 8' Trampoline	$269
2" Thick Polyethylene Mats	$371
Steps and Slide	$784
Weighted Blanket	$199
Massage Therapy Kit	$53
Flag house Therapy Balls (assorted sizes)	$32
Vestibular Rock Around	$60
SensaSoft Play Barrell	$700
Sky's the Limit Learning Rug; 6' x 8' 6" Oval	$178
18-3/4" Film Laminating Machine, Sircle, SRL-2700-HR 50% by LEA	$782
USI Standard Thermal Laminating Film, 2.25" Core, 18" x 500 Feet, 1.5 Mil, Clear Gloss, 2 Rolls	$54
HP Page Wide Pro 477dw Color Inkjet All-In-One Printer, Copier, Scanner, Fax 50% by LEA	$250
HP 972A Magenta Ink Cartridge	$86
Velcro 12x12 Inches Bulletin Board	$29
VELCRO Brand Sticky Back 20ft x 3/4in Roll, White	$18
VELCRO® Brand Sticky Back 3/4in Circles,	

Beige - 40 ct.	$6	
Georgia-Pacific White Cardstock Paper, 8.5" x 11", 110 lb., 150 Sheets	$5	
HP 972A Cyan Ink Cartridge	$86	
HP 972A Yellow Ink Cartridge	$86	
HP 972X High Yield Black Ink Cartridge	$151	
Stand-Up Magnetic Write & Wipe Center	$90	
Portable Speech Mirror	$34	
No Mess Sandbox	$499	
Tennis Balls - Per 12 balls	$7	
Total	$12,051	
Professional Development (PD) Supplies		
Fellows Pulsar 300 manual combing binding machine item #225668	$229	
3/8 in Binding combs	$6	
V-B Mapp Assessment	$800	
Handwriting without Tears; PreK Kit and Kaboodle Kit	$1,210	
Handwriting without Tears 2-day Pre-K and K-5 workshop		
(3 workshops) 525 (Early Bird Rate)-Individual	$525	
Brigance CBIS II Standardized Kit (SPED)	$0	
Go Zen for 5 users – (Social Emotional Learning)	$300	
Life Skills Curriculum - Online Essentials Course for Unique Learning System for 6;	$594	
Vocabulary A to Z – (Vocabulary Lesson Plans)	$39	
Learning A to Z – Raz Plus - (Reading Program)	$199	
Head sprouts - (Reading Program)	$199	
Data Finch data software (for 25 students)	$500	
Total	$4,601	
Supply Total per campus	$33,021	
Supply Total for 13 campuses	$429,273	
	Grand total:	**$579,273**

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 #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 178909	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:
	
	State Autism Conference - San Antonio, Texas (Hotel $89/night, Mileage @ .505 meals @ 25/day for 3) $1,696
	                    Hotel (2 nights) $534
	                                Meals 75
	     Mileage 757 1500miles @.505
	     Registration $330.00
	
	                                    TOTAL $1,696
			$ 1,696

	Grand total:	**$ 1,696**

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:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

\#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule \#11—Capital Outlay (6600)**
\multicolumn{3}{l}{County-District Number or Vendor ID: 178909}	\multicolumn{2}{l}{Amendment number (for amendments only):}
**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				$0
\multicolumn{4}{r}{**Grand total:**}	**$0**

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 #12—Demographics of Participants to Be Served with Grant Funds			
County-district number or vendor ID: 178909		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	662		40	16.5: 2	
K	923		55	16.7: 2	
1st	1028		61	16.8: 1	
2nd	1053		60	17.5: 1	
3rd	1244		63	20.7: 1	

COMMENTS	**Tageted ASSISTS Population: Total Students: 5,471 Total Teachers: 279** A&M researchers first gathered population and home statistics of the studied communities. In the Coastal Bend area in 2016, there were an estimated 45,489 residents. While the median age of the United States is 37.8 years, the median age of the Coastal bend area is 46.7, with one of the communities having an age median of 63.9. The total number of housing units in Coastal Bend estimated 27,897 before Hurricane Harvey hit. After Harvey hit, things changed drastically for Coastal Bend communities. **It is estimated that in the 9 communities that were studied in this research, a total of 7,397 homes were destroyed. That means that of the 27,897 homes that existed before Hurricane Harvey, only 74% of them exist today.** The total costs of the damage to housing units is estimated to have reached an unbelievable $1.35 billion dollars. Campus data includes **Robstown, Agua Dulce, Aransas County, Bishop, Sinton, Port Aransas, San Diego, Aransas Pass, Ingleside and Benavides** all ESC 2 Independent School Districts located in the Coastal Bend Area. A subsubtantial loss in numbers indicate the after effects of losing families, teachers and students to a Hurricane Catastrophy with Hurricane Harvey.

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	8:00 am – 3:45 pm (2 hours added for ACE 3:45-5:45 pm)	**Community Based Instruction (CBI) and the After school program (ACE) will add both afterschool and extended day learning to school hours on scheduled days.**
Number of days in school year	195 (21 days more for summer camp)	**Summer Camp will add Regression weeks into summer program.**
Minutes of instruction per school year	82,510 (10,800 hours added for normal school and 4,800 minutes for summer)	**Reverse Inclusion in ACE will add minutes of instructional time as tutors and mentors will be used for social cognitive learning. Smart Labs and Model Classrooms will be available for both students and parents to use under the supervision and coordination of the after school program.**

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	
County-district number or vendor ID: 178909	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?

Background. ASSISTS will target ten elementary campuses all of which have STAAR scores below state standards and are all located in the Coastal Bend Region of the state where Hurricane Harvey recently devastated facilities and disrupted teaching and learning with some districts experiencing significant loss in revenue, students, teachers and resources not covered by insurance. The initial schools were selected and prioritized for participation in the grant based on **(1) their performance history; (2) needs assessments focused on both student and educator needs; and (3) special needs family engagement process.** The process then created special meetings, a design team, and collaborative invites to encourage participation. Most important all SPED Directors were asked for feedback first to ensure needs and input for willingness to participate. All stated an overwhelming excitement for these new opportunities and further encouraged their respective superintendents to be part of **ASSISTS.**

1. **Performance History:** All the elementary schools in **Robstown, Agua Dulce, Aransas County, Bishop, Sinton, Port Aransas, San Diego, Aransas Pass, Ingleside and Benavides** are significantly underperforming as **94% of the students failed mastery in 2017 STAAR Writing Test.** Student achievement during the 2016-2017 School Year is indicative of a long-term pattern of necessary changes for academic improvements as all scores were significantly below state standards. **Table 1** identifies key performance issues at targeted schools that clearly describe the needs among all students falling short of mastery standards in all core subject areas as compared to state scores.

Table 1: 2017 STAAR Percent at Masters Grade Level (Sum of All Grades Tested)											
Core Subject	**State**	**RO**	**AD**	**AC**	**BI**	**SI**	**PA**	**SD**	**AP**	**IN**	**BE**	**Areas of Concern**
All %	20	11	11	14	17	13	30	9	10	17	8	**6% < than state**
Reading %	19	10	14	12	16	12	26	8	9	14	9	**6% < than state**
Mathematics %	23	14	13	17	23	17	31	12	11	19	9	**6.4 % < than state**
Writing %	12	6	*	6	13	5	21	4	6	7	13	**92% failed Mastery**
Science %	19	5	6	13	14	15	37	5	10	20	*	**86% failed Mastery**
Social Studies %	27	16	*	21	13	11	41	8	19	27	*	**7.5%<than state**

2. **Needs Assessments:** Specific programmatic and special student needs of the schools were identified through the campus improvement planning process, development of the District's Improvement Plan, and formative evaluations of the districts' Special Education Plans. These processes included a variety of needs assessment methodologies. For instance, the campus improvement planning process included reviews of student climate surveys that highlight the need for solid research-based best practice for students with autism, including significant opportunities for inclusion and appropriate interaction with non-disabled peers with robust plans for parent and stakeholder engagement educator-driven student engagement strategies that foster healthy, constructive learning environments without removing students from the classroom. Moreover, a comprehensive assessment confirmed the value of teacher specialized trainings and resources for autistic students who require the right classroom to home implementation for student improvement. These findings have shaped the district's thinking about the potential of value of an Autism Grant as a mechanism for incubating more next-generation versions of strategic student and teacher special needs practices. ASSISTS sites had drastically lower scores on the **2017 State of Texas Assessments of Academic Readiness (STAAR) MET scores (21% lower) for Special Education students** as compared to state standards of 44% in all Core Subjects to include Reading, Math, Science, Writing and Social Studies.

3. **Family Engagement Process.** A broad-based family engagement process is focused on the pattern of student inclusion persisting in targeted schools. **ASSISTS** serve mostly rural coastal communities in Educational Service Center 2 with many of the individual schools lacking resources in Autism training and awareness. Approximately 13,000 **ASSISTS** students are considered economically disadvantaged. The district convened a **ASSISTS** Design Team Steering Committee composed of parents, students, community members, and business representatives. This process resulted in a draft report issued in February 2017 that proposed several Autistic strategies to increase the integration of schools in ESC 2, most of which are still recovering with the after math of loss in district funding with Hurricane Harvey, leaving $53 million dollars in damages at just one of the 10 partnership school districts.

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: 178909	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.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Resources:** Because of category five Hurricane Harvey many of the districts near the coast had severe resource loss in buildings, libraries, technology impacting teacher and students' enrollments. These unfortunate losses had a direct impact on budgets and special needs funding to help offset lost instructional materials. Campuses will need new: • Instructional teaching resources • Library and multimedia tools • AT for special needs • New teacher training materials • Web and App resources for sustainability	Replacing and replenishing resources for the schools will be an ongoing venture for many more years to come, but it is imperative that the districts recover and use whatever new materials that can be earned through creative and strategic grant competitions. Aransas Pass County alone lost $53 million in damages that are not recoverable by insurance claims. These new resources will immediately begin providing special need students with materials specifically tailored to meet their needs. Supply list is extensive (see budget). Understood.org, Model Classrooms and Smart labs introduce the best practices for working with ASD families.
2.	**Instruction:** Schools are over reliant on dated autism special education standards and use normal instruction methods to evaluate grade level completion. These schools require new methods in: • Evaluation • Collaborative structures • Time allocation • Smart Labs and Model Classrooms • CBI and ABA, PBIS services	Replacing instructional methodologies and platforms for Autism would create consistency amongst ESC 2 campuses. Additional investment in instructional leadership, professional development and cultivating leadership training on campus would strengthen student success rates as well as minimize unusually high retention rates in grades 1 through 3. To further grow, the schools may need to update curriculum, time allocation, and collaborative structures to disseminate autism best practices while introducing team teaching.
3.	**Climate:** The schools might have a few passing achievements in overall scores but struggle with SPED and ELL populations need new approaches for • Instructional leadership • Curriculum alignment • Time allocation • Collaborative structures • After School and regional support services	Targeting growth across ethnic subgroups and SPED, and ELL requires district-led approaches in providing schools with development in instructional quality and granting new strategies for meeting special needs. To further grow, the schools will update curriculum, time allocation, and collaborative structures to disseminate best autism practices for both students and their families. New Regional services will add understanding and ongoing work for ASD.
4.	**Culture:** The schools with the lowest overall achievement have fundamental challenges in meeting the needs of the student population. They warrant new strategies for • organizational structures • Dyslexia instructional technology • Dyslexia curriculum alignment • staff modeling and training • Early Evaluation Testing and Screening • Campus Based SPED Teacher • ESC 2 SPED Professional Learning Team	A redesign of the special needs of the campuses would allow an overhaul of the autism systems that are impeding growth. With guidance from local colleges, the districts would devise strategies for appropriately trained teachers while also growing system structures built on accountability, implementation of new autism curriculum strategies, and its ability to oversee instructional learning and adaptation. Special education surveys indicate a significant disconnect between district, campus and family expectations. Family involvement will include community education and message delivery on goals, expectations and academic standards.

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: 178909 | **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.	ASSISTS Program Director (1)	Master's Degree Preferred. Bachelor's degree required from an accredited college or university and seven years of related experience, including three years in a supervisor capacity.
2.	ASSISTS Instructional Specialists (12)	Master's Degree Preferred. Bachelor's degree from an accredited college or university and four years of related experience, valid SPED Texas Teacher Certificate including three years in a supervisor capacity.
3.	ASSISTS Family Facilitator (1)	Bachelor's degree from an accredited college or university, and three years of campus or family experience. Must have experience with LD children and families.
4.	ASSISTS Mentors (TBD)	College enrollment in local colleges with specialization in internships, student practicums or student teachers and three years of mentoring experience.
5.	Technology Specialist (10)	Master's Degree Preferred. Bachelor's degree from an accredited college or university and four years of related Technology experience including three years in a supervisor capacity.

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.	Hiring Director and staffing	1.	Launch Campaign conducted/Hire Admin Staff	5/01/2018	8/31/2018
		2.	Development of program marketing for campuses	5/31/2018	8/31/2018
		3.	Staff hired and trained/ Receive Job Descriptions	5/31/2018	8/31/2018
2.	Smart Labs, Model Classrooms and PD	1.	Purchase supplies, resources and AT devices	6/01/2018	7/01/2018
		2.	Create labs and Classroom with new supplies	7/01/2018	8/01/2018
		3.	New Modifications and Accommodations for LD	8/31/2018	10/31/2018
3.	Schedules and Operations for LD Families	1.	Coordinate Autism Services for students	8/31/2018	9/31/2018
		2.	Coordinate all Autism Services for parents	8/31/2018	9/31/2018
		3.	Coordinate all Autism Services for teachers	8/31/2018	9/31/2018
4.	Services and Monitoring of ASSISTS grant	1.	Provide ASSISTS services for all Autism Students	5/01/2018	8/31/2019
		2.	Provide ASSISTS services for Parents	5/01/2018	8/31/2019
		3.	Provide ASSISTS services for Teachers	5/01/2018	8/31/2019
5.	Evaluation and Improvements for Reports	1.	Conduct Data Collections	10/1/2018	8/31/2019
		2.	Complete Evaluations and Review Report	6/31/2019	8/31/2019
		3.	Submit Required APR and Continuation Targets	7/31/2019	8/31/2019

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: 178909	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.

ASSISTS ensures an **effective process and procedures plan** for monitoring the attainment of goals and objectives as over **$16 million dollars** in discretionary awards have been funded by TEA to RISD for successful implementation of grants since 2003 while many of these grants have been successful shared services arrangements with local ESC 2 districts. The **Feedback and Continuous Improvement Plan** will be implemented by the **ASSISTS** staff (15) and supported by RISD Superintendent Dr. Maria Vidaurri (ESC 2 Superintendent of the Year), Diana Silvas, Assistant Superintendent for HR/Curriculum, Jake Salcines, Director of Secondary Curriculum, Dr. Daniel Ceballos, Assistant Superintendent of Student Support Services with consulting support with Grant Research and Evaluation. All **ASSISTS** principals will coordinate hires, daily services and proper data collections through their campus-based **ASSISTS** Instructional Specialist who will report directly to the **ASSISTS** Director for proper implementation of the grant objectives. They will also monitor the PD required for effective Teaching and Learning. **ASSISTS** staff will work with the entire grant process and the RISD Department of Assessment to tracks the district's general metrics (attendance, standardized test scores, demographics, disciplinary referrals, etc.), as well as program-specific measures (for example, incentive pay to teachers and administrators under the Teacher Incentive Fund grant) to ensure that **ASSISTS** is making progress towards district-wide goals and program-specific goals.

The **ASSISTS** Director will assume personal responsibility for the attainment of the goals and objectives for the program, as well as monitor and implement all services for proper execution. **ASSISTS** staff will also assist in meeting the goals and objectives by having campus autonomy to adjust as deemed necessary to best customize the services to the respective differences between one campus and the next. Staff will communicate to administrative staff, teachers, students, parents, and members of the community the plan and changes that are made. The **Feedback and Continuous Improvement Plan** is created through careful organizational grant management that includes pre-grant design meetings, meeting with finance to setup all budgets and contracts, program meetings to include weekly staff meetings and daily task lists, grant refinements and post grant report reviews through evaluation and research.

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.

ASSISTS will coordinate with all ongoing, existing efforts that are similar or related to the planned project to maximize effectiveness of grant funds and to ensure that all project participants remain committed to the project's success.

Sustainable and Aligned Existing Activities for Fall (F) Spring (SP) and Summer (SU)				
Service (s)	**Schedule**	**Place**	**Funds**	**Needs**
Mothering Skills (all)	As needed	LEAS	Partners	Single Parenting Skills for LD
PBIS Training (all)	Daily as needed	RISD	Partners	Low Community Engagement
Internet/AT Classes (F/SP)	6-7 PM (TH)	LEAS	Partners	No community access<80%
LD Parenting Classes (SU)	6-7 PM (M)	LEAS	Partners	High Discipline Reports
Literacy Classes (F)	6-7 PM (TH)	LEAS	Supplies	Low literacy rates
ESL Classes (SP)	6-7 PM (M)	LEAS	Staff	Lack of English Speaking Parents
Computer Classes (F)	6-7 PM (TU)	LEAS	Staff	Lack of Computer Skills
Discipline Classes (all)	Daily as needed	RISD	Partners	Poor Parenting Skills for LD
Chess Support (All)	6-7 PM (M)	LEAS	Supplies	Enrichment for LD life skills
Open House (F/SP)	B.O.Y.	LEAS	Partners	American Dream Challenges
ARD Teacher Confer. (All)	6-7 PM (M)	LEAS	Partners	Low Parent Advocacy/Training
Fathering Skills (all)	As needed	LEAS	Partners	Poor Parenting Skills for LD
Teaching Strategies	Ongoing	Colleges	Colleges	Teaching Support/Student Teach
Science Night (SP)	6-7 PM (TU)	LEAS	Supplies	Enrichment for life skills
Parent Council Training (F)	6-7 PM (M)	LEAS	Supplies	Enrichment for life skills

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: 178909	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Collect ASSISTS participant rosters for program evaluations to include pre and post data analysis of service impacts	1.	Effective Increase P > .05% in Grades between control groups
		2.	Effective Increase P > .05% in Attendance between control groups
		3.	Effective Increase P > .05% in Grade Promotion between control groups
2.	Provide evaluations and observations reports to include rosters, evaluation forms, and data collections	1.	Effective Increase P > .05% in Discipline Behavior between control groups
		2.	Effective Increase P > .05% in STAAR scores between control groups
		3.	Effective Increase P > .05% in IEP Evaluations between control groups
3.	Evaluations to include grades, attendance, promotion, discipline, and ASSISTS data	1.	Increase in ASSISTS PD with Dyslexia Teaching and Learning
		2.	Increase in ASSISTS Assistive Tech (AT) usage between School to Home
		3.	Increase in ASSISTS Parent Participation and Guidance with website
4.	PD and staff report to include rosters, evaluation forms, and data collections	1.	Increase in ASSISTS Sustainability Funds for Continuation funding
		2.	Increase in ASSISTS Partnerships with local colleges and ESC 2
		3.	Increase in ASSISTS Regional Professional Learning Community
5.	Evaluation recommendations and reports to include budgets, forms, and data collections for sustainability purposes	1.	ASSISTS Evaluation Reports include CIP Recommendations
		2.	ASSISTS Evaluation Reports indicate yearly gains
		3.	ASSISTS Evaluation Reports are reviewed by Boards and Administration

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?

Documentation Collection Process (N=300)	Freq.	Personnel Accountable	Data
Program Activities data collected daily and analyzed for refinements and corrections	FY 2018-2019	ASSISTS staff accountable for adjustments to meet goals	TEA Grant Reports
STAAR, TPRI, STAAR ALT, CLI, CPSI with Modifications/Accommodations/Interventions	Yearly	Principal, ASSISTS Instructional Specialist (IS) /Teachers with Qtly Monthly Reviews with Stakeholders	State Scores Academics
Homework records/call logs & home visits	Daily	Instructional Specialist/Teachers/CIS	Grades
ASSISTS Annual Performance Report Fall Report with adjustments made to meet goals	2/1/19	Director &Instructional Specialist, Family Facilitator	ASSISTS Goals
After school reports, ACE Tracking System	Monthly	Director, Family Facilitator, IS	Promotions
Lesson plans, quizzes, referrals reports, course schedules, instructor interviews, family	Quarterly	Instructors, Coordinators, Evaluator for Modifications/Accommodations/Intervention	PD Academics
Teacher, parent trainings, Activity schedules	6 weeks	Principal, Family Facilitator	FES
Student Grade Reports, District discipline and police records, Truancy Records	6 weeks	District Police Department, Grant Administration, Instructional Specialist	Behaviors Academics
Course evaluations, Instructor evaluations	6 weeks	Principal, Director, ASSISTS IS	C&I
Yearly grade reports/STAAR scores/ CIP Data	Yearly	Principals, Instructional Specialist	STAAR
ACE and CBI Attendance rosters	Daily, Weekly Monthly	Principal, Instructional Specialist (IS) /Teachers, Family Facilitator	Attendance Program Activities
ASSISTS Annual Performance Report SP Report with adjustments made to meet goals	6/1/19	Director &Instructional Specialist, Family Facilitator	ASSISTS Goals

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: 178909	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.

ASSISTS will incorporate evidence-based and research-based design to include effective use of Assistive Technology (AT) by adding strategies that make Smart Labs at each campus. Smart Labs will introduce a wide variety of new AT devices and resources with schools to home applications. **AT for kids with ASD is defined as any device, piece of equipment or system that helps bypass, work around or compensate for an individual's specific learning deficits.** ASSISTS will include: Abbreviation expanders, Alternative keyboards, Electronic math work sheets, Freeform database software, Information/data managers, Optical character recognition, Personal FM listening systems, Portable word processors, Proofreading programs, Speech-recognition programs, Speech synthesizers/screen readers, Talking calculators, Talking spell checkers and electronic dictionaries, Variable-speed tape recorders, Word-prediction programs, Smart Palate Speech and Language Electropalatographic program, Personal 1-1 Devices. Research has identified a 75% co-occurrence of social communication difficulties in children with learning disabilities (Forness and Kavale, 1996). **Research shows that a toolbox of approaches can be effective** (Baker, 2010), with proven approaches designed to be individually tailored to the needs of each student, incorporating the best treatment methodologies. Over the past decade, several studies have demonstrated the efficacy of AT for individuals with ASD. AT doesn't cure or eliminate learning difficulties, but it can help students reach their potential allowing them to capitalize on strengths and bypass areas of difficulty. In general, AT compensates for a student's skills deficits or area(s) of disability. ASSISTS will supplement AT with remedial instruction aimed at alleviating deficits (such as software designed to improve poor phonic skills). A student will use remedial reading software as well as listen to audio books. In fact, research has shown that AT can improve certain skill deficits (e.g., reading and spelling). The term "assistive technology" has usually been applied to computer hardware and software and electronic devices. However, many AT tools are now available on the Internet (K., Stanberry & M., H., Raskind, 2009).

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.

ASSISTS will be based upon effectiveness measures with assessment of objective empirical data regarding the need for ASSISTS activities at the schools and communities. ASSISTS will use the TPRI Screener for K -3rd grade with end of year results for the required screener. Currently RISD uses the Project Read Program for ASD students but will change to the Multisensory **Teaching Approach (MTA) Program** based on grant funding. The **Verbal Behavior Milestones Assessment and Placement Program(VB-MAPP)** is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays. The VB-MAPP is based on B.F. Skinner's (1957) analysis of verbal behavior, established developmental milestones, and research from the field of behavior analysis. The VB-MAPP Barriers Assessment specifically assesses areas identified in the American Psychiatric Association's Diagnostic and Statistical Manual, Fifth Edition (DSM-5) diagnostic criteria for Autism Spectrum Disorder. The VB-MAPP barriers include all the areas identified in the DSM-5, and then some. In the VB-MAPP they are written in behaviorese, but that is so they can be assessed and addressed in a behavioral manner. The program design is aligned with the principles of effectiveness to overcome educational failures in an economically disadvantaged community that lacks resources to support a comprehensive and supportive ASD program. The approach recognizes that a new guidance plan must incorporate the entire community and provide intensive intervention models to program participants and their families in diverse areas with stimulating ASD activities. Objective Measures were completed by the design team through surveys and parent meetings to evaluate current ASD programming and customized future activities. Disaggregated STAAR data was used to determine which core subject areas were needed and for what grades. Data driven decisions will continue to be used for objective data that leads to continuous improvements and improved ASD academic strategies. The program evaluation and **ASSISTS** report will help establish benchmarks for capacity and quality of services to ensure replication and sustainability. **ASSISTS** will collect empirical data such as STAAR, STAAR ALT, TPRI and CLSI with program activities and usage with measurable instruments such as appropriate State approved screeners for ASD student achievement and improvement. Instructional Specialists will use Benchmark testing and state testing data to support effective program implementation understanding that the new House Bill 1886 will require changes in Autism Evaluations.

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: 178909	Amendment # (for amendments only):

Statutory Requirement3: 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.

ASSISTS will incorporate parental support and collaboration by hosting Autism trainings, online web programs, support groups and school to home strategies. **ASD Parent Support and Collaborations include:** Utilizing new Model Classrooms for Students with Autism Spectrum Disorder (ASD) to include AT Smart Labs; Learning Social Emotional Learning Strategies with Special 'Bring a Friend Day Events'; Understanding new Collaborative Team Teachers to support campus with new SPED state certification requirements; Learning new Universal Design for Learning (UDL) for Growth Mindsets for challenging their ASD child; Attending Community Based Instruction (CBI) Events such as Beach Horse Therapy, Lexington Museum, Corpus Christi Aquarium, ESC 2 Early Scholars Academy with their child; Learning new Assistive Technology (AT) Devices with preloaded software and applications for school to home usage; Understanding Speech and Language Electropalatographic program with Smart Palette Technology at each campus; Participating in Camp at Zephyr Encampment targeting summer regression, social learning and parent training. A Regional Autism & Dyslexia Center for family support, training, and learning how to participate in the Individualized Educational Plans (IEP); Regional Support Website that customizes parent training per grade level, behavioral or academic issues; Learning Accommodations for homework support, Learning Modifications for remedial Programs; Software, Applications and PD with Assistive Technology (AT) with 1-to-1 devices; Learning Instructional Intervention as tutoring at home , Understanding Positive Behavior Intervention Strategic (PBIS) Plans; Participation in Afterschool Tutors with mentoring support to include Reverse Inclusion (RI) practices; Topical Videos on Understood.org website include: Start kindergarten now or wait a year? Move up or repeat a grade? Ready to request an evaluation? Evaluation in school or out of school? Ask for testing accommodations? Change your child's classroom placement? Push for more resources? Is My Child Ready? Ready for sleepaway camp? Considering getting a tutor? Considering ADHD medication? Considering Psychotherapy? *Parents will be held responsible for training school to home lessons, AT software and AT devices so that home learning reinforces school adjustments.* Understood organization will be used for registering parents to this valuable online support system of guidance trainings for special needs students.

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.

ASSISTS will reflect the diversity of the state and can be replicated for students statewide as the Speech and Language Strategies offers the **Complete Speech Smart Palate** for articulation therapy service that was added in response to a growing need to enhance support for ASD students who are challenged by persistent articulation problems. Not only is there an ASD but language issue with articulation that can be solved with this important strategy. What makes Smart Palate unique is that it is an electropalatography program (EPG) that provides visual biofeedback for the student in real-time during speech. In recent years, a growing body of research has supported the efficacy of EPG therapy, which "derives its effectiveness from enabling children to develop conscious control of the internal cues associated with tongue control." (Gibbon and Wood, 2010) Smart Palate is ideal for those with persistent articulation challenges, particularly apraxia and speech sound disorders. However, it has also been applied to accent reduction and fluency cases. The AT device looks similar to a retainer, but includes embedded sensors connected to a data link, which displays the student's tongue placement during speech onto a computer. This exercise provides for greater accuracy over traditional articulation therapy, allowing students to see what is happening as they articulate and can more effectively modify their production. Smart labs will be the most cost-effective approach to articulation disorders and will be sustainable after the grant cycle expires with schools just purchasing additional mouthpieces. The impact of the Smart Palate in research has been dramatic. One student, despite multiple years of traditional articulation therapy, was able to modify his production of the /r/ sound from 0% accuracy to 80% accuracy in the first session of using the program. The visual feedback that the program provides drastically changes the student's performance in the therapy program. This will be one of many Smart Lab purchases that can make Autism easier to work within specialized AT devices set in a friendly learning environment called Model Classrooms. ASSISTS will create one Model Classroom with Smart labs offering Smart Palete services at all 10 districts so that parents can use it even in after school settings. **ASSISTS** will help launch one of many new models for state replication where specialization of the school is directed towards ASD 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: 178909	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.

ASSISTS will use innovative approaches to effectively address the unique academic and functional needs of students with autism by providing new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices. **SLATE is an acronym for Structured Learning and Teaching Environments** based on the teaching concepts and strategies specifically developed for children with autism by the late Dr. Eric Schopler, founder of Division **TEACCH** (Treatment and Education of Autistic and Communication Handicapped Children) at the University of N. Carolina, Chapel Hill. This is a very intense, "Hands-on" training that provides participants with the opportunity to learn all of the basic components of the Structured Teaching Model (STM) developed by Dr. Schopler. SLATE ASD training will train on the principles and components of the SLATE Classroom Model developed by Division TEACCH specifically for children with autism with a thorough review of the characteristics of autism and the latest research regarding prevalence rates, and the results of neurological and genetic research. Step-by-step instruction for setting-up the classroom for students with autism with the methodology for conducting classroom, teacher-based assessment of students' strengths and emerging strengths, and, with the data obtained from that assessment, formulating individualized goals and objectives for students with autism. SLATE will train in the instruction in the development of structured and re-structured individualized teaching activities and work tasks with methods for evaluating and developing higher levels of independence among children with autism. **PD objectives include: Describing and understanding characteristics of autism; Understanding the relationship between assessment and structured teaching; Preparing schedules, work systems, and work tasks that insure independence; Significantly minimizing the. guess work" when structuring for a new student; Developing assessment-based goals and objectives; Effectively implementing the principles of physical and visual structure; Developing methods that can enhance communication for individuals with autism; Developing individualized methods that promote independence for people with autism; Developing social and leisure training activities; Developing effective behavior management strategies.**

ASSISTS Innovative Teacher Training Provided:
Teachers will use various methods to meet the needs of all students, including those who struggle with ASD. Some methods include slowing down or speeding up the pace of the work for individual students within a classroom. Other methods include using props such as charts and pictures to show students what they are expected to learn. Teachers know that students walk into their classrooms with a wide range of abilities. But teachers try to find ways to meet the needs of all students, including those with learning and attention issues with the following ASD strategies:

1. Differentiated Instruction-With this approach, teachers change and switch around what students need to learn, how they'll learn it, and how to get the material across to them. When a student struggles in one area, the teacher creates a plan that includes extra practice, step-by-step directions, and special homework.

2. Scaffolding-This is a method that breaks learning into chunks. The chunks follow a logical order and move toward a clear goal. Teachers form a bridge between what students already know and what they cannot do on their own. These bridges are referred to as "scaffolds." They can include charts, pictures and cue cards. Teachers often use this method by presenting a model of high-quality work before asking students to work on their own. Just as they're used when constructing buildings, scaffolds are removed when they're no longer needed.

3. Graphic Organization-Using this method, a teacher draws a picture to map out thoughts and ideas. Graphic organization can help younger students with activities like identifying the characters in a story they've read. This can also help them plan and organize a story they'll write. Older students can "map out" history, like the events leading up to World War II, or compare people or topics.

4. Mnemonics-Students use special phrases to help them remember information. Here's an example: Please Excuse My Dear Aunt Sally is often used to remember the order of operations in math: Parentheses, Exponents, Multiply, Divide, Add and Subtract. This strategy can also help with learning vocabulary. For example, a child can learn the scientific name for the common frog, Ranidae, by using rain as the keyword along with a picture of a frog sitting in the rain.

5. Multisensory Instruction-This method links what students see, what they hear, how they move, and what they feel. When students learn using all their senses, they remember the material better. Math teachers might use base ten blocks and two-sided counters so that students learn through touch. Drawing might help students learn new vocabulary by capturing the meaning of a word and sketching it. Each ASD child learns differently.

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: 178909	Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the program will incorporate meaningful inclusion.

ASSISTS will incorporate meaningful inclusion through appropriate ASD accommodations that help students learn the same material and meet the same expectations as their classmates and remain in regular classes. If a student has reading issues, for example, she might listen to an audio recording of a text. **Classroom and standardized tests** will also meet accommodations different from those used for instruction. Modifications in testing often involve requiring a student to cover less material or material that is less complex. Gym, music and art class accommodations for "special" classes like gym, music and art will be implemented. These will be similar accommodations for classroom instruction with extra time to complete assignments or be allowed to complete them in a different format. ASSISTS students will be excused from certain classes for one-on-one time with a specialist for inclusion to continue in the whole school program. Smart Labs, Model Classrooms and Private Therapy consulting will be used as needed.

Reverse Inclusion will be added to Community Based Instruction (CBI) events where by typically developing peers, friends or volunteers are invited to attend trips, tutoring or special events where they can learn side by side with ASD students while forming social cognitive bonds and increase wellness for both groups. Reverse inclusion has been proposed as a viable option to achieve this appreciation. Reverse inclusion consists of integrating several students without disabilities into a class that has several or all students with disabilities (Hardin & Hardin, 2002). These students then work alongside each other with the typically developing students serving as role models. Research on the attitudes and beliefs of inclusion practices from parents of both disabled and non-disabled preschool children indicate both parents and preschool providers are in favor of an inclusive preschool program and the benefits it could provide their children (Rafferty & Boettcher, 2000).

TEA Program Requirement 3: Describe coordination of services with private or community-based providers.

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

Table 2: ASSISTS Partnership Coordination of Services		
Campus Strategies *Partnership Services*	***Funds***	
Regional Dyslexia Center	Trained ESC 2 Dyslexia Center	LEAs
Professional Teaching & Learning Districts (10) LD Certifications Campus-Based	ASSISTS Teams, Professional Learning Communities, Support Centers,	partners
Coaching for SPED Educational Leaders	Trained Instructional Specialist Coaches	LEAs
AT Technology for Instruction	Student devices with online capabilities	parents
*Teaching Learning Strategies	TAMUK (Dr.Fiestas, Dr. Oiler) /TAMUCC (Dr. MCCaleb, Dr. Robertson);/ESC 2	colleges
*Community Based Instruction (CBI) & Bring a Friend Special Days for Reverse Inclusion	Beach Horse Therapy, Lexington, Aquarium, Early Scholars Academy, King/Queen for Day	LEAs
Universal Design for Learning (UDL)	Growth Mindsets for challenging all LD students	Partners
Working & Understanding families with LD	Adult ESL, GED, Parenting, LD Training, Computers	federal
*Culturally Proficient Schools	Extra-Curricular Services and Community Learning	partners
Planning & Implementing Family Literacy Events	CSL, Parenting Classes, Adult Education classes	partners
*LD Parent Counseling and Guidance	ABA Therapy, Understood.org, Parent Depts.	partners
Established Partnerships with local college	ASD center for ongoing research and developments	partners
Roles & Responsibilities of Instructional Specialist	New HQSPED teachers at each campus	LEAs
High Quality District & Campus Improvement Plan	Effective CIP, DIP and ASSISTS Teams	partners
*School-wide Positive Behavior Support	Creating Campus Incentives with College tours	partners
Summer Camp Regional Training	Zephyr Encampment for summer regression	partners
Testing Accountability & Disaggregation of Data	Timely Early Warning Reviews of At Risk Students	partners
Benchmarking (Best Practices)	Classroom Specialized Tutoring/Smart labs	Federal
Data Management Mapping: Timely Data	Teacher Weaknesses/Model Classrooms	Federal
*Indicates ongoing, existing efforts that are similar or related to the planned project		

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: