

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

<b>2018–2019 Services to Students with Autism</b>		
<b>Program authority:</b>	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017	<div style="border: 1px solid black; padding: 2px; font-size: 0.8em;"> <b>FOR TEA USE ONLY</b>  <small>Write NOGA ID here:</small>    <small>Place date stamp here:</small>    </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 0.7em; font-weight: bold;"> RECEIVED  TEA  EDUCATION AGENCY  MAY 7 PM 1:21  DOCUMENT CONTROL CENTER  GRANTS ADMINISTRATION </div>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018	
<b>Submittal information:</b>	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:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

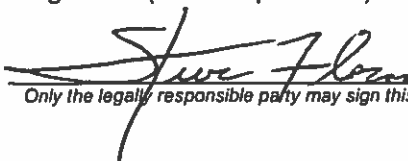
**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Amendment #		
Round Rock Independent School District	246909			
Vendor ID #	ESC Region #			
1476002018	13			
Mailing address	City	State	ZIP Code	
1311 Round Rock Ave	Round Rock	TX	78681-4941	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Amy	L	Grosso	Grant Coordinator	
Telephone #	Email address		FAX #	
512-464-5976	Amy_grosso@roundrockisd.org		512-464-5090	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Marie		Gonzales	Executive Director, Special Ed	
Telephone #	Email address		FAX #	
512-464-5149	marie_gonzales@roundrockisd.org		512-464-5090	
<b>Part 2: Certification and Incorporation</b>				

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
Steve		Flores	Superintendent of Schools
Telephone #	Email address		FAX #
512-464-5022	Superintendent RRISD@roundrockisd.org		512-464-5055
Signature (blue ink preferred)		Date signed	

  
 Only the legally responsible party may sign this application.

3-5-18

**701-18-107-008**

**Schedule #1—General Information**

County-district number or vendor ID: 246909

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

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

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

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On this date:

Via telephone/fax/email (circle as appropriate)

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 246909

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: 246909

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: 246909

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
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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

County-district number or vendor ID: 246909			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 246909

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.

Round Rock Independent School District is applying for the Services to Students with Autism grant to offer a district wide program to assist students with autism starting at the age of three.

**Need of Program:** Five years ago Round Rock ISD Special Education Department systematically looked at how to improve services for students with autism. Through an extensive review of best practices and research, the district implemented a model across the district involving Functional Classrooms for students with the highest level of need with autism. The program over the last five years has been extremely effective in helping students academically and behaviorally. Although the program has been effective, the Functional Classroom model only addresses students who have the most severe needs of autism, leaving many students without the support they need. District data also shows without early intervention, often students with autism matriculate to middle school and high school needing constant one-on-one adult supervision limiting the student's independence.

**Program Plan:** In order to address the needs of all students with autism in the district, a comprehensive program will be established starting at age three and being implemented through third grade. A group of ten teachers will receive a stipend to serve as leaders in training and implementation. All special education teachers will be trained in evidence based practices. The stipend teachers will monitor and observe teachers as they implement the best practices in the classroom to ensure consistency and fidelity. Also five education assistant will be hired and receive Registered Behavioral Technician Training to better be prepared in serving the youngest students.

**Parent Involvement:** Parent support and collaboration is critical for the success of any program for students with autism. In order to better serve parents along with students, a resource website will be developed for Round Rock ISD parents. The website will include best practices and inform the parents on strategies and techniques used in the classroom to help with behavior. A second key aspect of parent support and collaboration is time for parents and teachers to learn and work alongside each other. Parents will be invited attend key teacher professional development days and a symposium in the spring of 2019 for parents and teachers.

**Budget:** In creating the budget, the needs were assessed to determine the best use of funds. The budget includes critical and required personnel: Program Coordinator and Educational Assistants (5). Stipends will be provided to ten totally teachers (5 Preschool Program for Children with Disabilities Teachers and 5 kindergarten - 3rd grade teachers) to serve as leaders in the implementation and oversight of the grant. Other budget expenses include contract services for website development for a teacher and parent resource website, training in best practices, a speaker for the symposium, and evaluation. Supplies include resources to go with training, iPads for students, and general supplies. The budget was created with the idea of meeting the needs of students and families and providing a budget that could be **sustainable into the future.**

**Evidence based:** The National Platform related to Evidence Based Practices for students with Autism will be used as the guide for how we need to improve our service delivery and support for students with autism and their parents. By utilizing quality practices and implementing it across the district, there is a consistency in the practices used to help students as they matriculate through different grades. Also by providing training for all teachers working with students with autism, we ensure all students are being provided the highest level of services.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 246909

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.

**Technology:** The use of technology is critical not only for the students, but also for teachers and parents supporting students with autism. In order to make sure parents and teachers are working together to assist students with autism, websites will be utilized to provide resources anytime of the day. A website will be created for teachers and a separate one for parents. Each website will be tailored for specific needs, but will be consistent in the practices listed to be utilized. To assist students in managing behavior, iPads will be utilized with students who struggle with communicating effectively. Often a source of frustration of students with autism is the lack of ability to fully communicate. iPad technology will assist students in finding new ways of effectively communicating, helping to reduce behavior outbreaks caused by frustration regarded communication.

**Innovative:** In order to make sure all students with autism receive the best services and experience independence as a learner at the earliest age as possible, a district wide systematic approach to serving students with autism across the spectrum starting at age three is critical. Starting with Preschool Program for Children with Disabilities, teachers will be trained in Evidenced Based Practices in behavior along with Education Assistants receiving Registered Behavioral Technician Training. Students starting at age three will receive behavioral interventions to assist them as they are learning to make their way through the world of elementary school.

**Inclusion:** Meaningful inclusion is a main objective of the program. It is only through inclusion students will begin to experience the independence needed later in life. By training staff who work with the youngest students at age three, students have a better chance of being placed in a general education sooner in their education journey. By focusing on behavior, students will start to understand the behavior needed for inclusion. Also utilizing iPads and technology students will have an effective way to communicate limited problematic behavior and frustrations accompanying not being able to express one. The iPads will be utilized for students in general education classrooms not just those in resource classes.

**Evaluation:** Quality evaluation is critical for the success of the program. A formal evaluation will be conducted by a The Round Rock ISD Research and Evaluation Department. The evaluation will contain a qualitative and quantitative element. The program itself will be evaluated along with evaluating student behavior, rate of inclusion, and teacher and parent knowledge.

**Replicated across the state:** Round Rock ISD is a district of almost 50,000 students serving students from a variety of backgrounds. Over 90 different languages are spoken by students in the district with 12 elementary campuses serving as dual language campuses. While the overall free and reduced rate of Round Rock ISD is around 27%, some elementary campuses have over 80% and some have less than 3%. The district reflects the larger population of Texas. The practices implemented by Round Rock ISD can be implemented in any district across Texas through focusing on systematic training and the earliest intervention by focusing on behavior in not only students with the most evident autism, but with any student exhibiting autism type behaviors. Early intervention will lead to a decrease in need of services as the students get older resulting in cost saving measures for districts.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 246909			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85 <sup>th</sup> 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	\$410,112	\$94,135	\$504,247
Schedule #8	Professional and Contracted Services (6200)	6200	\$79,000	\$8,000	\$87,000
Schedule #9	Supplies and Materials (6300)	6300	\$292,000	\$1,400	\$293,400
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$	\$10,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$791,112</b>	<b>\$103,535</b>	<b>\$894,647</b>
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$894,647
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$134,197
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide	10		\$259,260
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director/administrator			\$
5	Project coordinator	1		\$78,446
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Other Employee Positions</b>				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$337,706
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
19	6112	Substitute pay		\$40,000
20	6119	Professional staff extra-duty pay		\$50,000
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$76,541
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$166,541
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$504,247</b>

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: 246909		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	Training for Education Assistants and Teachers	\$30,000
2	Website Development	\$45,000
3	Speaker for parent symposium	\$4,000
4	Evaluation	\$8,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$87,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$87,000

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 246909		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$293,400
<b>Grand total:</b>		<b>\$293,400</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 246909		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
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:		\$10,000
<b>Grand total:</b>		<b>\$10,000</b>

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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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 246909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

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

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By TEA staff person:

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

County-district number or vendor ID: 246909

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	100	20	5/1
K	80	9	9/1
1 <sup>st</sup>	70	9	8/1
2 <sup>nd</sup>	70	9	8/1
3 <sup>rd</sup>	80	8	10/1

**COMMENTS** Number of PK students also includes PPCD numbers. The number of teachers include all special education teachers to be trained in the behavior strategies and might not have an autistic student for the entire day.

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:40 am – 2:55 pm	Pre-Kindergarten meets 7:40 – 11:15 am or 11:15 am – 2:55 pm
Number of days in school year	171	
Minutes of instruction per school year	75,600	

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## Need

## Schedule #13—Needs Assessment

County-district number or vendor ID: 246909

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.

Five years ago Round Rock ISD Special Education Department systematically looked at how to improve services for students with autism. Through an extensive review of best practices and research, the district implemented a model across the district involving Functional Classrooms for students with the highest level of need with autism. The program over the last five years has been extremely effective in helping students academically and behaviorally. Although the program has been effective, the Functional Classroom model only addressed students who have the most severe needs of autism, leaving many students without the support they need. District data also shows without early intervention, often students with autism matriculate to middle school and high school needing constant one-on-one adult supervision limiting the student's independence.

In order to continue upon the work from five years ago a program is needed to address five critical needs to ensure all students with autism are provided with the best education and services to foster a future of success. First, students without the most severe forms of autism need systematic intervention for behavior from an early age to foster inclusion as soon as possible and to promote independence. Training Preschool Program for Children with Disabilities teachers and Education Assistants with research based practices in behavioral intervention will assist students transitioning to kindergarten a better chance of spending part of their day in a general education classroom to learn beside peers.

Second while Functional Classrooms have been effective in the district, the reach of services must encompass more students. Early intervention will make sure all students including those without a formal diagnosis of autism, receive the assistance they need to be fully functional in an inclusive classroom setting.

Third, parents of students with autism have been very vocal on their need of more resources. Parents with a student with autism are often overwhelmed and do not know where to look for resources. By offering quality strategies for parents that align with what is practiced in the classroom will assist students in making sure all expectations and interventions are consistent across the day.

Fourth, the Functional Classroom teachers have received excellent training to assist students with autism, but the training across all special education teachers, Education Assistants and general education teachers is extremely lacking. In order to make sure all students are receiving the same quality of intervention based on best practices, consistent training is needed, with coaching and checks to make sure services are being implemented with fidelity.

Finally, as previously mentioned a need is to make sure students with autism are able to function independently for success in the future. A key part of independence is intervening early with all students with autism, or behaviors associated with autism.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 246909

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.	Early intervention to promote inclusion from an early age	Research based behavioral practices will start at 3 years old and continue through third grade. Teachers will be trained in the best practices and Education Assistants will be trained in Registered Behavioral Technician Training. Throughout the year, key autism teachers will observe practices to make sure programs are implemented with fidelity.
2.	Functional Classrooms were established five years ago and while they assist students with the most need, more functioning students with autism are not receiving enough services at an early age	All aspects of the grant, focus on students with autism or behaviors associated with autism not part of the Functional Classrooms. Students will receive services starting at age three in the Preschool Program for Children with Disabilities classroom and will receive the same services as they continue through schools.
3.	Parents lack resources	In order to provide parents with quality resources that tie to services being provided in the classroom, a website will be developed for parents. From the website parents will be able to access print and video resources for how they can work with their child at home. Also a symposium will be offered to parents in the Spring 2019 to allow parents to hear from experts in the field.
4.	Teachers and Education Assistants lack consistent, systematic training	Training will start in the summer of 2018 and continue through the year. Not only will training be offered, but consistent observations and feedback are part of the program through key teachers highly trained in best practices for working with students with autism. Also each team will develop an Autism Team to serve as the experts on best practices.
5.	Decrease the level of adult dependence in educational setting for students with autism	In order to assist students to become more independent, through early intervention starting at age 3 students will learn behavioral strategies to assist them in transitioning to a general education classroom at an earlier age.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 246909

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.	Program Coordinator	Bachelors and certificate in teaching required (MA preferred). Three or more years experience with autism. Strong organization, communication, and interpersonal skills required. Grant management experience preferred.
2.	Education Assistant	Education equivalent to completion of 48 semester hours at an institution of higher education; or completion of an associate's degree (or higher); or completion of a formal academic assessment. Six months of related experience is required.
3.		

**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.	Implement the use of Evidence Based Practices for students with Autism across all learning environments	1. Training for teacher and education assistants	06/01/2018	06/30/2019
		2. Routine observations, walk throughs, check-points	09/01/2018	06/30/2019
		3. Autism team job alike meetings supported by the district monthly	08/15/2018	06/30/2019
		4. Creation of website and teacher training on how to use the resources on the website	06/01/2018	01/15/2019
2.	Monitoring the consistency / fidelity of implementation in school / home	1. Develop a tool for observations and monitoring along with a monitoring schedule	06/01/2018	08/31/2019
		2. Train lead autism teachers and education assistants	06/01/2018	08/31/2019
		3. All teachers doing observation and monitoring will routinely meet for calibration.	08/15/2018	06/30/2019
		4. Train all staff on implementation and monitoring	05/15/2018	06/30/2019
3.	Parent training	1. Parent resource website development	05/15/2018	12/15/2018
		2. Parent training offered during staff professional development days	08/15/2018	06/30/2019
		3. Symposium for parents	03/01/2019	06/30/2019
		4. Parent survey and focus groups for feedback	08/15/2018	06/30/2019
4.	Training for new Education Assistants	1. Registered Behavioral Technician Training	08/15/2018	06/30/2019
		2. Monthly time for all Education Assistants to come together lead by Program Coordinator	08/15/2018	06/30/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the 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: 246909

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.

Round Rock ISD utilizes formative reports created by the Department of Assessment and Evaluation, who provide not only quantitative data (attendance, STAAR/EOC scores) but qualitative data as well (results of focus groups, answers to open-ended survey questions) in evaluation of program goals and objectives. For our other TEA grants, the grant's project coordinator conducts monthly site observations, looking for progress towards accomplishing TEA milestones for students, parents, and staff. Each observation concentrates on compliance, and monthly reports are created. Continuous improvement supported by evaluation and feedback is paramount to the grant's success.

The teachers identifying as lead teachers in autism will receive a stipend to serve as leaders in the effort. These teachers will conduct the routine observation and monitoring visits to classrooms. These visits will assure practices are being implemented with consistency and fidelity. Also the teachers doing the visits will meet regularly with the program coordinator for calibration sessions to make sure observations and monitoring is consistent across the district. If during the times of monitoring and observations it is discovered practices are not being implemented correctly, the specific teachers will be given more opportunities for training and support.

**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.

As mentioned previously, five years ago the district reworked the way in which they approached students with autism. By utilizing Functional Classrooms, students with the most urgent and severe needs receive an evidence based structure to assist this in succeeding. While the program has been successful it is only the first step in making sure the district assists all students with autism in the most systematic and comprehensive way possible. By focusing on students at an early age and making sure students who do not qualify for a Functional Classroom receive services that are evidence based and implemented across the district with fidelity and consistency, the district will ensure all students with autism have an opportunity for inclusion and a road to independence. The program suggested in the grant, is the second part of a larger plan started five years ago. As the programs continue evaluation and monitoring are critical to ensure quality of implementation.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 246909

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.	Assessment of staff and parents on their knowledge of best practices (beginning, middle, and end of the school year)	1.	Teachers will show an increase in knowledge across the three assessments
		2.	Parents will show an increase in knowledge across the three assessments
		3.	
2.	Student data on behavior and classroom student assigned	1.	Decreased in behavior response to frustration
		2.	Increased opportunities to be with general education peers
		3.	More kids leaving PPCD will go to kindergarten, not self-contained all day
3.	Education Assistants Registered Behavioral Technician Training	1.	All will be trained by the end of the year
		2.	Decrease in turnover and burnout
		3.	
4.	Fidelity of implementation	1.	Throughout the year will see practices: effectively and consistently
		2.	Observers will come together regularly to calibrate
		3.	Increase use of the online resources for teachers
5.	Parent Conference Survey and website	1.	Conference attendance
		2.	Website usage will increase though year
		3.	

**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.

**Continuous quality management and improvement will be a high priority for the program.** The Project Coordinator will take the lead in all data collection and problem collection. The project coordinator will work with teachers who are observing the implementation of best practices. Monthly meetings will be held to make sure all training is being implemented with consistency and fidelity across the district.

**The Project Coordinator will also work with the Round Rock ISD Research and Evaluation Department,** who will provide both formative and summative reports to the Project Coordinator. The Research and Evaluation Department will develop a comprehensive evaluation plan including a mid-year and end-of-year report. The report will be developed utilizing student data, surveys, and focus groups of teachers and parents. The mid-year report will be used to make changes to the second part of the year if needed.

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

County-district number or vendor ID: 246909

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.

In order to provide teachers the best support and training in behavior practices to utilize with students exhibiting behaviors associated with autism, a systematic approach to training and incorporation of training will be utilized. Quality training will be provided during the summer focused on Research Based Practices in behavioral strategies and interventions. The training will be for all teachers working with the specific students. Each school will also form an Autism Team to be the leaders on campuses in best practices and the entire team will be treated. Along with teachers, Education Assistant will receive Registered Behavioral Technician Training.

Technology will be used in a variety of ways. First, iPads will be utilized with students who struggle with communication so they will be able to utilize the most effective apps to communicate within the classroom, assisting in decreasing problematic behavior. Also technology will be utilized by the building of two different websites. The first website will be utilized as ongoing resources and training for teachers. Teachers will be able to find strategies and best practices at any time of the day. The second website will be created for parents as resource tool. From home, work, or anywhere they have a phone, parents will be able to find best practices and strategies for working with their children while they are outside of school. It will also assist in connecting the work in the school to home providing consistent interventions in all aspects of the students life.

**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.

Data is gathered and tracked by the Round Rock ISD Research and Evaluation Department. Data will be tracked starting with three years olds and going to third grade. Data to be gathered and assessed include number of restraints used on students with autism. Also a key goal of the grant is to facilitate students moving to inclusion at the earliest age possible. Data will be gathered on the number of students in general education classrooms with autism. Also even if students are not in a general education classroom for the entire day, data will be gathered on the number of hours, and how many students moved into inclusion. Baselines on all data will be set from the previous year and will be evaluated by the comparison. The data will allow grant staff to consistently track the impact of the implementation of the grant on students and their behavior.

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

County-district number or vendor ID: 246909

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 is critical for the success of any program for students with autism. In order to better serve parents along with students, a resource website will be developed for Round Rock ISD parents. The website will include best practices and inform the parents on strategies and techniques used in the classroom to help with behavior. For parents to be able to continue the work from school, they must know what is happening at school. The website will afford parents the opportunity to access content at any time.

A second key aspect of parent support and collaboration is time for parents and teachers to learn and work alongside each other. Parents will be invited to attend key teacher professional development days. Also there will be a symposium in the spring of 2019 for parents and teachers. The symposium will include a speaker from the field of autism and also a variety of sessions.

Parent feedback is vital for the success of the program. Evaluations conducted by Round Rock ISD Research and Evaluation will include parent feedback in the way of surveys and focus groups. Without consistent dialogue with parents, the success of the program will not be fully realized.

**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.

Round Rock ISD is a district of almost 50,000 students serving students from a variety of backgrounds. Over 90 different languages are spoken by students in the district with 12 elementary campuses serving as dual language campuses. While the overall free and reduced of Round Rock ISD is around 27%, some elementary campuses have over 80% and some have less than 3%. The district reflects the larger population of Texas. The practices implemented by Round Rock ISD can be implemented in any district across Texas through focusing on systematic training and the earliest intervention by focusing on behavior in not only students with the most evident autism, but with any student exhibiting autism type behaviors. Early intervention will lead to decreased need of services as the students get older resulting in cost saving measures for districts. This is particularly true when students will no longer require one-on-one adult supervision at all times.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 246909

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.

In order to make sure all students with autism receive the best services and experience independence as a learner at the earliest age as possible, a district wide systematic approach to serving students with autism across the spectrum starting at age three is critical. Currently Round Rock ISD serves students with the most pressing needs associated with autism utilizing a Functional Classroom model and while this approach has been effective for these students, it is clear many students with autism across the spectrum are not receiving a consistent approach to addressing behavior across the district. Starting with Preschool Program for Children with Disabilities teachers will be trained in Evidenced Based Practices in behavior along with Education Assistants receiving Registered Behavioral Technician Training. Students at age three will receive behavioral interventions to assist them as they are learning to make their way through the world of elementary school.

A goal of the grant is by the time the student transitions to kindergarten, they will be able to spend at least part of the day in the general education classroom with peers. Along with teachers working with the youngest students, the same training will be provided for all teachers so the practices will be consistent across the district. An autism team will be formed at each campus to serve as the leaders in training and implementation of best practices in working with students with autism. Also a group of teachers will be offered a stipend to serve as the leaders in implementation. These teachers will serve as the monitors and observes to ensure practices are implemented with consistency and fidelity across the district.

In order to make sure parents and teachers are working together to assist students with autism, websites will be utilized to provide resources anytime of the day. A website will be created for teachers and a separate one for parents. Each website will be tailored for specific needs, but will be consistent in the practices listed to be utilized. The website will be developed to be accessed either from a desktop or mobile device allowing ease of use.

To assist students in managing behavior, iPads will be utilized with students who struggle with communicating effectively. Often a source of frustration of students with autism is the lack of ability to fully communicate. iPad technology will assist students in finding new ways of effectively communicating, helping to reduce behavior outbreaks caused by frustration regarded communication.

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

County-district number or vendor ID: 246909

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.

Meaningful inclusion is a main objective of the program. It is only through inclusion students will begin to experience the independence needed later in life. By training staff who work with the youngest students at age three, students have a better chance of being placed in a general education sooner in their education journey. By focusing on behavior, students will start to understand the behavior needed for inclusion. Also utilizing iPads and technology students will have an effective way to communicate limited problematic behavior and frustrations accompanying not being able to express one. The iPads will be utilized for students in general education classrooms not just those in resource classes.

**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.

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