2018–2019 Services to Students with Autism

Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017	**FOR TEA USE ONLY** Write NOGA ID here
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #
Sonora ISD	218901	
Vendor ID #	ESC Region #	
	15	

Mailing address		City	State	ZIP Code
807 S. Concho		Sonora	TX	76950

Primary Contact

First name	M.I.	Last name	Title
Stefanie	L	Taylor	Director of Special Programs
Telephone #	Email address		FAX #
325-387-6940, ext. 3400	stefanie.taylor@sonoraisd.net		325-387-6136

Secondary Contact

First name	M.I.	Last name	Title
Monica		Samaniego	Administrative Assistant
Telephone #	Email address		FAX #
325-387-6940, ext. 3400	monica.samaniego@sonoraisd.net		325-387-6136

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
Ross		Aschenbeck	Superintendent
Telephone #	Email address		FAX #
325-387-6940, ext. 3000	ross.aschenbeck@sonoraisd.net		325-387-5090

Signature (blue ink preferred)

Date signed: 3/6/2018

Only the legally responsible party may sign this application

701-18-107-009

Schedule #1—General Information	
County-district number or vendor ID: 218901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 218901	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 218901	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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #3—Certification of Shared Services	
County-district number or vendor ID:	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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\#	County-District \# and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Schedule \#3—Certification of Shared Services (cont.)				

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

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

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Schedule #4—Request for Amendment

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

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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

Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID:			Amendment # (for amendments only):
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 218901	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.

Our proposed program meets or exceeds the program description of the RFP in the following ways. First, we are requesting funds to implement an aggressive, early, and comprehensive intervention program that uses evidence-based and researched-based practices through purpose-built social, humanoid, facially expressive robot, Milo, to deliver developmental instruction modules with over 130 lessons that teach critical social, emotional, behavioral and communicative skills for ASD children from ages 3 through 9.

The supplemental program, Robots4Autism, utilizes several evidence-based practices to compliment as well as support existing programming. Each lesson is supported by sample IEP goals and includes robust data collecting and reporting analytics to measure progress and improvement including: 1) Lesson completion; 2) Lesson Attempts; 3) Time to respond (engagement and generalizing); and 4) Accuracy of response. Data is exportable and can be accessed at any time.

The research base for this program includes published clinical studies, empirical studies, qualitative case studies and longitudinal studies. Working with ASD experts at the Callier Center at UT Dallas, the robots4autism program was designed, written, and clinically tested to ensure the growth, improvement, and impact for ASD learners.

The second piece of our proposed program is the development of a sensory room and active learning space to diffuse excess energy and aggression in students with autism. The sensory room and active learning space utilizes therapeutic tools and equipment to assist students in calming and resetting their behavior so that they are prepared to focus and learn. This calming environment can be effective in reducing disruptive behaviors from aggression, anxiety, or frustration. In addition, the sensory room and active learning space employs evidence-based practices and emphasizes creating a developmentally appropriate and enriched environment so that children become active learners. Behavior data tracking tools will be used to measure progress and improvement including: 1)Decreased emotional outbursts; 2)Decreased disruptive behavior; and 3)Increased time on academic tasks.

Utilizing "parent newsletters" that describe in detail the lesson goals, objectives, and extension activities to be used in the home as well as frequent reporting of progress, and improvement throughout the program, parents and learner guardians will engage in collaboration and support of their students learning and progress. In addition, there are parental/learner guardian data collection protocols to assist with observed generalizing behavior.

One of the greatest challenges in working with ASD learners are behavioral issues, meltdowns, and lack of self-regulation. To that end, one of the measurable objectives and subsequent outcomes of this program will be the reduction of inappropriate, inattentive, and disruptive behaviors resulting in an increase of time on task and opportunity to learn. A second objective and expected outcome of the program centers on generalizing in social situations or social settings as measured by objective data from the robots4autism program as well as observed, documented data by teachers, paraprofessionals, and parents or learner guardians. A third objective is emotional understanding that reflects identifying and imitating facial expressions as measured by data from the robots4autism program. A fourth and final objective is conversational skills as measured by data from the robots4autism program that focuses on greetings, leave taking, and conversational dynamics.

The implementation of this program will result in significant measurable life-changing impact for ASD learners, educators and their learner guardians to ensure that each ASD learner has access and opportunity to learn foundational skills in social, emotional, behavioral, and communicative development.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 218901				Amendment # (for amendments only):	
Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85th Texas Legislature, 2017					
Grant period: May 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 429/459		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$	$	$
Schedule #8	Professional and Contracted Services (6200)	6200	$	$	$
Schedule #9	Supplies and Materials (6300)	6300	$3,000	$	$3,000
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$16,275	$	$16,275
Total direct costs:			$19,275	$	$19,275
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			$	$	**$19,275**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$	$	$
Administrative Cost Calculation					
Enter the total grant amount requested:					$
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:					$

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: 218901	Amendment # (for amendments only):		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher			$
2 Educational aide			$
3 Tutor			$
Program Management and Administration			
4 Project director/administrator			$
5 Project coordinator			$
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 Title	.		$
16 Title			$
17 Title			$
18	Subtotal employee costs:		$
Substitute, Extra-Duty Pay, Benefits Costs			
19 6112 Substitute pay			$
20 6119 Professional staff extra-duty pay			$
21 6121 Support staff extra-duty pay			$
22 6140 Employee benefits			$
23 61XX Tuition remission (IHEs only)			$
24	Subtotal substitute, extra-duty, benefits costs		$
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$

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: 218901	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		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$

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: 218901	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:	$3,000
	Grand total:	**$3,000**

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

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 218901	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$
	Grand total:	$

In-state travel for employees does not require specific approval.

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

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

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
Schedule #11—Capital Outlay (6600)				

County-District Number or Vendor ID: 218901		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**6669—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$
**66XX—Computing Devices, capitalized**				
2	Milo - Robot	1	$5500	$5500
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
**66XX—Software, capitalized**				
12	Milo Software Curriculum	1	$6000	$6000
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
**66XX—Equipment or furniture**				
19	Travel Case	1	$625	$625
20	Calming LED Bubble Tube	1	$1900	$1900
21	Fiber Optic Flexible Lights with Light Source	1	$500	$500
22	8'x4' Climbing Wall with Mats	1	$1750	$1750
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**				
29				$
Grand total:				$16,275

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

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

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

County-district number or vendor ID: 218901	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	1	1	1/1
K	1	1	1/1
1st	2	1	1/1
2nd	1	1	1/1
3rd	3	1	2/1

COMMENTS

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	
Number of days in school year	172	
Minutes of instruction per school year	78,405	

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

Need

Schedule #13—Needs Assessment	
County-district number or vendor ID: 218901	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.

While each ASD learner is unique, their general needs consist of some or all of the following:

Self-Regulation – Individuals with ASD often have difficulty self-regulating their behavior due to overstimulation from environmental and social stimulus. This stimulation can lead to anxiety attacks, violent outbursts or shutting down. This is often exacerbated by these individual's difficulties expressing themselves and their needs. If skills which enable these learners to more effectively regulate themselves are taught

Conversation – Individuals with ASD range from non-verbal and non-communicative to verbal. For individuals with difficulty verbalizing or communicating, making progress on

Emotional Expression – Individuals with ASD can have difficulty expressing their emotions effectively. This can lead to miscommunication, ignoring needs and misinterpretations.

Emotional Recognition – Individuals with ASD have difficulty recognizing emotional expression in others. This can include not understanding facial expressions that convey emotion, intent and meaning. This leads to misunderstanding of social cues in conversation. Misunderstandings due to idiomatic expressions and due to variations in meaning of statement conferred by tone of voice.

The grant funds will be used to serve the Sonora Elementary Campus, as it is the only elementary campus in the school district.

A review of current evaluation data, present levels of academic and functional performance, and individual education plans for ASD learners will be conducted to address each student's individual needs.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 218901	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.	Use of effective, innovative instructional technology.	The Robots4Autism program utilizes a humanoid, social, facially expressive robot as a tool to help teach social, emotional, behavioral and communicative skills. Over 1500 video vignettes and 1700 video supports are embedded in social narratives that combine audio and visual integration to increase auditory processing. Additionally, the robot works and integrates with tablet technology for instruction and data collection.
2.	Use of comprehensive social, emotional, behavioral, and communicative skill development curriculum.	Over 135 evidence based and research based lessons in five (5) curriculum modules that focus on self-regulation, conversational interaction, emotional understanding, situations, and small and large group activities are included in the robots4autism program. This curriculum is delivered as well as facilitated with visual supports, visual modeling, reinforcement, social narratives, social skills training, and technology aided instruction are accompanied by sample IEP goals and aligned data collection and reporting analytics. The sensory room and active learning space utilizes therapeutic tools and equipment to assist ASD learners in self-regulation of emotions and behavior. The Robots4Autism program and the sensory room/active learning center will work together to address social, emotional, and behavioral skill development to reduce inappropriate, inattentive, and disruptive behaviors.
3.	Use of objective data for progress monitoring, growth and IEP goal attainment.	The implementation of Robots4Autism program will provide a dedicated, secure web portal, for objective data collection, analysis, and reporting to measure progress and improvement in the following four (4) areas to meet or exceed specific IEP goal language in social, emotional, behavioral and/or communicative skill development: 1. Lesson completion 2. Lesson Attempts 3. Time to respond (engagement and generalizing) 4. Accuracy of response Behavior data tracking tools will be used to monitor social, emotional, and behavioral skill development through the sensory room and active learning center. This tool will be used to measure progress in: 1) Decreased emotional outbursts; 2)Decreased disruptive behavior; and 3)Increased time on academic tasks.

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		Schedule #14—Management Plan		

County-district number or vendor ID: 218901	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.	Speech Therapist	Member of American Speech-Language-Hearing Assocation and certification status is fully licensed SLP-CCC. IBCCES Certified Autism Specialist
2.	Special Education Teacher	Texas teaching certification in Special Education
3.	Occupational Therapist	Member of Executive Council of Physical Therapy and Occupational Therapy Examiners and Occupational Therapist-Regular License
4.		
5.		

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

#	Objective		Milestone	Begin Activity	End Activity
1.	Reduction of inappropriate, inattentive, and disruptive behaviors	1.	Establish Baseline of current disruptions	08/21/2018	09/28/2018
		2.	Establish specific goal/target for each student	08/21/2018	09/28/2018
		3.	Each student completes Calm Down Module	08/21/2018	09/07/2018
		4.	Monitor and report at 6 week intervals	08/21/2018	05/24/2019
2.	Increase generalizing in social situations or social settings	1.	Establish Baseline of current disruptions	08/21/2018	09/28/2018
		2.	Establish specific goal/target for each student	08/21/2018	09/28/2018
		3.	Implement Situational Models for identified students	09/10/2018	05/24/2019
		4.	Monitor and report at 6 week intervals	08/21/2018	05/24/2019
3.	Increase emotional understanding	1.	Establish Baseline of current disruptions	08/21/2018	09/28/2018
		2.	Establish specific goal/target for each student	08/21/2018	09/28/2018
		3.	Implement Emotional Understanding for identified students	09/10/2018	05/24/2019
		4.	Monitor and report at 6 week intervals	08/21/2018	05/24/2019
4.	Increase conversational skills	1.	Establish Baseline of current disruptions	08/21/2018	09/28/2018
		2.	Establish specific goal/target for each student	08/21/2018	09/28/2018
		3.	Implement Conversational Modules for identified students	09/10/2018	05/24/2019
		4.	Monitor and report at 6 week intervals	08/21/2018	05/24/2019

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: 218901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Sonora Elementary has a continuous improvement plan in place, which is monitored by a committee made up of general education teachers, special education teachers, parents, and community members. The Director of Special Programs also serves on the committee as a district level representative.

The committee meets several times throughout the year to identify campus level needs, develop goals and objectives to address the identified needs, and review progress toward attainment of the goals and objectives. The intial plan is presented to the school board and a review of progress toward goals and objectives is reviewed with teachers,parent representatives, and community representatives during campus level meetings.

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.

Sonora Elementary currently serves ASD learners utilizing evidence based practices in a traditional special education setting. A speech therapist serves these students on a regular basis to address language and social pragmatic concerns. Social skills groups are developed to provide ASD learners with the instruction and practice of appropriate

The supplemental program we are requesting, including robots4autism program and the development of a sensory room and active learning space, will be used to purchase equipment and tools to provide enhanced learning opportunities for students with autism. As a small school district, it is difficult to find funding sources for the initial set up of programs such as the one described. With the help of grant funds, these initial purchases can be made and the school can then maintain the equipment and add new devices for years to come.

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	Schedule #15—Project Evaluation			

County-district number or vendor ID: 218901 | 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.	Establish baseline with each student	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)
2.	Reduction of inappropriate, inattentive, and disruptive behaviors	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)
3.	Generalizing in social situations or social settings	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)
4.	Identifying and imitating facial expressions through emotional understanding	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)
5.	Acquisition and development of conversational skills including greetings, leave taking, and conversational dynamics	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)

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.

Documentation will be gathered to determine overall progress in each student participating in the supplemental program, including the Robots4Autism program and the sensory room and active learning center.

The evaluation of the program will include the collecting of baseline data during the first six (6) weeks implementation for the purpose of monitoring, documenting, and reporting progress, as well as comparing end of year progress, growth, and improvement in each associated objective. The objectives include:
1. Reduction of inappropriate, inattentive, and disruptive behaviors;
2. Generalizing in social situations or social settings;
3. Identifying and imitating facial expressions through emotional understanding; and
4. Acquisition and development of conversational skills including greetings, leave taking, and conversational dynamics.

In addition to demographic data including number of participants and attendance in the overall supplemental program including the Robots4Autism program and the sensory room and active learning center, the process for collecting data will include no less that weekly progress monitoring and reporting of each participant in the following four (4) areas in the Robots4 Autism program:
1. Lesson Attempts
2. Lesson Completion
3. Module Completion
4. Time to respond (engagement and generalizing)
5. Accuracy of response and level of competency achieved

Potential problems such as scheduling and utilization will be addressed by SISD campus and district level administration in concert with special education staff and robots4autism support staff. Daily and weekly monitoring reports will be primarily used to determine if, and to what extent, there are any corrective actions necessary.

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

County-district number or vendor ID: 218901	Amendment # (for amendments only):

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

The Robots4Autism is a comprehensive intervention program that uses evidence-based practices through purpose-built social, humanoid, facially expressive robot, Milo, to deliver developmental instruction modules with over 130 lessons that teach critical function skills. Milo, and his evidence- and research-based ASD curriculum, is already bridging the gap and creating unprecedented engagement for ASD students in 26 Texas schools. This engagement has resulted in positive outcomes seen within 1-4 months in the following three (3) areas:

1. Self-regulation and decrease in classroom disruptions and meltdowns;

2. Increased understanding of human emotions, communication, and social interaction; and

3. Increased generalizing to human to human interaction.

Some evidence-based practices included in the Robots4Autism program are prompting, social narratives, social skills training, positive reinforcement, visual supports, modeling, technology-aided instruction and intervention to name a few.

Research base includes clinical studies, empirical studies, qualitative case studies and longitudinal studies.

The sensory room and active learning center utilizes evidence-based practices including prompting, social skills training, positive reinforcement, and modeling through the use of therapeutic tools and equipment to teach self-regulation to ASD learners to deescalate problematic behaviors and emotional responses.

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 will be measured through the use of behavior monitoring and tracking tools as students access the sensory room and active learning space. Data will also be gathered regarding student attendance during regularly scheduled times in their day in the sensory room and active learning center, as well as student attendance due to melt-downs, including frequency of visits and duration of time spent in the sensory room and active learning center needed for cooling down.

Using a dedicated, secure web portal, data is collected, analyzed and reported from the Robots4Autism program providing measured progress and improvement in the following four (4) areas:

1. Lesson completion

2. Lesson Attempts

3. Time to respond (engagement and generalizing)

4. Accuracy of response

Data is exportable and can be accessed at any time. The Robots4Autism has recommended that success represents above 90% to consider mastery. Lessons are recommended to be repeated multiple times in order to move on to the next lesson to ensure that mastery has occurred.

Pre – mid – and post data is collected for each student utilizing the aforementioned data in addition to IEP goal progress and attainment. Each lesson is accompanied by sample IEP goals.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 218901	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.

At the inception of the program, parents will be invited to the school for a demonstration of the Robots4Autism program and tour of the sensory room and active learning space. School staff members will consult with parents regarding student use of the sensory room and active learning center.

The Robots4Autism program provides "parent newsletters" that describe in detail the lesson goals, objectives, and extension support to be used in the home. Reporting of progress, and improvement throughout the program are provided in easy to read reports.

There are parental/learner guardian data collection protocols to assist with observed generalizing behavior.

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Robots4Autism program provides over 1500 video vignettes demonstrate ethnic and gender diversity in each lesson. In addition to use with ASD learners, the video supports and modeling have proven powerful for ESL students.

Statewide replication could be achieved through onsite visits to Sonora Elementary from other school districts interested in developing similar programs, including the Robots4Autism and a sensory room and active learning center.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 218901	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with autism. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Robots4Autism program is incredibly innovative because it utilizes a humanoid, social, facially expressive robot as a tool to help teach social, emotional, behavioral and communicative skills. Over 1500 video vignettes and 1700 video supports are embedded in social narratives that combine audio and visual integration to increase auditory processing.

Additionally, the robot works and integrates with tablet technology for instruction and data collection.

The "scaffolded" instructional design moves students from simple to more complex skill development to ensure generalizing to human to human interaction is accelerated.

The comprehensive curriculum combined with the robot creates a level of engagement that enhances and leverages coherence for the ASD learner.

The sensory room and active learning center provides an innovation learning space for students with autim to develop skills to self-regulate emotional responses and behavior. As a rule, access to these types of sensory environments are not available in public school settings.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 218901	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.

An objective of Robots4Autism is to see an increase the social, emotional, behavioral and communicative skills with our ASD students. To that end, the Robots4Autism program teaches social skills that increase both interaction with non-disabled peers, greater access to general curriculum, and an increase in the ASD learners east restrictive environment.

The intent of the sensory room and active learning center is to anticipate ASD learners' needs and schedule them time in the sensory room and active learning center throughout their school day so that they are able to function in the classroom during academic activities. It can also provide a safe environment for ASD learners to regulate their emotions and behavior in the event of a melt-down so that they may return to their classroom as quickly as possible.

One of the greatest challenges are behavioral issues, meltdowns, and lack of self-regulation by ASD learners. Research and success stories report significant reductions in inappropriate, inattentive, and disruptive behaviors resulting in an increase of time on task and opportunity to learn.

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.

Sonora ISD does not have any students currently in a private school or homeschool setting. However, if this were to change and we had an ASD learner in such a placement, proportionate share services would be offered, including a scheduled time for use in the sensory room and active learning center, and speech therapy in which the ASD learner would have access to the Robots4Autism program.

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