

**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 Write NOGA ID here |
| Grant Period: | May 1, 2018, to August 31, 2019 | |
| Application deadline: | 5:00 p.m. Central Time, March 8, 2018 | |
| Submittal information: | <p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p> | |
| Contact information: | Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov | |

Schedule #1—General Information

Part 1: Applicant Information

| | | |
|--------------------------------------|----------------------------|--|
| Organization name | County-District # | Amendment # |
| Amarillo Independent School District | 188-901 | |
| Vendor ID # | ESC Region # | |
| 75-6000036 | 16 | |
| Mailing address | City | State ZIP Code |
| 7200 West I-40 | Amarillo | TX 79106- |
| Primary Contact | | |
| First name | M.I. | Last name Title |
| Stefan | | Bressler Program Development |
| Telephone # | Email address | FAX # |
| (806) 326-1323 | stefan.bressler@amaisd.org | n/a |
| Secondary Contact | | |
| First name | M.I. | Last name Title |
| Kelly | | Morrison Special Education Director |
| Telephone # | Email address | FAX # |
| (806) 326-1343 | kelly.morrison@amaisd.org | (806) 354-4297 |

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 |
| Pati | | Buchenau | Chief Financial Officer |
| Telephone # | Email address | | FAX # |
| (806) 326-1120 | pati.buchenau@amaisd.org | | n/a |
| Signature (blue ink preferred) | | Date signed | |

Only the legally responsible party may sign this application.

03-05-2018

Schedule #1—General Information

County-district number or vendor ID: 188-901

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 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 3 | Certification of Shared Services | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | *See important note for competitive grants | <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: 188-901

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 188-901

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: 188-901

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(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. | No agreement established | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| Member Districts | | | | |
| 2. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 3. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 4. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 5. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 6. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 7. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 8. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |

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| Schedule #3—Certification of Shared Services (cont.) | | | | |
|---|----------------------------|--|------------------------------------|----------------|
| County-district number or vendor ID: 188-901 | | | Amendment # (for amendments only): | |
| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
| Member Districts | | | | |
| 9. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 10. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 11. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 12. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 13. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 14. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 15. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 16. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 17. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 18. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 19. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| 20. | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | |
| Grand total: | | | | N/A |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 188-901

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.

Amarillo ISD is applying for the Services to Students with Autism grant through TEA so that we can take our regionally known and sought-after program, improve it, and make it available as a state-wide model. Our program, as proposed, would benefit the students in attendance with improved technologies, a better trained staff, an extended parent training program, expanded opportunities to generalize skills to home and community and additional program-wide services. Our program, as proposed, will benefit students, families and schools state-wide by providing a duplicable model, opportunities for on-site and distance visitation, access to an online platform of resources and information as well as consultation with the program coordinator. The mission of Amarillo ISD is to graduate every student prepared for success beyond high school; we know for these children with Autism, early and intensive intervention is of paramount importance in fulfilling this mission.

We developed our budget by first determining programmatic needs and then research-based solutions. We considered current platforms, products and services and how we could improve and expand these to most benefit students with autism and their families. We visited the Burkhart Center for Autism Education and Research at Texas Tech University and spent several hours with Dr. Wesley Dotson in consultation on various aspects of what our program could and should include as well as how the physical surroundings can best be made conducive to a premier program.

Amarillo ISD is relatively in-line with the state demographic data, being only 2.4% lower in African American (10.2% to 12.6%), 6.6% lower in Hispanic (45.7% to 52.4%), 6.8% higher in White (34.9% to 28.1%), and 9.1% higher in Economically Disadvantaged (68.1% to 59.0%). These demographic trends should allow for other schools to easily see how their students could benefit from the same program design.

As a district, our Districtwide Educational Advisory Council (DEAC) designs and does the foundational work for the needs assessment. They also determine when and how the process needs to be changed. In special education, we also use our Lead Team to gather input from stakeholders as we work with campuses and parents to determine programmatic needs which we in turn provide to the DEAC.

Our Program Coordinator will work in concert with our Autism Specialist who has recently completed his master's degree in education with an emphasis on ABA to ensure consistent high-quality management of the program. The Assistant Director for Special Education will meet with these individuals monthly to ensure programmatic goals are being accomplished and needs are being met.

Program evaluation will be conducted through a variety of strategies. We will take qualitative measures through parent surveys after each parent training and three times yearly (fall, spring, and summer) to garner an overall satisfaction measure and needs assessment information. Additionally, we will measure program effectiveness at each six week reporting period by analyzing IEP progress report data, and individual student growth in more specific skill areas through the various technology applications used in the program.

Amarillo ISD assures that all statutory requirements are addressed in our application. Our entire proposed program is designed around evidence- and research-based design with effective use of technology to improve outcomes for participants. Strategies include Discrete Trial Training (DTT), Pivotal Response Training (PRT), Functional Communication Training (FCT), Picture Exchange Communication Systems (PECS), Parent Implemented Intervention, Naturalistic Interventions, Functional Behavior Assessment (FBA), Antecedent Based Interventions, Differential Reinforcement, Prompting, Reinforcement, and Response Interruption/Redirection, Exercise, Structured Play Groups, Task Analysis, Technology Aided Instruction and Intervention (TAII), Visual Supports, Video Modeling, and Social Skills Training, Social Narratives. Technologies in our proposed program include VB-MAPP, ReThink, Teach Town, Language Acquisition through Motor Planning (LAMP), Picture Exchange Communication Systems (PECS), Pragmatic Organization Dynamic Display (PODD), Vizzle and Compass, all of which will be used to enhance the learning experience of our scholars. Empirical data on student achievement and improvement will be gathered and analyzed each six weeks. Parental support and collaboration will be a pervasive in our program and pivotal to our success. Our

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 188-901

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.

student population is within 10 percentage points of the state in all areas of demographic data, making our student base a perfect representation for a state model.

Amarillo ISD assures that all TEA program requirements are addressed in our application. New and innovative ways to provide services and remove barriers are addressed. Inclusion into both the general education environment and the community are included strategies in our proposal. AISD will coordinate services with the Turn Center, a non-profit therapy provider in the community. In providing services through a coordinated effort, we will meet quarterly with Turn Center personnel to facilitate student growth. We will also coordinate with Texas Workforce Commission (TWC), Texas Health and Human Services Commission (HHSC) and Uniting Parents to provide parent training regarding programs and services their agencies offer and to connect them for transition/futures planning.

We have written this proposal in a way that schools will be able to replicate this program without adding an inordinate number of staff that would be cost prohibitive. While any school embarking on implementing such a program would have some initial investment as well as some ongoing costs, there wouldn't be so many ongoing costs as to prevent the implementation of at least the core pillars of the program. Our proposal is designed so that schools could phase in such a program without having the large investment in one lump sum needed within a given fiscal year. This strategy is also what will allow Amarillo ISD to maintain the program after the end of the grant funds. We will, of course, maintain our availability to other schools for visitation, collaboration and consultation beyond the grant cycle.

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By TEA staff person:

| Schedule #6—Program Budget Summary | | | | | |
|---|--|--------------------------|---|-----------------|------------------------|
| County-district number or vendor ID: 188-901 | | | Amendment # (for amendments only): | | |
| Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85 th Texas Legislature, 2017 | | | | | |
| Grant period: May 1, 2018, to August 31, 2019 | | | Fund code/shared services arrangement code: 429/459 | | |
| Budget Summary | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
| Schedule #7 | Payroll Costs (6100) | 6100 | \$412,127 | \$ | \$412,127 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$87,750 | \$ | \$87,750 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$342,770 | \$ | \$342,770 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$119,216 | \$ | \$119,216 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$ |
| Total direct costs: | | | \$961,863 | \$ | \$961,863 |
| 3.965% indirect costs (see note): | | | N/A | \$38,137 | \$38,137 |
| Grand total of budgeted costs (add all entries in each column): | | | \$961,863 | \$38,137 | \$1,000,000 |
| Shared Services Arrangement | | | | | |
| 6493 | Payments to member districts of shared services arrangements | | \$ | \$ | \$ |
| Administrative Cost Calculation | | | | | |
| Enter the total grant amount requested: | | | | | \$1,000,000 |
| Percentage limit on administrative costs established for the program (15%): | | | | | x .15 |
| Multiply and round down to the nearest whole dollar. Enter the result. | | | | | |
| 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: 188-901 | | | 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 | 1 | | \$62,500 |
| 2 | Educational aide | 2 | | \$50,000 |
| 3 | Tutor | | | \$ |
| Program Management and Administration | | | | |
| 4 | Project director/administrator | | | \$ |
| 5 | Project coordinator | 1 | | \$72,500 |
| 6 | Teacher facilitator | | | \$ |
| 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 | Community liaison/parent coordinator | | | \$ |
| Other Employee Positions | | | | |
| 15 | Communications Specialist | 1 | | \$62,500 |
| 16 | School Psychologist | 1 | | \$72,500 |
| 17 | Title | | | \$ |
| 18 | Subtotal employee costs: | | | \$320,000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 19 | 6112 | Substitute pay | | \$15,000 |
| 20 | 6119 | Professional staff extra-duty pay | | \$10,000 |
| 21 | 6121 | Support staff extra-duty pay | | \$15,000 |
| 22 | 6140 | Employee benefits | | \$52,127 |
| 23 | 61XX | Tuition remission (IHEs only) | | \$ |
| 24 | Subtotal substitute, extra-duty, benefits costs | | | \$92,127 |
| 25 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$412,127 |

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: 188-901 | | 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 | PECS Training for teachers, paras, prog. coor., and comm. specialist | \$7,500 |
| 2 | VB-Mapp Training for teachers, paras, prog. coor, comm. specialist, and LSSP | \$1,500 |
| 3 | Teach Town Training for teachers, paras, prog. coor., and comm. specialist | \$9,750 |
| 4 | RBT Testing for teachers, paras, prog. coor., comm. specialist | \$1,500 |
| 5 | Printing of PODD and PECS materials to use for student communication needs | \$10,000 |
| 6 | Turn Center Contract for OT program-wide observation and recommendation 1 full day per month | \$10,000 |
| 7 | RBT Supervision for teachers, paras, prog. coor., comm. specialist | \$22,500 |
| 8 | ABA principled trainings provided by Burkhart Center for Autism Education and Research during grant period for program | \$25,000 |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$87,750 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$ |
| (Sum of lines a, b, and c) Grand total | | \$87,750 |

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: 188-901 | | 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: | \$342,770 |
| Grand total: | | \$342,770 |

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: 188-901 | | 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. | \$55,000 |
| Subtotal other operating costs requiring specific approval: | | \$55,000 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$64,216 |
| Grand total: | | \$119,216 |

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

County-district number or vendor ID: 188-901

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 | 12 | 2 | 3:1 |
| K | 5 | 1 | 5:1 |
| 1 st | 7 | 1 | 7:1 |
| 2 nd | 6 | 1 | 6:1 |
| 3 rd | 6 | 1 | 6:1 |

COMMENTS

This student set is representative of the students in the intensive intervention classrooms. Our proposal would also include services to families and staff of other students not needing these classrooms during the school day but who do need help in order to stay at a campus closer to home and around neighborhood peers to help facilitate natural peer interaction and community involvement.

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

| Amount of Instruction | | COMMENTS |
|---|-----------------|---|
| School day hours (ex) 8:30am – 4:30pm | 8:05am - 3:15pm | This is the normal school day for all students, K-12. The Pre-K students will follow the normal school day schedule for PK – 7:55am – 11:35am or 11:45am – 3:15pm. |
| Number of days in school year | 178 | Extended programming will be provided as agreed upon through the ARD process. However, it is not automatically assumed as a part of this program as a standard, automatic practice. |
| Minutes of instruction per school year | 76,540 | Family community outings are outside the school day and will be used for generalization of skills but are not counted in these minutes of instruction. |

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 188-901

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 are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the measures we use to determine growth and analyze needs in the early intervention grades are the Early Childhood Outcomes (ECO) forms and IEP growth. For the older students, we analyze IEP growth, mastery of STAR curriculum, and mastery of Unique Learning curriculum. We currently know that students with autism are not making the gains needed to be successful in inclusion settings as quickly as students with other disabilities. Their growth on the ECO is not as great as students with other disabilities on this same measurement. Increasing the three indicators of the ECO will equip students with the social skills needed for inclusion in both academic and social settings and is crucial for achieving Amarillo ISD's mission for all students to be successful beyond high school. While all of these measures are valuable, our proposal would change our needs assessment in a way that will allow us to look at a broader range of skills on a standard measure – VB-MAPP.

Since each of these data points is created, measured and reported individually, it is not conducive to easily measuring a program's impact. Being a criterion-referenced measure of a broader range of specific skills, the benefit of using VB-MAPP is the ability to analyze student growth on a standard measure and compile group results regularly to analyze the impact of the program and determine needs based on these results.

Our needs assessment process included a visit to the Burkhart Center for Autism Education and Research at Texas Tech University in Lubbock, Texas. The hours we spent there in consultation with Dr. Wesley Dotson provided us with the opportunity to get information from a renowned expert in the field of autism education and intervention regarding not only the academic interventions that need to be in place for a premier program but also what the physical space needs, and does not need, to provide a best possible environment for these scholars. After this visit, we were able to consider our current physical structures and determine and prioritize needs to make them premier facilities as well as determine what practices could be used which aren't currently in place.

We are proposing to implement this program for the intensive classrooms at two elementary schools – Windsor and Sleepy Hollow. However, students and families will continue to receive supports and services when they are able to return to their home campus or a campus closer to home that has other services the student might need through continued parent/family trainings and outings, continued consultations with the communication specialist and program coordinator and continued implementation of 1:1 communication devices.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 188-901

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 |
|----|--|---|
| 1. | Staff Training | Staff will participate in an extensive program of training. Staff will be provided with training that leads to licensure as a Registered Behavior Technician (RBT) as well as topics provided by the Burkhart Center five times during the grant cycle. Additionally, staff will attend conferences appropriate to their role in the program and on-site trainings for curricula to be implemented such as Teach Town, Meta Play, PECS, ReThink, and Unique Learning Systems. |
| 2. | Extended Parent and Family Training | Training on Meta Play and Teach Town as well as product provided for home use PECS, PODD or LAMP training, depending on student use Training regarding state agencies and their available services for current needs and futures planning Family community outings Sibling Camp |
| 3. | Communication Skill Improvement through Technology | Provide 1:1 device, as appropriate, with communication applications to be used at school, home and community |
| 4. | Standard measure of individual student growth and program impact | VB-MAPP - given upon enrollment and at least twice per school year |
| 5. | Facilities Improvements | Discrete Trial Training rooms Dimmable LED lighting – no flourescents 10-second alarms on exit doors Sensory items Storage Line-of-sight consideration for general room design Furniture which serves multiple purposes and is easily moved |

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Schedule #14—Management Plan

County-district number or vendor ID: 188-901

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. | Teacher | Special Education certification, highly qualified for grade level, experience with children with disabilities - preferably autism, experience with or willingness to learn and implement ABA principles, knowledge of IDEA requirements |
| 2. | Communication Specialist | SLP-CCC or other speech-related education/certification or equitable experience and expertise Experience and expertise with augmentative and alternative communication |
| 3. | Project Coordinator | M.Ed., BCBA, LSSP, Master's in Special Education or other expertise in autism programming Experience with instruction and/or training/coaching in the field of autism |
| 4. | External Trainers | Expertise in given product, strategy or intervention |
| 5. | School Psychologist | Licensed Specialist in School Psychology (LSSP) licensure, experience evaluating young children, specifically for autism eligibility |

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. ABAI Conference | 05/15/2018 | 05/31/2018 |
| | | 2. Communication Trainings | 06/01/2018 | 08/31/2019 |
| | | 3. Burkhart Center Trainings | 06/01/2018 | 08/31/2019 |
| | | 4. RBT Trainings | 06/01/2018 | 08/31/2019 |
| 2. | Parent/Family Training | 1. Meta Play, Teach Town, PECS, PODD and LAMP | 09/01/2018 | 05/31/2019 |
| | | 2. Family Community Outings | 09/01/2018 | 08/31/2019 |
| | | 3. Sibling Camp | 06/01/2019 | 07/31/2019 |
| | | 4. Agency Connections Training | 10/01/2018 | 03/31/2019 |
| 3. | Communication Improvement | 1. Purchase of devices and apps | 07/01/2018 | 08/15/2018 |
| | | 2. Creation of PECS and PODD books | 06/01/2018 | 03/31/2019 |
| | | 3. Hiring of Communication Specialist | 05/01/2018 | 07/01/2018 |
| | | 4. Communication Specialist Teacher Consultations | 08/15/2018 | 06/01/2019 |
| 4. | Standard Measure for Growth | 1. Purchase VB-MAPP | 06/01/2018 | 06/30/2018 |
| | | 2. Training on VB-MAPP Administration | 08/01/2018 | 08/31/2018 |
| | | 3. Administering VB-MAPP | 08/15/2018 | 05/31/2019 |
| | | 4. Analyzing VB-MAPP Results | 09/15/2018 | 06/15/2019 |
| 5. | Facility Improvements | 1. Purchase of furniture | 06/01/2018 | 08/01/2018 |
| | | 2. Lighting upgrades | 06/01/2018 | 01/01/2019 |
| | | 3. Sensory items purchase and installation | 06/01/2018 | 08/31/2019 |
| | | 4. DTT Rooms | 06/01/2018 | 08/31/2019 |

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.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 188-901

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.

We currently use several methods for monitoring attainment of goals. We have our District Improvement Plan and Campus Improvement Plans which are monitored at least quarterly. Each campus also has a 1-2-3 list of top things they are working to accomplish which gives laser focus to the big "to-do's" of that campus. Measurable objectives of the District and Campus Improvement Plans are approved by the school board, while the campus 1-2-3's are determined with the campus principal and his or her Chief Leadership and Support Officer. Changes are made to these goal setting plans each year after a needs assessment is completed. Campus administrators work with the campus staff on setting goals and on the results achieved as well as needed changes.

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.

Amarillo ISD currently uses some of the technologies and curricula mentioned in our proposal such as Unique Learning Systems, ReThink (on limited basis), PDD and PECS (on classroom iPads), etc. We have seen success with these, but with expansion to individual devices, more in-depth training on how to use the strategies, curricula and devices, and parent/family training to facilitate generalization of skills to home and community, the results should be outstanding. We will coordinate all aspects of the program with our current practices, expanding and adding to them. We currently offer family outings, but we will be able to incorporate the individual devices and help families use them to communicate in the natural setting, expanding our impact on their family life in a positive and meaningful way.

All staff members involved in the education of this population of students is committed to ongoing excellence and will remain so through the grant cycle and beyond. Amarillo ISD has a history of developing phenomenal teachers to work with our students with autism. We have programs which encourage peer social groups, provide intense interventions and produce incredible results. This grant would allow us to expand these quickly and efficiently to become a statewide model program.

Parents are always committed to the success of their children. We will maintain their commitment to the project's success by keeping them continually engaged in program activities and trainings and through communications and opportunities for input about possible improvements.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 188-901

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. | Staff Training Completion Monitoring | 1. | Certificates of attendance at trainings and conferences |
| | | 2. | Passing scores of RBT training (online) and licensure |
| | | 3. | Observation of common language used in classroom setting |
| 2. | Parent/Family Training Participation/Satisfaction | 1. | Roster of participants from each offering |
| | | 2. | Parent satisfaction survey results |
| | | 3. | N/A |
| 3. | Communication Improvement Monitoring | 1. | Baseline data collected |
| | | 2. | Monitoring reports each six weeks indicating growth in communication skills |
| | | 3. | N/A |
| 4. | Standard Measure for Growth Report Monitoring | 1. | VB-MAPP baseline results compiled |
| | | 2. | Semester report compiled and analyzed individually and program-wide |
| | | 3. | N/A |
| 5. | Facilities Improvements Report Monitoring | 1. | Monthly Report of improvements made submitted by program coordinator |
| | | 2. | N/A |
| | | 3. | N/A |

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.

We will analyze student level data each six weeks reporting period via IEP progress reports and attendance reports. We will maintain attendance reports of other program activities such as parent/family trainings and outings to make sure all participants are meaningfully engaged. We will reach out to any families who do not attend regularly. We will also compile student level achievement data after each administration of the VB-MAPP allowing us to look at growth individually and programmatically.

If a particular area of the program runs into difficulty being delivered, we will seek alternative providers or products who can deliver the same result. Classroom staff will be coached by the program coordinator and helped by the communication specialist. Continued involvement from our Autism Specialist will ensure that service delivery to students and parents remains consistent and of excellent quality.

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

County-district number or vendor ID: 188-901

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.

Our proposal is heavily vested in evidence and research based design. The whole program is built upon ABA principles. Our teachers, program specialist, and communication specialist will complete their RBT training through ReThink online training and under the supervision of the staff at the Burkhart Center for Autism Education and Research. The paraprofessionals along with other program staff will receive online training through ReThink, a platform developed by BCBAs. This training will allow paraprofessionals to have the knowledge needed to work with students with autism, provide consistent verbiage among all staff, and start them on the the path towards also gaining their RBT licensure (a year two goal).

The design needs of of our classrooms are based on observations of the Burkhart Center and discussions with Dr. Wesley Dotson. Design changes are to include increased line of sight in all areas of the classroom, furniture that allows for easy changes in workspace throughout the day, lighting replacement with LED fixtures to increase control of the amount of light and decrease the noise of current lighting, and door alarms for increased student safety.

In our proposal, communication needs of each student would be met with the addition of one-to-one devices. These devices would have the AAC applications that are most appropriate and functional for the student. Making these devices available to students at an early age will increase the time teachers, assistants, therapist, and families will have in training the students to communicate their needs through technologies that are increasingly more and more accepted as a social norm, thus allowing students more opportunities to be included within their school and community at large with fewer obstacles.

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.

Our proposal is steeped in ways to collect empirical data that will be used to drive change for individual students, classroom changes, and the program as a whole. With the use of the ReThink program, staff will be able to collect data on current goals through discrete trials. The data collected from this program will show the progress that is being made and direct teachers in lessons and additional goals that the student may need to make progress. Each child will be assessed using VB-MAPP to determine progress and additional programming in the areas of Milestones, Transitions, and Barriers. Continuous monitoring of Task Analysis through VB-MAPP will also drive instruction for skills that each student needs and goals to work toward. TeachTown Basics will provide non objective data as it is truly assessing and adjusting based off of the students' responses to the program. Again, adding more data for the staff to analyze the individual student, the classroom, and the program as a whole. Each of the programs is able to produce easily read reports and data for district staff working with each student and provide meaningful data for purposeful inclusion in general education settings, when appropriate. These reports will also be available for parents to see how their child is progressing on a more regular basis. Communication with the parents of these students is extremely vital, since many of these students are unable to communicate themselves how their day was, the progress they are making in school or what they learning.

Baseline data will be collected in the fall of 2018 using VB-MAPP, which will be readministered again in the spring semester.

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

County-district number or vendor ID: 188-901

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 and collaboration with all students is very important, but even more vital for this population of students. Our proposed program encourages parental support and collaboration in a multitude of areas designed around the goal of creating a team to support each child in the program. Each area of training is designed to be ongoing and for growth of the student and their families. All of our proposed trainings will be coordinated by our program coordinator, communication specialist and teachers. After each training and family outing, parents will be given a survey to provide their feedback on what is working from the events and in what additional areas they need help. All trainings will be offered multiple times and presented both on-site and via distance learning. Additionally, there will be opportunities for follow up practice with practitioners in the classroom and in the community. At the end of each semester, a needs assessment survey will be given to each parent to gather information to improve the collaboration with parents.

With each student learning some type of AAC system, parents and other members of the family will need training to support the progress of their child and to reduce their own apprehension of using other forms of communication. Based on the needs of the parents and other members of the family, training in how to use the one-to-one devices, beyond the application, will also be a need.

Parents of students in PPCD programs will be trained in Meta-Play and will receive a Meta-Play kit identical to the one used in the classroom so that generalization can occur in the home setting. Since students in Kindergarten through third grade will be using TeachTown Basics, their parents will receive training on how they can access their child's account to either use the skills training or the social story videos on a personal device or their student's one-to-one device.

Families will never be given a device or product without training and ongoing support from our team.

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.

Amarillo ISD closely mirrors the diversity of the state demographically, allowing the proposed program to be replicated in whole or in part throughout Texas. Our proposed program focuses on training needs of district staff, parents and family, communication needs of the students through technology, design needs of the physical space and empirical data collection needs for individual, classroom and whole program planning. Even though each area of the proposed program provides a pillar, supporting the other areas and is designed, in combination, to create an exceptional program for students with autism and their families, each component can also stand on its own. Districts can analyze their own needs to determine which areas are most critical and will be able to build their own program that replicates Amarillo ISD's over time thus reducing the financial weight of putting each component into place all at once.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 188-901

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.

Amarillo ISD's program is rich with researched based interventions that are innovative, support multiple areas of a child's life, both educationally and socially and can be replicated in part or whole across the state. This proposal will create a staff with an in-depth knowledge of ABA practices and AAC and will supply them with the tools to work with students and their families to provide interventions and supports at an early age, thus setting a child on a solid foundation and path to a more promising future.

A program that is able to obtain these outcomes must begin with a well assembled team to provide direct services to the students and support services to their families and teachers. This team would include a Program Coordinator, Teachers, Paraprofessionals, Communication Specialist, a Licensed Specialist in School Psychology (LSSP) and an Occupational Therapist. In addition to a strong team, program wide training and ongoing support is critical. Allowing everyone in a program to be trained by experts in the field will ensure that all staff is using the same language and have a clear understanding of the program guidelines. By providing supports routinely with the Burkhart Center for Autism Education and Research will help maintain program fidelity long term.

In addition to training Amarillo ISD staff, a key piece of the success of this program will be the parent and family training. We will train parents and families to use and provide for them the same methodologies and devices at home and in the community as are used in the school setting. This practice will allow for an ease of generalization of skill for the scholars and an opportunity for the parents to have consistent support. By starting this at an early age, the life-long impact for the children will be strengthened. Parent coordination with agencies for services beyond the school will ensure positive futures planning in a timely fashion.

By providing 1:1 devices and having everyone using them to facilitate communication skill growth will be critical to seeing dramatically improved results for students. Ensuring that consistent use of communication systems through the efforts and coaching of the Communication Specialist at school will help the efforts at home along with parent and family training.

The integration of the VB-MAPP criterion-referenced measure will allow us to track individual student progress on a wider skill base than ever before and allow us to compile results to track program trends and determine where additional support is needed. By using other products consistent with ABA principles such as Meta Play, Teach Town Basics and ReThink, we will have greater access to student growth data than we have ever had. Parents will also be able to participate in their child's learning in a way that parents of this population of students have rarely had accessible to them.

Our facilities, while adequate, could be made more conducive to learning for students with autism. We will focus on multi-use furniture that can easily be moved to create different spaces as needed throughout the school day and on sensory issues such as lighting and sound. We will also create Discrete Trial Training (DTT) environments where students can acclimate to the school environment upon entry and where DTT can be practiced without the typical distractions of a classroom.

We have welcomed many visitors from the Panhandle area to learn from us what we provide to get the results we achieve. With the improvements and expansion of services to students and families, we will be able to provide visitation, collaboration and consultation for schools statewide.

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

County-district number or vendor ID: 188-901

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.

The proposed program incorporates meaningful inclusion in all areas of a student's life. Using one-to-one devices allows each child the opportunity to communicate with their peers, their family, and others they may encounter throughout their day both inside and outside of school in a way that is becoming more and more socially acceptable. To ease this transition from school to community, Amarillo ISD will host a wide variety of outings for the whole family to encourage participation in their community. These family outings will have AISD staff available to help with devices, visual supports and to provide encouragement and support when students struggle with a new experience and environment.

In addition to family outings, during the summer of 2019, AISD will host a summer camp outings for children with autism and their siblings. These camp outings will foster relationships between siblings and help create new friendships between children that know what it is like to have a sibling with autism.

To promote meaningful inclusion at the campus level, this grant will fund training at Texas Autism Conference for campus administrators. This training will provide administrators the opportunity to learn more about the needs of their students alongside their teachers and will allow them to learn new ways to include all their students in as many areas of their campus as possible. Additionally, Amarillo ISD has a Centralized Classroom Specialist who ensures that all students served in one of our centralized classrooms also participates appropriately and meaningfully in general education environments. She will continue this work with the program participants.

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.

Amarillo ISD's proposal includes coordination with Texas Panhandle Centers Behavioral and Developmental Health (TPC), Texas Health and Human Services (HHS), Texas Workforce Commission (TWC) and Uniting Parents. Through parent trainings, each provider will be able to inform parents of services they can each offer their child now, how to navigate and access services through agencies, and what role agencies they can play in their child's future. We will work with Turn Center, a non-profit agency, to provide class- and program-wide observations and recommendations from an Occupational Therapy perspective on a monthly basis during the school year. Finally, we will work closely with the Burkhart Center for Autism Education and Research for various trainings and continued recommendations for improvements.

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