

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

**2018–2019 Services to Students with Autism**

<b>Program authority:</b>	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small>
<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>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	Place date stamp here
<b>Contact information:</b>	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Amendment #	
Grand Prairie ISD	057910		
Vendor ID #	ESC Region #		
175-6001697	10		
Mailing address	City	State	Mailing address
2602 Beltline Rd	Grand Prairie	TX	2602 Beltline Rd

**Primary Contact**

First name	M.I.	Last name	First name
Patricia		Lewis	Patricia
Telephone #		Email address	FAX #
972-237-5532		patricia.lewis@gpsid.org	(972) 237- 4026

**Secondary Contact**

First name	M.I.	Last name	First name
Ray		Wilks	Ray
Telephone #		Email address	FAX #
(972)237-5502		ray.wilks@gpsid.org	(972)237-5432

**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	
Susan		Hull	
Telephone #		Email address	
(972)237-5300		susan.simpson@gpsid.org	
Signature (blue ink preferred)		Date signed	

Title  
Superintendent  
FAX #  
(972)237-5440

Date signed

February 27, 2018

701-18-107-010

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	*See important note for competitive grants	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds		<input 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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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: 057910

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

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

**Part 2: Acceptance and Compliance**

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

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

X	Acceptance and Compliance
<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: 057910

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: 057910

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.	057910 Grand Prairie ISD	Dr. Susan Hull 	(972)237-5300 susan.simpson@gpisd.org	\$552,998
<b>Member Districts</b>				
2.	116905 Greenville ISD	Dr. Demetrus Liggins	(903)457-2526 ligginsd@greenvilleisd.com	\$447,000
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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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.

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<b>Member Districts</b>				
2.	116905 Greenville ISD	Dr. Demetrus Liggins	(903)457-2526 ligginsd@greenvilleisd.com	\$447,000
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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

County-district number or vendor ID: 057910

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>				<b>999, 998</b>

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057910

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.

To improve skill acquisition and student performance for students on the autism spectrum, research supports intensive intervention for 25 to 40 hours per week over a period of 10 months for at least two years. For young learners, experts recommend implementing a mix of highly structured lessons targeting skill acquisition blended with student play and interaction with age-matched peers to systematically reinforce and generalize learning. To meet the time and learning needs of students on the spectrum, two districts serving diverse student populations in north Texas, Grand Prairie ISD and Greenville ISD, propose to implement the *TeachTown* intensive intervention program during school and afterschool programs. The *Peer Scholars* program will be an independent program implemented through a blend of computer-assisted, teacher-led, and family facilitated instruction proven to increase social, behavioral, academic, and cognitive skills. Skills are taught using applied behavior analysis techniques through multiple platforms including video-modeling, student centered explorations, staff-delivered lessons, and literature based integration. A technology lending program will be established to provide students around-the-clock access to the learning system. Through the grant project, Special Education team members will have the opportunity to earn credentials necessary to plan and implement the skill acquisition and behavior reduction plan and to conduct functional and academic assessments. Special Education team members and afterschool staff will attend training to use the computer-assisted intervention system and instructional materials to facilitate learning. Parent events will be designed to introduce, train, and support families in extending learning at home. Providing additional instructional time in structured and play-based learning will improve skill acquisition for ASD learners to meet the districts' ultimate goal of giving all students the knowledge and compensating skills they need to be able to function and flourish in life after graduation. Budget Development: A Strategic Planning Team was formed to plan the pilot program. The team reviewed grant program requirements. The team composed of a multidisciplinary Special Education team including certified teachers and therapists, afternoon program staff, ESC 10 consultants, YMCA project coordinators, and University of North Texas Autism Intervention faculty reviewed research. Under the direction of the GPISD Deputy Superintendent, the Curriculum and Special Education administrators from each district, the team drafted goals for the grant project. Then, a *Peer Scholars* blueprint was developed which outlines planning, implementation, and evaluation activities. Costs were assigned to each activity to develop the grant budget. Campus Demographics: Each collaborating district identified five campuses serving at least thirty learners on the autism spectrum who were between 3 and 9 years old. At each campus, the team found a higher number of boys identified on the spectrum than girls. In addition, the team found each identified campus has an enrollment of economically disadvantaged learners that is higher than the state average. Based on the demographics of the participant campuses, the project evaluation will be designed to determine the effectiveness of evidence-based early intervention on improving the social and academic skills of students on the autism spectrum in campuses serving high need learners. Because the majority of schools in Texas serve high need student populations, this will enable the model to be replicated in schools across the state. Needs Assessment Process: Each collaborating district plans, implements, and evaluates school improvement initiatives through site-based decision making. This process decentralizes decisions to improve the educational outcomes in the district through the collaborative efforts of participants. Through the site based decision making process, stakeholders will be part of each phase of the initiative. The GPISD Deputy Superintendent for School Improvement and Innovation led the Strategic Planning Team of stakeholders to develop a comprehensive needs assessment. The team used student, school, and community data to study risk factors for not students identified on the autism spectrum. The team determined the root cause of the problem to be: (1) Academic reports of learner progress indicate early diagnosis and intervention lead to significantly improved outcomes; (2) Each district identifies the majority of students beginning in second grade. The team found each grade level uses appropriate assessments; however, there is no process for monitoring targeted skills across grade levels to support early identification; (3) Teachers report behavioral issues including following rules, interpersonal skills, and self-regulation and coping hinder students from performing in class; and (4) Staff is not trained in research based programs to address these behavior deficits in a classroom setting with peers. The Campus Improvement Committees (CIC) will meet quarterly during the grant project period. During each meeting, the team will review reports provided by the Strategic Planning Team to determine if activities are being executed as planned and to determine the impact of grant activities on student performance. During the final meeting of the year, the CIC will evaluate program effectiveness based on an external evaluation. The Campus Improvement Committees will identify needs and set annual goals for improvement for the upcoming school year. The District Improvement Committee will integrate the *Peer Scholars* model into District Improvement Plans.

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

County-district number or vendor ID: 057910

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.

**Management Plan:** The GPISD Deputy Superintendent will lead the Strategic Planning Team to plan, implement, and evaluate the project. The Project Facilitators will lead district teams in monitoring project implementation and student data to ensure program goals and objectives are met on time and as required by the grant application and program requirements during meetings held each nine weeks. The external evaluator will provide meeting summaries to the Campus Improvement Committees after each quarterly meeting. CIC meeting agendas and minutes will be posted on the district website. In this way, grant progress will be continuously monitored, improved, and reported to the board and community. **Evaluation of Project:** An external evaluator will be contracted to design and conduct the *Peer Scholars* evaluation. The pilot will serve students ages 3 to 9 years enrolled in both an Autism Intervention class and the district's afterschool program. Five elementary campuses in each district and the early childhood center in GISD will implement the program in the 2019-20 school year. The program will expand to all twenty-four elementary schools in GPISD in year two. Baseline achievement will be assessed in targeted skill areas including receptive and expressive language, social skills, cognitive skills (auditory memory), and general academic concepts (ELA and Math) using the *Verbal Behavior Milestones and Placement Program* (VB MAPP) and Social Skills Improvement System (SSIS) assessments. The test will be administered again at the end of each school year. Formative data will be collected quarterly for each targeted skill using the *TeachTown* electronic progress monitoring system. Project management will also be monitored each nine weeks using attendance rolls and participant evaluations provided at all grant events. The external evaluator will conduct a summative evaluation annually designed to determine the impact of the model on student performance. The criterion-referenced assessment will allow the team to study student progress over time (pre-test to post-test). The evaluation will compare the performance of students participating in the *Peer Scholars* intervention to the comparison group of students. Results will be reported by student, class, age, and school. The external evaluator will report findings to the campus and district-level improvement committees. **Statutory Requirements:** The application meets statutory requirements. Collaborating districts will comply with the fingerprinting requirement. (1) The proposed program will incorporate *TeachTown* computer-delivered and teacher-led instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. Students will check out personal computers and families will attend training to use the program in home learning situations. *TeachTown* technology components will also be used to assess student progress and deliver online training; (2) The *TeachTown* system automatically sets a baseline of performance and then adapts lessons based on each individual's progress. Student data is recorded, analyzed and organized into reports automatically provided to educators on automated progress monitoring reports. The Project Facilitators will work with teachers to evaluate progress each nine weeks. A contracted Board Certified Behavior Analyst will recommend appropriate integration of the program into classroom, afterschool, and therapy sessions. Staff trained to use the *TeachTown* system will implement the plan. Reports of individual and class progress will be provided to the Planning Committee who will use the information to revise grant activities and timelines to meet performance targets. The Campus Improvement Committee will review reports to including project components into the Campus Improvement Plan for the upcoming year including professional development offerings, technology program purchases, parent events, etc. (3) It is important to employ the knowledge and perspective of the family in planning programs for students on the spectrum, since they offer another valuable and longitudinal view of student abilities. The innovative model includes a Family Engagement plan that includes parent informational meetings, parent training, and technology tools to extend learning to home. The components are designed to achieve high levels of family involvement and positive family attitudes that promote student success. (4) The autism model will be implemented in campuses in each district that serve ASD learners age 3 to 9 and a high percentage of economically disadvantaged students and English language learners. Because campus enrollment reflects the diversity of Texas, it would be appropriate to replicate the project across the state. **TEA Requirements:** The application addresses TEA requirements. *TeachTown* evidence-based practices utilize research in Applied Behavior Analysis (ABA) to address the academic, cognitive, and social/emotional challenges faced by ASD learners. (2) The *Peer Scholars* model is based on integrating meaningful inclusion activities with peers as learners attend class and daily afterschool programs; and (3) The project will collaborate with the local YMCA to sponsor *Parent Night Out* events to advertise and expand the program and youth camps to extend learning during the summer months. **Conclusion:** Grand Prairie ISD and Greenville ISD are committed to using all available resources to establish and sustain the *Peer Scholars* program. Each district will replicate the early intervention model as part of the Children of Autism and Related Exceptionalities (CARE) Plan.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 057910			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		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$562,600	\$	\$562,600
Schedule #8	Professional and Contracted Services (6200)	6200	\$96,000	\$	\$96,000
Schedule #9	Supplies and Materials (6300)	6300	\$252,798	\$	\$252,798
Schedule #10	Other Operating Costs (6400)	6400	\$88,600	\$	\$88,600
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$999,998	\$	\$999,998
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$999,998	\$	<b>\$999,998</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$447,000	\$	\$447,000
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$999,998
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$150,000

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

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

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

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<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 057910			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				\$
3	Tutor				\$
<b>Program Management and Administration</b>					
4	Project director/administrator				\$
5	Project coordinator – Project Facilitator serve as Interventionist & manage <i>Peer Scholars</i> program		2		\$140,000
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	<i>Peer Scholars</i> Aide			11	\$275,000
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$415,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112	Substitute pay			\$1,600
20	6119	Professional staff extra-duty pay (out of contract training and summer camp)			\$54,000
21	6121	Support staff extra-duty pay			\$
22	6140	Employee benefits			\$92,000
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$147,600
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$562,600</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 #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 057910		Amendment # (for amendments only):
<b>NOTE:</b> 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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
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:		\$
<b>Professional and Contracted Services</b>		
#	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: Board Certified Behavior Analyst to supervise Registered Behavior Technician (RBT) training, TeachTown RBT training, TeachTown ABA Pro training, Additional training for afterschool, SPED teachers, and interventionists		\$96,000
(Sum of lines a, b, and c) Grand total		\$96,000

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: 057910		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: Personal Computers for students and staff, TeachTown software per user, curriculum manuals and materials, instructional materials to implement intervention (5 elementary schools in each district and the GISD early childhood center that feeds into the 5 elementary schools served through the project).	\$252,798
<b>Grand total:</b>		<b>\$252,798</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: 057910		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: Teacher credentialing – Registered Behavior Technician SPED educator and afterschool staff training – ABA Pro Family training - ABA Pro SPED educator professional development		\$88,600
<b>Grand total:</b>		<b>\$88,600</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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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 057910			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>\$</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 #12—Demographics of Participants to Be Served with Grant Funds**

County-district number or vendor ID: 057910

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	44	8	6:1
K	108	18	6:1
1 <sup>st</sup>	136	22	6:1
2 <sup>nd</sup>	22	4	5:1
3 <sup>rd</sup>	4	2	2:1

**COMMENTS**

The number of students represents an average of 30 students per campus (identified as a student on the autism spectrum supported by Children with Autism and Related Exceptionalities)  
The project will serve:

- Five Grand Prairie ISD elementary campuses enrolling early childhood and elementary students age 3 to 9 will be served.
- Five Greenville ISD elementary campuses enrolling elementary students age 5 to 9 will be served. Also, the GISD early childhood center that serves students ages 3-5 and is the feeder to the five selected elementaries will participate.

**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
<b>School day hours</b> (ex) 8:30am – 4:30pm	9:00- 11:00 3:00-5:30 6:00-6:30	Time spent in intervention curriculum and instruction: <b>2 hours classroom</b> <b>2.5 hours afterschool</b> <b>30 minutes home</b>
<b>Number of days in school year</b>	199	189 school calendar and 10 days summer camps
<b>Minutes of instruction per school year</b>	59,700	5 hours per day spent in intervention: Class (23,880 hours) afterschool (35,820 minutes) and home intervention (5970 minutes)

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 057910

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.

The needs assessment for the Services to Students with Autism Grant was developed using five steps of the Site Based Decision Making process. (1) Establish Data Trends: Grand Prairie ISD (GPISD) and Greenville ISD (GISD) are progressive learning communities committed to graduating students prepared for success in life. Research studies indicate that autism spectrum disorder (ASD) learners make significant educational gains when enrolled in earlier intervention autism services for at least 25 hours per week. An analysis of student progress and achievement data indicates student performance for ASD learners age 3 to 9 are lowest in five skill areas - receptive and expressive language, communication, social skills, cognitive (auditory memory) and academic skills (ELA and math). The Strategic Planning Committee selected five elementary campuses in each district with high percentages of economically disadvantaged and English language learners and below average student performance in targeted skills. The five Grand Prairie ISD elementary campuses selected are Bowie, Seguin, Florence Hill, Mosley, and Milam elementary schools. All five Greenville ISD elementary campuses and the early childhood feeder school for the district will participate in the project including Bowie, Carver, Crockett, Lamar and Travis elementaries and the LP Waters Early Childhood Center. (2): Establish Priorities: The planning team studied research and campus data to establish priorities for the project: (a) An audit of current interventions found multiple programs are being implemented to address performance deficits in identified skill areas. Because ASD learners need structured and repetitive learning sequences, there is a need to implement one comprehensive intervention program. The team selected the *TeachTown* early intervention program that encompasses all targeted skills; (b) The planning team determined assessments currently used in each district are inadequate for monitoring student progress and achievement of identified skills. The team selected *TeachTown* automatic coding of student responses to monitor progress in targeted skills and the Verbal Behavior Milestones Assessment and Placement Program and Social Skills Improvement System assessments to assess baseline and end-of-year achievement. Testing materials and teacher training are needed to conduct assessments; (c) A review of teacher credentials in the Special Education department at each campus indicated a lack of educator training and credentials in applied behavior analysis techniques used in the implementation of the *TeachTown* intervention. There is a need to provide Registered Technician training for the Special Education team that will plan interventions and to provide training for all participants to implement the *TeachTown* program; (d) A review of student schedules in early autism interventions at each campus shows ASD learners have limited inclusion with their general education peers. The team determined afterschool programs in each campus would provide the appropriate inclusion setting; (e) The team studied existing parent participation activities and determined a need to create a *Peer Scholars* Family Engagement Plan that includes parent information, training and support. (3) Set Annual Goals: Goals to meet each established priorities include: (1) Systematically plan and evaluate an early intervention program for students on the autism spectrum in a way that is ongoing and includes both short and long term planning; (2) Develop an assessment process to monitor progress, and evaluate student achievement across age levels; (3) Utilize online professional development to train teachers in planning and implementing effective interventions; (4) Provide meaningful inclusion to meet individual needs and achieve performance goals; (5) Establish and implement family engagement model to increase parent participation in student success. (4) Dissect Goals/Determine Interventions: The Strategic Planning Team led by the Grand Prairie ISD Deputy Superintendent will include curriculum and special education administrators, ESC 10 consultants, parents, educators, and community partners. An Autism Program blueprint has been developed to specify objectives, critical success factors, milestones, and expected outcomes. The team will meet in the summer of 2018 to plan the most effective action steps to address identified needs and make progress toward goals. The plan will guide implementation and provide a tool for evaluation. (5) Evaluate/Make Adjustments: The Planning Team will meet each nine weeks to collect and analyze project-level and student-level data. The team will meet at the end of each quarter with the Campus Improvement Committee to monitor progress toward meeting project goals in the following ways: use the baseline data to determine growth in each goal, and monitor changes in data to review and recommend revisions to the *Peer Scholars* blueprint to achieve performance targets. Components will be integrated into Campus and District Improvement plans. It is expected the *Peer Scholars* model will become the early intervention component of each district's Children with Autism and Related Exceptionalities (CARE) Plan. In Year 2, the project will be expanded to all 24 GPISD elementary schools.

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

County-district number or vendor ID: 057910

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.	A review of data for students with Autism Spectrum Disorder (ASD) age 3 to 9 years in collaborating schools indicates learners struggle in five areas: receptive and expressive language, social skills, communication, cognitive, and academic skills. There is a need to implement a research-based intervention program that provides systematic and intensive skill development for ASD learners to build targeted skills and make significant educational gains.	Plan and implement an early intervention program for students identified with autism spectrum disorder to improve targeted skills.(1) The Strategic Planning Team selected <i>TeachTown</i> programs as an early intervention for ASD learners; (2) The team will oversee planning, implementation, and evaluation of the project; (3) Project Facilitators will lead planning meetings for districts; (4) Team will oversee the quarterly and annual collection of data and make necessary changes to plans.
2.	During planning, educators expressed concerns regarding measuring and evaluating the learning of complex social skills for students with autism and developmental disabilities. There is a need to establish and implement a model for monitoring progress and evaluating mastery of targeted skills (receptive/expressive language, social skills, auditory memory, general academic concepts) across multiple learning environments.	Establish and implement progress monitoring model to evaluate effectiveness of the intervention. (1) Data meetings will be scheduled each 9 weeks to monitor targeted skills; (2) <i>TeachTown</i> reports will be analyzed quarterly to determine student progress in each skill area; (3) VB MAPP data will be analyzed annually to determine student progress toward meeting individual goals; (4) Data will be analyzed annually to determine the effectiveness of the intervention in developing targeted skill sets.
3.	Planning and implementing a systematic and explicit program resulting in significant educational gains for ASD learners is complex. Research on effective use of the <i>TeachTown</i> system indicates Special Education teams would benefit from attending <i>TeachTown Registered Behavior Technician</i> training to learn develop student plans based on applied behavior analysis techniques. In addition, it will be essential for participants to attend <i>TeachTown ABA Pro</i> training to effectively implement the program.	Train teachers and staff to blend face-to-face and computer based instruction to improve student outcomes. (1) Project Facilitators serve as interventionists in <i>Peer Scholars</i> program; (2) Educators/staff attend project overview; (3) Multi-disciplinary SPED team attends online Registered Behavior Technician training under supervision of Board Certified Behavior Analyst to plan program integration into classroom and afterschool activities with peers; (4) Participants attend online ABA Pro training to implement <i>Peer Scholars</i> project.
4.	An audit of autism intervention programs in each district indicates learners have limited interaction with general education peers during the school day. Research indicates peer interaction promotes social skill development for learners on the autism spectrum. There is a need to implement an intentional and structured program that models positive behavioral support to promote social skills development in a general education setting.	Implement early intervention program into classroom and afterschool program to improve student performance. (1) Students will be randomly selected for participation in the <i>Peer Scholars</i> program; (2) Contract with BCBA to provide continuous support for planning and monitoring of applied behavior analysis techniques; (3) Integrate computer and teacher led lessons into afterschool program activities with peers; (4) Provide ongoing educator support in implementing the program.
5.	Research indicates collaborative relationships between parents and teachers positively impacts student performance of learners on the autism spectrum. There is a need to establish a family engagement plan that increases parent-teacher collaboration through a series of family events designed to develop knowledge about autism spectrum disorders and to provide tools and strategies that support and extend learning at home.	Establish and implement family engagement model to increase parent participation in student success.(1) Autism Family Night activities will be scheduled at least four times each year; (2) The technology lending program will be introduced and families will check out personal devices for the school year; (3) Parent training will be designed to promote social skill development and to facilitate peer relationships; (4) The program will collaborate with the YMCA to hold family events to expand the program.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 057910

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.	GPISD Deputy Superintendent	Certified Texas educators with excellent team building and communication skills to serve as Project Director. Successful experience in designing and managing school improvement and innovation projects to significantly improve student performance.
2.	Project Facilitators	Certified Texas educators hired in each district to serve as interventionists in the afternoon programs and facilitate project implementation. Excellent team building & communication skills required. Experience managing Special Education initiatives targeting early intervention required.
3.	BCAB Therapists	Contracted, certified Texas educator with credentials to teach students identified with autism spectrum disorders. Excellent communication skills with parents, classroom teachers, and administrators. Knowledge and experience in the use of behavior analysis principles.
4.	Special Education Teachers&Staff	Certified Texas educators and instructional aides with training and experience in effectively teaching students on the autism spectrum. Excellent communication skills to work collaboratively with classroom SPED teachers, afterschool program staff, and parents.
5.	Afternoon Program Staff	Trained staff members and educators with experience in supervising afterschool programs for students ages 3 to 9 years. Successful experience in facilitating positive peer interactions. Excellent communication skills to work collaboratively with educators and parents.

**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.	Plan, implement, and evaluate early intervention program	1. Establish Autism Strategic Planning Team	05/01/2018	5/31/2018
		2. Create schedule for planning meetings across LEAs	05/01/2018	5/31/2018
		3. Collect/analyze formative & summative data	08/26/2018	05/31/2019
		4. Review data and make changes quarterly/annually.	10/19/2018	08/31/2019
2.	Establish and implement progress monitoring model	1. Skills identified, data mtgs scheduled each 9 weeks	05/01/2018	5/31/2019
		2. TeachTown progress measures analyzed quarterly	10/19/2018	05/31/2019
		3. VB MAPP and SSIS used to measure baseline/EOY	08/26/2018	05/31/2019
		4. Data used to determine effectiveness of intervention	10/19/2018	08/31/2019
3.	Teachers and staff trained to use intervention program	1. Face-to-face and online program training scheduled	05/01/2018	5/31/2019
		2. Educators attend overview of the grant pilot	08/06/2018	08/26/2018
		3. BCBA contracted to oversee training/ABA planning	08/06/2018	08/26/2018
		4. Educators attend ABA Pro training & implement plan	08/26/2018	05/31/2019
4.	Establish and implement intervention	1. Students enrolled in Peer Scholars interventions	05/01/2018	5/31/2018
		2. Multidisciplinary SPED team plan & monitor activities	08/26/2018	08/31/2019
		3. Plan integration into afterschool activities with peers	09/17/2018	05/31/2019
		4. Ongoing PD conducted to support implementation	08/06/2018	05/31/2019
5.	Establish and implement family engagement model	1. Parent training scheduled	05/01/2018	5/31/2019
		2. Parent training to check-out and use technology	08/26/2018	10/05/2018
		3. Parent training in promoting social skill development	10/08/2018	12/15/2018
		4. Parent training in facilitating peer relationships	01/06/2019	03/31/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057910

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.

Process and Procedures: Under the direction of the Grand Prairie ISD Deputy Superintendent, the Strategic Planning Team drafted the *Peer Scholars* grant plan. The design outlines needs, goals, objectives, critical success factors, action steps, and performance outcomes to positively impact vocabulary and listening, social, and communication skills to positively impact receptive and expressive language, social skills, auditory memory, and general academic skills. The team also created a grant blueprint that lists target dates for initiating action steps, accomplishing milestones, conducting evaluations and meeting performance targets. The Program Facilitator will work with each Strategic Planning Team to monitor the implementation of grant activities and the attainment of goals and objectives. The team will use the grant blueprint to collect and analyze student and project level data for each nine weeks of the thirty-six week school year.

Adjustments to Plan: Problems and challenges are inevitable when implementing a pilot program. The Strategic Planning Team at each collaborating school will study campus data by student, age, class, and school. In addition, feedback from project stakeholders will be collected and reviewed. Based on data and feedback, the team will recommend changes in grant implementation such as adding activities, professional development, or parent events to meet performance targets. Communication: The Strategic Planning Team will serve as a conduit of communication to the school, district and community. The planning team will provide a *Peer Scholars* progress report to participating curriculum administrators, principals, special education teams, the afterschool program directors, and the Campus Improvement Committees (CICs) after each quarterly meeting. Campuses will use the information to host project events and celebrations of individual, team, and school success related to meeting grant performance targets. The Campus Improvement Committees (CICs) will review progress reports at meetings each nine weeks. The Deputy Superintendent will report progress to the Superintendent and the District Improvement Committee semi-annually and to the Board of Trustees annually. Improvement committee and Board reports will be posted in Spanish and English on the district website.

**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.

Grand Prairie ISD and Greenville ISD are committed to sustaining the *Peer Scholars* model after the project ends: Existing Efforts: (1) Each district partnered with the local YMCA to provide inclusive summer camp opportunities for students on the autism spectrum. GPISDD also formed a partnership with the City of Grand Prairie. It is staffed by GPISD trained staff who are employed by the City of Grand Prairie or the YMCA; (2) Grand Prairie ISD has formed a partnership with the local YMCA to provide an inclusive "Parent Night Out" held five times each year. The event enables special needs students and their siblings to play and eat pizza while GPISD trained staff (employed by the YMCA) provide childcare; (3) Both districts provide opportunities for Unified Special Olympics where students with IEPs are teammates with non-disabled peers to compete with similar teams; (4) Each district has a Technology Lending Program in place including a Technology Lending Agreement and Acceptable Use Policy; (5) GPISD and GISSD campuses currently use Professional Learning Community meetings each week to review data, plan, and share ideas. Each of these ongoing efforts will be used to maximize effectiveness of grant funds. Commitment to Success: Longitudinal research commissioned by TEA indicates several components are essential to sustaining an effective grant initiative: (1) Data Systems: Collaborating districts use Edugence to assimilate and report data from a variety of electronic programs. The system will be used to track development of skills across time from VB MAPP and *TeachTown* assessment reports; (2) Academic Supports: Special Education educators, Afterschool Program staff and parents will be trained to support students in developing positive behavior and social skills through online *TeachTown* training. All participants will support ASD learners in successfully completing activities and lessons. (3) Parent Support: The plan for using technology applications on loaned devices to develop and practice targeted skills outside of the school day will become a formal component of the CARE Family Engagement Plan. (4) Highly qualified staff: a team of Special Education therapists and teachers will plan the integration of *TeachTown* lessons into afterschool and family activities. Each component of the pilot is designed to maximize resources and student success.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 057910

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.	Autism Strategic Planning Team documentation	1.	Annual calendar of meetings for the Strategic Planning Team
		2.	Quarterly attendance reports from each meeting
		3.	Meeting agenda, minutes, and grant progress report published quarterly
2.	Performance documentation using TeachTown and Edugence reports	1.	Baseline & End-of- Year performance assessment: VB MAPP & SISS
		2.	Functional skills development: TeachTown Performance Assessments
		3.	Edugence reports to track progress by individual, age, grade, and campus
3.	Professional development reports and documentation	1.	Annual PD Calendar for teachers, specialists, and staff training and support
		2.	Quarterly PD report (attendance and summary of evaluation scores)
		3.	Annual report of educator credentials earned
4.	Peer Scholars program documentation	1.	List of students enrolled in the intervention and comparison groups
		2.	Afterschool program activity plan includes 2 hours of peer interaction daily
		3.	TeachTown reports indicate 20 minutes of student use in the system daily
5.	Parent and Community Participation Documentation: Surveys, Tech Access Reports	1.	Meeting schedules for family engagement events
		2.	Attendance reports and parent survey reports from each meeting
		3.	Families utilize TeachTown program at home 1 hour per week

**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.

Two Project Facilitators will be hired to serve as Interventionists in the afterschool program and manage day-to-day project activities. Under direction of the GPISD Deputy Superintendent, each Project Facilitator will work with participating Special Education staff, the Strategic Planning Team, and the Campus Improvement Committees to oversee the data collection and problem correction tasks of the *Peer Scholars* pilot. Program-level data: The Project Facilitators will monitor project activities throughout the grant period to determine the extent to which the activities of the project were implemented as planned. The grant administrator will create a *Peer Scholars* calendar depicting Strategic Planning Meetings, Campus Improvement Committee (CIC) meetings, professional development training, workshops, assessment windows, Professional Learning Community meetings (data/training/planning), and family engagement events (Family Nights, YMCA Parent Night Out, Special Olympics). The facilitator will make certain attendance and evaluation documents are provided and completed at each event. The Strategic Planning Team will meet as needed during the first months of the grant program to plan the program including developing a grant blueprint that includes goals and objectives correlated to a timeline of activities and events. Each quarter, the team will determine progress toward implementation of activities. The *Peer Scholars* blueprint and calendar of activities will be revised each quarter as necessary based on data and feedback. This will allow problems to be identified and addressed in a timely manner. Student-level academic data: Special Education administrators in collaborating districts will select an external evaluator from a pool of candidates qualified to conduct the evaluation of the pilot. Evaluation design will include a table to outline program goals, objectives, evaluation method and tools, indicators of success, performance targets, and data collection dates for each project component. Special Education staff will collect data using electronic TeachTown and VB MAPP reports. The data will be integrated using Edugence software to provide one report of student progress for each targeted skill. Also, the electronic data analysis system, SAS EVAAS, will be used to determine progress toward mastery based on student growth and performance targets for each individual student. A report of student progress will be provided for each individual student, age group, grade level, and campus. The Project Facilitators will also collect parent participation information using SSIC data. Data will be analyzed by the Strategic Planning team each 9 weeks. Decisions will be made to revise grant activities and strategies based on the data. This will allow student achievement concerns to be identified and addressed in a timely manner. *Peer Scholar* reports will be sent to the campus and district improvement teams regularly to include the model in school improvement plans.

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

County-district number or vendor ID: 057910

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 *Peer Scholars* program is designed based on applied behavior analysis research that indicates students with complex disabilities including autism spectrum disorder (ASD) require structured and repetitive instruction that relates behavioral principles to everyday situations to increase or decrease behaviors. *TeachTown* programs were selected to provide computer-assisted and off-computer activities to develop skill sets in a general education setting. **Research-Based Design:** The program uses 12 of the 27 evidence practices cited by the National Autism Center to be effective in educational interventions for children with autism spectrum disorder. These practices include: (1) Animation and video modeling - Animation is a familiar and relatable format for children. Research shows when animation and video modeling are combined to enable students to form emotional bonds with characters, the learners exhibit fewer behavioral issues, improve skill acquisition, and are motivated to stay on task; (2) Inclusion with general education peers: The group teaching approach of the program offers opportunities for students to learn from each other, interact socially and work on skills in a natural environment; (3) Blended instruction: The use of computer assisted and teacher-delivered interpersonal instructional activities provides extended time in intensive individualized learning. Research conducted on the program indicates students showed statistically significant and educationally meaningful gains in skill areas when used an average of 20 minutes each school day in a peer learning environment over a ten month school year. **Technology Use:** *TeachTown* programs blend teacher or family-led lessons with technology based lessons. Computer lessons are delivered as games and animated episodes to actively engage students in learning and to provide systematic practice that supports mastery of skills. Student data is recorded and analyzed by the electronic system. Computer-based lesson sequences automatically are scheduled for the learner based on acquisition of sequential skills in each lesson. When students falter, the system provides scaffolded learning activities to improve student success. Student progress is reported automatically. Educators will use the progress reports to determine the teacher-led activities to be used in afterschool sessions and the parent-led activities to be completed at home. The technology based system also empowers educators to align lessons to Texas TEKS and Individualized Education Program (IEP) goals.

**Statutory Requirement 2:** Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The *Peer Scholars* program will collect student achievement and improvement data to support effective program implementation. **Achievement Data:** Verbal Behavior Milestones Assessment and Placement Program (VB MAPP) and Social Skills Improvement System (SSIS) assessments will be used to collect empirical data on student achievement. These tests will provide baseline data regarding the five targeted skills – listening and vocabulary, receptive and expressive language, social skills, academic skills (language arts and math) and cognitive skills (auditory memory). Educators will use the baseline information to determine each student's present levels of academic achievement and functional performance. This will assist educators in identifying areas of need arising from the child's disability so that approaches for ensuring the child's involvement and progress in the program activities (and any needed adaptations or modifications) can be identified. The same assessments will administered at the end of the year to judge student achievement against the baseline. In addition, the SSIS will be used to evaluate parental involvement and input. The assessment's parent rating scale scores will be combined with parent attendance and feedback to evaluate the effectiveness of family engagement activities on student success. **Student Improvement Data:** The *TeachTown* program will enable participants to collect data automatically. Every response that the child makes is coded in the program. It is analyzed in real-time and reported in very specific patterns of behavior and skills mastery. Teachers, afterschool staff and family members will have the capability to look at what's working and what's not working so that they can customize planning to meet the needs of each child. In addition, the program uses the information to automatically assign computer based activities. In addition, student data is automatically organized into reports which will be used to support effective program implementation by allowing educators to plan instruction that is aligned to TEKS and to select lessons aligned to goals on each learner's Individual Education Plan (IEP); providing teachers and other facilitators with the information vital to creating and monitoring Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs); allowing sustainability of the program through the maintenance assessments to be provided to their upcoming year's teachers; and providing student performance data to measure student improvement for project evaluation purposes.

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

County-district number or vendor ID: 057910

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.

The *Peer Scholars* program will provide a research-based offering of family engagement opportunities to communicate with families about methods for supporting learning at school and home through group family meetings and the provision of *TeachTown* computer-assisted home learning activities. At least four meetings will be held throughout the year.

Topics will include:

- Parent orientation conducted at the beginning of the fall semester to overview the *Peer Scholars* program including assistance and guidance to families so they understand their children's rights and opportunities to join the afterschool initiative;
- Parent night to shadow students, learn about early interventions, and speak with teachers;
- Technology training to check-out personal computers and learn to access *TeachTown* family engagement activities, homework assignments, and student progress reports throughout the year; and
- Information about summer youth camp opportunities discussed and distributed including consent forms, newsletters, and invitations to events.

Family engagement in activities, lessons, homework, and progress monitoring will prepare parents to be active participants in learning and shaping IEPs for the upcoming year. Parent attendance will be tracked and surveys completed at each family engagement event. To guarantee all parents have the ability to participate and provide feedback, each district will make bilingual staff members present at *Peer Scholars* meetings, provide documentation in Spanish and English, and deliver information orally for family members with limited reading skills.

**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.

Economically disadvantaged learners represent 59% of the student population in Texas public schools in 2017. Grand Prairie ISD and Greenville ISD serve a higher percentage of economically disadvantaged (ECD) learners than the state average. *Peer Scholars* research-based best practices are designed to meet the complex needs of students identified with autism spectrum disorder in high need campuses to reflect the diversity of the state. The implementation of four stages during the project period will enable schools across Texas to replicate the innovative autism model. Adoption: During the planning phase, the Strategic Planning Team has provided leadership in developing a common vision and positive culture towards the early intervention model. The team has successfully developed an innovative program that includes all components of effective school improvement for students on the spectrum: (a) assessment and progress monitoring that is automatic and codes and analyzes specific behaviors and abilities; (b) research based curriculum and instruction that encompasses five skills that include social, communication, language, academic and cognitive skills; (c) assistive materials including technology devices and programs to individualize and intensify instruction; (d) professional development offered online to meet the various work schedules of school educators, afterschool staff, and parents and builds expertise and credentials for participants; (e) family engagement that includes effective practices for diverse families and tools for successful at home implementation; and (f) external evaluation to test effectiveness of program components on improving student performance. Implementation: The planning team will oversee program implementation. As practitioners are trained, materials are purchased and deployed and participants begin to use the innovation, the team will meet to review data. The planning team will use evaluation reports and site based decision making processes to modify the model to meet the ever evolving expertise of participants, the complex needs of students on the autism spectrum, and the afterschool program environment. Recommendations for change will be sent to the Campus Improvement Committee to ensure modifications meet grant program goals and are aligned with campus goals for educational improvement. Maintenance: During the maintenance or sustainability stage, the innovation will move from an innovative initiative to a district autism plan. The external evaluation will be reported to the Campus and District Improvement Committees. This phase, will include institutionalization of the plan and a commitment to using all available local, state, and federal resources to continue the program. The research based components of *Peer Scholars* are designed to improve the performance of dyslexic learners.

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

County-district number or vendor ID: 057910

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 American Academy of Pediatrics has designated basic principles that underlie effective autism spectrum disorder (ASD) interventions. The *Peer Scholars* program focuses on new and innovative way to remove barriers to effective implementation of these important principles to implement an early childhood intervention that meets the academic and functional needs of students with autism. The program will provide: Early Intervention: Individuals diagnosed with an autism spectrum disorder should begin receiving services as early as possible to facilitate the learners' academic and functional achievement. Implementation of the inventive program will be primarily in the special education classroom and campus afterschool program. The program serves students in early childhood through grade 5. This will enable all students enrolled in the afterschool program entry into the intervention as soon as an ASD diagnosis is seriously considered rather than deferring until a diagnosis is made. Intensive Intervention: To make significant educational gains, students on the spectrum must receive twenty-five hours each week of systematic, developmental education activities designed to address individualized goals. The innovative *Peer Scholars* program is designed to extend learning at least ten hours per week as children attend an afterschool program. Combined with classroom instruction, students will receive at least thirty-five hours per week. Individualized Instruction: Evidence-based autism interventions are teacher intensive to allow sufficient amounts of one-to-one time and small-group instruction. The *Peer Scholars* program uses a blend of computer-assisted instruction, teacher-led, and family-facilitated instruction to triple the amount of intensive individualized instruction each child is actively engaged in on a daily basis. Family Engagement: It is important to employ families in executing programs for students on the spectrum, since they offer another valuable and longitudinal view of student abilities. Unfortunately, report feeling unprepared to offer structured and explicit instructional strategies essential to meet the complex needs of their child. The *Peer Scholars* technology lending program will enable students and their parents to check-out computers for the school year. The devices will be loaded with *TeachTown* software to empower families to access the program's computer generated intervention activities at home. This will provide families with the support and tools needed to extend school lessons, build skills, and promote student success. Peer Interaction: Research indicates students with complex autism spectrum disabilities require explicit instruction in social skills in order to respond to and initiate interaction with their peers. Through the program, staff will be trained as Registered Behavior Technicians. Under the supervision of a Board Certified Behavior Analyst, the educators will learn to recognize student behavior affected by the environment and to apply appropriate techniques to evoke desired behaviors. Ongoing Progress Monitoring: Providing timely measurement and documentation of individual progress toward educational objectives to plan and implement programming is essential to targeting appropriate skills and plan effective programming for ASD learners. The *TeachTown* software program selected for use in the *Peer Scholars* project not only measures progress automatically, but also scaffolds upcoming activities and lessons based on coded responses of the student. This innovation is far more efficient than paper and pencil based progress monitoring protocols to provide real-time intervention that promotes acquisition of skills. Predictable Routine: Incorporation of a high degree of structure through elements such as predictable routine, visual activity schedules, and clear physical boundaries minimizes distractions to improve learning. The afternoon schedule has a daily predictable routine of activities. A daily visual schedule for each child will be posted in prominent locations and reviewed daily. The use of visual schedules will increase independence and decrease frustration during transitions from class to afterschool program to home. Generalization of Skills: Students on the spectrum must have opportunities for interaction with typically developing peers in new environments to apply learned skills such as expressive and receptive language, vocabulary, and social skills to a new situation. Afterschool programs in each collaborating district are designed to promote positive behavior and group interaction during games, crafts, clubs, and academic explorations. The structure of the program will promote joint attention, imitation, reciprocal interaction, and self-management to promote desired skills. Assessment-based Curricula: The *Peer Scholars* program will use direct observation, informant methods and functional analysis to conduct functional behavior assessment to ascertain the reason for behaviors displayed by ASD students. This will provide information to reduce disruptive or maladaptive behavior and increase responsibility and independence. Summary: The proposed *Peer Scholars* project provides an important opportunity to systematically evaluate the effectiveness of an innovative early intervention model for students with autism, while providing valuable insights into new and innovative ways for implementing effective practices in public school extended day programs.

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

County-district number or vendor ID: 057910

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 empowers students with autism spectrum disorder to be educated in the least restrictive environment and to have access to the general education. The *Peer Scholars* program is designed to provide effective teaching principles and a highly trained staff, as well as, team based processes that allow students to be part of a small group setting to learn new concepts and skills within the general education curriculum: (1) Effective Teaching Principles: *TeachTown* is based on Applied Behavioral Analysis (ABA), and is delivered with interactive computer-based activities as well as parallel off-computer materials designed to help generalize concepts into real-world contexts. Lessons model skills being taught through direct and explicit instruction, provide immediate positive reinforcement, and repetitive practice to maintain skills learned; (2) Highly Trained Staff: The key to inclusion will be well trained staff members who have made a solid commitment to collaboration, communication, and the success of each student in the project. All participants including Special Education teachers and therapists, and afterschool staff members will be trained in *TeachTown's ABA Pro*. The technology-delivered professional development utilizes the principles of behavior analysis to provide participants with the necessary knowledge and skills to adequately teach all students in each learning environment. Special Education teachers will attend training through *TeachTown* online professional development modules to earn the Registered Behavior Technician (RBT) credential. Under the supervision of a Board Certified Behavior Analyst contracted through the project, the teachers will be responsible for implementing skill acquisition and behavior reduction plans. Parents will be trained to use the computer system to support clinical practices; and (3) Team-based Processes: Ongoing communication between team members will be a key to student success. School teams will have regularly scheduled Professional Learning Community meetings to review student progress based on data and use the information to address academic and/or behavior concerns. Feedback will be used to identify additional support needed including adaptive materials or curriculum and effective teaching procedures. Implementing research-based components of effective inclusion within the structured afterschool program setting will provide ASD students with access to general education enabling them to build meaningful learning skills while overcoming social barriers.

**TEA Program Requirement 3:** Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

The *Peer Scholars* program will continue to coordinate services with community based and private partners:

- **Community-based Providers:** Each districts will continue to partner with the local YMCA to provide inclusive summer camp opportunities. The program will be staffed by district trained educators employed by the educational partners to conduct the camps. In addition, the grant initiative will utilize the YMCA sponsored "Parent Night Out" to provide parents with information about the *Peer Scholars* initiative. During the event, families will learn about afterschool and summer programs and the tuition remission options for qualifying students on the autism spectrum. GPISD special needs students and their siblings will play and eat pizza while district educators, employed by the community partner, provide childcare.
- **Private Providers:** Each collaborating district provides opportunities for Unified Special Olympics where students with IEPs are teammates with non-disabled peers. During the competitions, ASD students will have the opportunity to use social skills learned through the initiative to successfully compete in a team-based event with peers.

Each component of the early intervention model is designed to provide innovative services to students with autism in a school-wide afterschool program. The *Peer Scholars* program will operate as a separate program from the campuses in which the program is located and will operate under a separate budget. The afterschool setting will provide significant opportunities for coordination of services with community based and private providers. Together the team, will provide research based inclusion and appropriate interaction with non-disabled peers to build social skills, receptive and expressive language, communication, and cognitive and academic abilities. It is our goal to establish an innovative model that can be used across the state and nation to help students with autism spectrum disorder be successful in life and in school.

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