

# Texas Education Agency Standard Application System (SAS)

<b>2018-2019 Services to Students with Autism</b>		
<b>Program authority:</b>	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<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>	
<b>Contact information:</b>	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

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## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Southwest Independent Schools	015912		
Vendor ID #	ESC Region #		
	20		
Mailing address	City	State	ZIP Code
11914 Dragon Lane	San Antonio	TX	78252
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Albrey	D	Hogan	Dir. Of Social & Emotional Development
Telephone #	Email address		FAX #
210-622-4355	ahogan@swisd.net		210-622-4356
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Robert	L	Robinson	Exec. Director of Special Ed
Telephone #	Email address		FAX #
210-622-4355	robobinson@swisd.net		210-622-4356

### Part 2: Certification and Incorporation

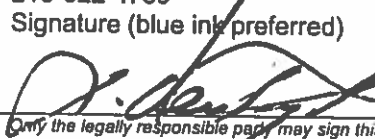
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program 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
Lloyd		Verstuyft	Superintendent
Telephone #	Email address		FAX #
210-622-4730	lverstuyft@swisd.net		210-622-4301

Signature (blue ink preferred)

Date signed

 3/6/18

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 015912

Amendment # (for amendments only):

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

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

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

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

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

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

County-district number or vendor ID: 015912

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	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: 015912

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: 015912

Amendment # (for amendments only):

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

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

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

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

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

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

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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 015912			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 015912

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**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	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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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 015912

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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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015912

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.

Through the use of grant funding the Academy of Social Diversity will move into the next phase of its pilot program for Autism by creating a multidisciplinary approach to supporting students with ASD. A more progressive model that encourages a multidisciplinary team both within the school district and outside the school district to supporting students with ASD in Southwest Independent School District will be implemented. In an effort to evolve into a more systematic approach for determining services a triangulization of data will be utilized. The following areas will be expanded to include new and improved initiatives to add depth to the overall benefit for the Autism Spectrum Community:

**Academy of Social Diversity Tiered Approach:** While our goal for the 2018/2019 school year is to establish a systematic pathway to utilizing evidence based practices in a more inclusive setting, there is also a need to establish a tiered approach to determining support for both our students within the Academy of Social Diversity housed at Medio Creek Elementary and those that we support throughout all eleven elementary campuses at Southwest ISD. In an effort to find a semi structured method of determining the specific tier for each student a student profile binder will be established that will allow the staff to take into account a triangulation of assessments to include; Th Autism Treatment Evaluation Checklist (ATEC), Behavior Rating Inventory of Executive Function (BRIEF), Assessment of Basic Language and Learning Skills (ABLLS-R) and the TRIAD Social Skills Assessment. These collective pieces will be utilized in a district designed rubric to determined which level of support the student requires (Level I, Level II or Level III). This will allow both the Academy of Social Diversity teachers and assessment team to create a more systematic approach to creating fundamental tools and programming at each level of support both within the Academy of Social Diversity as well as throughout all 11 elementary schools within Southwest ISD.

**Evidence Based Practices for Autism:** The Academy of Social Diversity will focus on how to establish a better understand and usage of evidence based practices for ASD within an inclusive culture, based on the level of support determined by student's baseline assessments. The Academy of Social Diversity will collaborate with general education teachers at each grade level to have a better understanding of the overall outcome the students are expected to have across all academic areas. With the addition of explicit instruction for social and emotional skills students who have had difficult integrating into an inclusive culture will gain the necessary skills needed to be successful. In order to demonstrate how evidence based practices can be utilized within a general education setting, the Academy of Social Diversity will create the opportunity to use virtual classroom technology to provide video recorded opportunities to view the Academy's staff implementing these practices in innovative ways in both an inclusive culture and in specialized educational settings, thus providing a pathway to breakdown the barriers for our diverse learners in a more universal forum. The emphasis will be on how specific evidence based practices are used based on the students overall level of need. By providing a virtual opportunity to view progress in the making for our Academy students, professionals within Southwest ISD, partnering service agencies and university faculty will be provided with a unique opportunity for collaboration on practices that are grounded in research and evidence to support students with ASD. Additionally, it allows our staff in the Academy to collaborate with these partners developing program implementation and possible expansions to a particular practices that could provide a better avenue to an inclusive culture for districts across Texas.

**Innovative Community Collaboration:** The Academy of Social Diversity firmly believes that a multidisciplinary team must become a key component for successful programming. Therefore we will initiate the Diversity Advisory Council that will meet on a regular basis to address specific programming obstacles that are preventing a student from being successful in an inclusive setting. The Diversity Advisory Council will be made up of Academy staff, District Autism Specialist, Director of Social & Emotional Development, State Representative for the Southside of San Antonio, Special Education Professor from Texas A&M International University, Certified Behavior Analyst, representatives from outside agencies who services individuals from the Autism community in San Antonio Texas and parents from Southwest ISD. The main objective of the Diversity Advisory Council will be to engage in regular meetings to collaborate on programming adjustments and specific concerns related to students serviced through the Academy of Social Diversity. Having a multidisciplinary team allows the Academy of Social Diversity to draw upon the expertise of professionals in a variety of disciplines that support students with ASD.

**Social Diversity 3yr old Preschool & 4yr old Preschool:** The Academy of Social Diversity will begin servicing three year old and four year old children through two separate classrooms utilizing an inclusive preschool model. Each classroom will have 12-15 students and will be supported by 4 staff members, which is a 4:1 ratio in each classroom.

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The student population will be made up of 6-7 students with ASD or characteristics of ASD and 6-8 neurotypically developing students. The classrooms will be staffed with a general education teacher, special education teacher, part time speech pathologist and paraprofessionals. This enriched staff ratio will allow for intensive and individualized programming, high rates of reinforcement, and discrete trial data collection to monitor progress. With the implementation of a collaborative program model, the Academy of Social Diversity will have the opportunity to train neurotypical peers to be responsive communicators in the classroom in order to lead students with ASD to increase social communication. Teaching functional communication with peer partners in a naturalistic setting will afford students with ASD a better opportunity for generalization of skills beyond traditional speech therapy sessions. Additionally, this model will incorporate an integrated parent training model that will play a significant role in the overall success of each student within the program. The primary objective of the parent-training model will be to train parents of preschool children with ASD in the fundamental techniques of social, emotional, behavioral and communication interventions and to support the practice of these techniques in the home environment.

**Diversity Assessment Team:** With funding through this grant, The Academy of Social Diversity will be able to add an assessment and intervention telediagnosic team. A team made up of an LSSP, Autism Specialist, Speech Pathologist, Occupational Therapist and Director of Social & Emotional Development will be utilized as a resource to provide on going assessment, data analysis and evidence based recommendations to assist students in the Academy of Social Diversity as well as students throughout Southwest ISD as a preventative model. The team will be able to assist other campuses with assessment such as social skills, executive functioning and functional behavioral assessments through the use of not only face to face evaluation opportunities, but also through a telediagnostic system that will include virtual technology applications and equipment that will allow the team to view ongoing situations with a particular student that may require programming recommendations. This process will allow our team to assist virtually by having access to live data and recorded data of a specific child in the natural educational environment in order to provide realistic recommendations through the evaluation process. This model will provide an additional layer of prevention and intervention for students who have not yet been identified as a student with ASD, but who are exhibiting characteristics of ASD.

**D.R.E.A.M. (Diversity Readiness through an Excellence and Awareness Model) Camp:** This camp will be designed for students ages 3yrs to 9yrs of age to address academic readiness skills that include cooperative learning, attention to task, joint attention and age appropriate social skills. Through the use of neurotypical peer partner models campers will be working towards academic readiness by working on; communication, social skills, cooperative learning skills and basic routines for the school environment. Camp will be designed to reach our goal of age appropriate social and emotional development through the use of student interests and highly engaging play based activities that support academic readiness. Camp will be staffed by the Academy of Social Diversity, Speech Pathologist, Autism Specialist and the Director of Social & Emotional Development. A key component of DREAM Camp is to provide weekly parent training on skills that are being worked on during camp in order to bridge the gap from camp to home. Each session will build upon skills that are being assessed and reinforced throughout each session of camp. D.R.E.A.M. camp will be open to children in SWISD and surrounding school districts through an application process.

**Parent Advisory Council & Parent Training:** A parent advisory council will be made up of parents within Southwest ISD and neighboring school districts. The council will meet on a quarterly basis to discuss possible topics for parent training as well as to provide a collaborative parent perspective on ASD programming with the staff of the Academy of Social Diversity. Based in part on recommendations from the Parent Advisory Council, parent training sessions will be provided throughout the school year in small cohorts based on the age of their child in order to provide information specific to the developmental age of their child. Childcare will be provided during these sessions in order to add an additional layer of learning for our students with ASD. Furthermore, to support a more universal perspective of parent training, the program will be providing virtual learning opportunities through social media, video recorded sessions and a website containing training material that any parent can access to support children with ASD. Our earliest learners will have intensive parent training sessions that will initially be weekly and reduce as skills are obtained.

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

County-district number or vendor ID: 019512

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.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 015912			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	\$505,000	\$0	\$505,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$110,000	\$0	\$110,000
Schedule #9	Supplies and Materials (6300)	6300	\$138,000	\$10,000	\$148,000
Schedule #10	Other Operating Costs (6400)	6400	\$20,000	\$7000	\$27,000
Schedule #11	Capital Outlay (6600)	6600	\$36,000	\$0	\$36,000
Total direct costs:			\$794,900	\$17,000	\$826,000
5.196% indirect costs (see note):			N/A	\$	\$42,918
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$868,918</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$868,918
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:					\$130,338

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: 015912

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	4	2	\$272,000
2	Educational aide	3	3	\$84,000
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director/administrator		1	\$
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			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Other Employee Positions</b>				
15	Licensed School Psychologist	1		\$80,000
16				
17	Title			\$
18	Subtotal employee costs:			\$436,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$51,000
21	6121	Support staff extra-duty pay		\$18,000
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$69,000
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4		
2	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>	<b>\$505,000</b>
5		

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: 015912		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>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Staff Development for Integrated Instruction for ASD	\$3500
2	Staff Development for Social & Emotional training	\$3500
3	Staff Development for Inclusive Cultures	\$3000
4	Speech Pathologist Contracted Services	\$100,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$110,000</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 #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 015912		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:	\$138,000
<b>Grand total:</b>		<b>\$138,000</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: 015912		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.	\$15,000
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000
<b>Grand total:</b>		<b>\$20,000</b>

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

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

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 015912			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	Interactive Early Childhood Touch screen table	2	\$9500	\$19,000
3	Interactive Early Childhood Touch board	2	\$8500	\$17,000
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				\$36,000
<b>Grand total:</b>				<b>\$36,000</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 #12—Demographics of Participants to Be Served with Grant Funds</b>			
County-district number or vendor ID: 015912		Amendment # (for amendments only):	
<b>Part 1: Students/Teachers To Be Served With Grant Funds.</b> 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.			
<b>School Type:</b> <input checked="" type="checkbox"/> Public <input type="checkbox"/> Open-Enrollment Charter <input type="checkbox"/> Private Nonprofit <input type="checkbox"/> Private For Profit <input type="checkbox"/> Public Institution			
Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	24(Academy) 36 (Telediagnosics and/or Camp)	4	4/1
K	5 (Academy) 30 (Telediagnosics and/or Camp)	2	4/1
1 <sup>st</sup>	5 (Academy) 30 (Telediagnosics and/or Camp)	2	4/1
2 <sup>nd</sup>	5 (Academy) 30 (Telediagnosics and/or Camp)	2	5/1
3 <sup>rd</sup>	5 (Academy) 30 (Telediagnosics and/or Camp)	2	5/1
COMMENTS	This program will service at least 60% of the ASD population between 3yr and 9yrs through the Academy and the reminaing students with ASD and students who exhibit characteristics within all SWISD elementary schools will be provided consultative services through the telediagnostic lab, parent training and the opportunity to attend the summer camp. Determination of placement in the Academy or use of telediagnosics lab is based on a referral process that involves assessment of skills and obervation.		
<b>Part 2: Amount of Instruction.</b> 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	8:05-3:40 8:30-2:30	Regular school day will be 8:05-3:40 and Camp will be 8:30-2:30	
Number of days in school year	175 days 20 days	175 days reflect the regular school year. 20 days reflect the number of days during camp	
Minutes of instruction per school year	78,510 min 7200 min	78,510 minutes reflect the regular school year. 7200 minutes reflect minutes during camp.	

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015912

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.

This pilot was initiated after the district saw a growing trend of students with ASD spending less time in the general education setting due to the lack of age appropriate social and emotional development which in turn lead to maladaptive behaviors and social deficits that inhibited the students from being successful in an inclusive culture. Through an audit of Southwest ISD's programming for students with ASD the following areas of concern were identified:

**Evidence-based Practices—** In review of goals and objectives, there was evidence to support an inconsistency in regards to goals and objectives being built with evidence based practices for ASD. While there was some evidence that indicated that evidence based practices were considered, this was not systemic across all of Southwest ISD. Additionally, there was even less evidence to show that students who were spending 50% or more of their day out in the general education setting had goals that supported evidence based practices for ASD in the areas of social and emotional development. In some instances there were goals to address targeted behaviors that were being exhibited, but there were no goals that lead back to addressing the underlining social and emotional concerns that lead to the targeted behaviors.

**Inclusive Culture—**Through a review of the instructional arrangements of students with ASD in the elementary setting, there is a growing concern with moderate and higher functioning students with ASD spending more than 50% of their educational day in specialized settings, even when there was sufficient evidence of academic readiness in the general education setting. It appears that in some instances there were behavioral concerns that were met with unclear behavioral goals or at the very least behavioral goals that appeared to have been in place for multiple years without evidence of progress. Additionally, in most instances there was little to no evidence of social/emotional goals and objectives being generalized or at least practiced in a general education setting. In most instances where social or emotional goals were identified they appeared to only be addressed through a specialized setting or pull out session with specialized staff.

**Social & Emotional Development—**While the district has created a systematic way to provide behavioral intervention strategies district wide, this does not appear to be addressing the overall social and emotional deficits. Without explicit instruction in social and emotional skills, often times students with ASD miss milestones that often lead to behavioral concerns. Additionally, when social skills training has been done, it has been done only through a specialized setting with no typical peer partners to assist with modeling and encouraging. Additionally, this training has been more widespread once a child is in 3<sup>rd</sup> grade and up rather than addressing it explicitly as an early intervention model.

**Parent Training for ASD—** Southwest ISD has attempted a variety of formats to provide parent training for ASD. In most instances where group parent training has been attempted only a few parents would attend. Feedback provided by parents indicated that the meetings were not convenient to parent's schedule, did not provide childcare and were not provided on the campuses closest to where they live. Additionally, parents indicated that the topics covered did not always pertain specifically to them. When individualized parent training or in-home training has been recommended by the ARD committee, often times parents may keep initial meetings with a trainer but, in general there is not a commitment to maintain sessions beyond the first few trainings. When follow-up conversations have occurred with parents who have not finished recommended sessions, parents indicate that the sessions are too hard to keep with their schedule, they don't like being put on the spot and asked personal questions or they didn't feel that they were ready for training.

**Uniform Rubric for Support—** While there are pockets of successful programming for students with ASD within southwest ISD, there was not a systematic approach to creating programming based on evidence based practices in an

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inclusive culture. More often than not programming was derived from the educational staff's general understanding of specialized instruction, accommodations and modifications rather than an understanding of evidence based practices specific for ASD. Additionally, data collection on specific targeted areas of concern appears to be lacking the robust information that is vital to the analysis of targeted areas of concern for each student.

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

County-district number or vendor ID: 015912

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.	Improve differentiated instruction incorporating technology based applications and activities for students with ASD across all educational settings that are based on evidence based interventions for ASD.	Through implementation of this grant we are afforded the opportunity to move evidence based practices beyond the wall of a specialized instructional setting and into the general educational setting. With additional staff development, instructional and assistive technology, additional staff and the enhancement of advisory councils, we have a richer opportunity to successfully implement evidence based practices across all educational settings.
2.	Increased number of students with ASD receiving 50% or more of their academic instruction in the general education setting with evidence based inclusive strategies being utilized to support students with an ASD	With additional staff we will be afforded the opportunity to have specialized staff to support the unique programming outlined within this program to support students with ASD in a more inclusive culture. Additionally, the systematic process that will be implemented will allow the program to make evidence based decisions to support each students with ASD in areas of academics, communication, social and emotional skills.
3.	Initiate implementation of social and emotional explicit instruction in an inclusive culture for students with ASD that are based on evidence based practices.	With funding provided through the grant explicit instruction can be provided through an integrated approach to social and emotional skills across all educational settings. By implementing social skills instruction in an inclusive setting students with ASD have the opportunity to engage in training with peer based social partners to encourage social and emotional growth.
4.	Improve training for parents of children with ASD on a variety of topics to include: In home based programs, community integration that encourages an inclusive culture within the community, behavior intervention strategies, case management training to balance educational, medical and related services.	With the additional resources through this grant Southwest ISD can open our parent training cohort model to all of Southwest ISD. The funding will support our efforts to purchase technology to provide a virtual training model for parent training and contract with guest speakers on a variety of ASD topics. Additionally, funding will help to support after hours childcare during parent training sessions.
5.	Establishing a uniform rubric to determine appropriate individualized services for students with ASD based on their level of ASD. This rubric will be driven by evidence based strategies with embedded empirical data to monitor programming within Southwest ISD.	With additional funds through the grant, we will be afforded the opportunity to hire an additional Licensed School Psychologist who will oversee the program's telediagnostic lab. This dedicated school psychologist will assist in creating a rubric for establishing support and programming. Grant funds will allow SWISD to purchase

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**Schedule #14—Management Plan**

County-district number or vendor ID: 015912

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	Director	The Director should have at least 10 years in the field of ASD. The director should hold certification in both general education and special education. The director should hold a bachelor's in special education or related field and a master's in curriculum and instruction or related field.
2	Autism Specialists	The Autism specialists should have at least 10 years in the field of Autism. Additionally, they should have certifications in both general education and special education. The Autism specialist should hold a bachelor's degree in special education or related field and a master's in education or related field. The Autism Specialist should have working knowledge of Autism Assessment, Functional Behavioral Assessments and programming for students with ASD.
3	LSSP	LSSP must have the ability to administer standardized and/or supplemental assessments for the purpose of measuring intellectual, adaptive, academic, social and emotional development of children. Additionally the LSSP should have experience in administering appropriate assessments to determine eligibility in the area of ASD.
4	Teacher	Teachers should hold either a special education or generalist EC-6 certification and have at least basic working knowledge of ASD.
5	Speech Pathologist	Speech pathologist will hold appropriate certifications and maintain license to practice speech pathology in the state of Texas.

**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	Evidence based Instruction through technology	1. Plan & Initiate stakeholder meetings	05/01/2018	06/01/2018
		2. Plan technology based professional development	06/01/2018	08/01/2018
		3. Create manual for evidence based practices	05/01/2018	08/01/2018
		4. Train, model & observe implementation	08/31/2018	07/01/2019
2	Increase Inclusive Culture	1. Establish a district protocol for integrated instruction	05/01/2018	08/15/2018
		2. Implement training on integrated instruction	08/15/2018	07/01/2019
		3. Observe implementation of integrated instruction	07/01/2018	07/19/2019
		4. Create training on social & emotional learning	07/01/2018	07/01/2019
3	Create a model for social & emotional explicit teaching	1. Create parent and professional advisory councils	06/01/2018	08/15/2018
		2. Provide a protocol for determine social skills needs	05/01/2018	08/15/2018
		3. Provide training on social & emotional learning	05/01/2018	08/15/2018
		4. Observe implementation of social skills training	09/01/2018	07/01/2019
4	Create Parent training model	1. Hold parent advisory council meetings	05/01/2018	08/15/2018
		2. Purchase items for virtual parent training	05/01/2018	08/31/2018
		3. Create a calendar/handbook for parent training	06/01/2018	08/15/2018
		4. Implementation of all parent training models	09/01/2018	07/01/2019
5	Decision making rubric for ASD	1. Train telediagnostic team	05/01/2018	08/15/2018
		2. Purchase items for telediagnostic lab	05/01/2018	09/01/2018
		3. Create a protocol for telediagnostic lab referrals	05/01/2018	09/01/2018
		4. Implementation of telediagnostic lab	09/01/2018	07/01/2019

**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: 015912

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.

SWISD currently meets monthly with special education staff in small cohorts based on their specialization (life skills, PPCD, inclusion). These meetings are designed to address program related concerns and updates. Each month data collected from STAAR scores, benchmark testing, IEP progress reports and other ARD related documents is utilized as a guide for topics to the meetings. Each professional is requested to come to the table with data specific to IEP goals, objectives and anecdotal information that is specific to the topic of the monthly meeting. Additionally the Academy of Social Diversity meets on a monthly basis to review the progress of the students that are currently being serviced through the program. These monthly meetings are designed to address several key areas of overall development: Academic, Social & Emotional, communication, independence and generalization of skills. Within the Academy of Social Diversity data sources include baseline skills assessments that are updated and reviewed on a routine basis to determine growth. In addition, a stakeholder meeting is held monthly with the District Autism Specialist, Director of Social and Emotional Development, Special Education Coordinator and program teachers to discuss the progress of the students in the program. The same sources are often reviewed at these quarterly meetings, but additional sources are reviewed that include surveys from parents, informal teacher information and any other outside sources of information that allow the program to view the program from multiple viewpoints.

**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.

SWISD started a pilot program for ASD during the 2016/2017 school year. This program involved students in 1<sup>st</sup> grade through 5<sup>th</sup> grade that were moved to the program that is housed at Medio Creek Elementary. A total of 12 students were initially taken into the program who all had a diagnosis of an Autism Spectrum Disorder and who were considered moderate to high functioning. This school year the program has a total of 20 students. The programming combined instructional strategies based on evidence based practices for ASD to include components such as: the principles of applied verbal behavior, pivotal response methods, visual cueing systems, communication training, sensory integration, structured teaching, video modeling and direct social skills instruction. In order to assist with generalization of skills for the students in the program, group parent training program was initiated. The parents of children within the program were invited to participate in monthly parent training nights that allowed parents to gain information on a variety of topics. Additionally, all children who took part in the program during the school year were invited to participate in a two week partial day summer program that focused on highly motivational activities designed to engage the students in socially based activities to address areas of social deficits and academic readiness. The pilot program was intended to assist in increasing the student's ability to access the general education environment.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015912

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.	Evidence based differentiated instruction through technology	1.	Sign in sheets and feedback forms for all trainings completed
		2.	Teacher observation walk through forms and conferencing forms
		3.	Staff surveys on utilization of district created protocol for ASD technology
2.	Increased inclusive culture for students with ASD	1.	Analysis of change in student's instructional arrangements for participants
		2.	Feedback forms for all trainings
		3.	Parent/Teacher surveys on student inclusive culture in their classrooms
3.	Social & Emotional Explicit Instruction through an Inclusive Culture	1.	Classroom observations for fidelity of social skills program implementation
		2.	Review of Social Skills Assessments (baseline and quarterly review)
		3.	Analysis of all feedback forms to determine usability of social skills material
4.	Parent Training Model	1.	Minutes from Diversity Advisory Council and Parent council meetings
		2.	Parent surveys on parent training model they participated in
		3.	Final copy of parent training calendar and parent training manual
5.	Decision making rubric for ASD	1.	Feedback forms for all trainings provided on rubric for decision making
		2.	Database for ASD assessment data to analyze usability for decision making
		3.	Teacher and assessment surveys on the use of telediagnostic process

**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.

The evaluation design includes both process and product evaluation to:

1. Better provide differentiated instruction for students with ASD across all educational settings that are based on evidence based practices utilizing innovative technology applications.
2. To increase the number of students with ASD receiving 50% or more of their academic instruction in the general education setting with evidence based strategies integrated into an inclusive setting.
3. To increase explicit instruction to address social and emotional development for students with ASD characteristics.
4. To initiate a more systematic approach to parent training that involves multiple delivery methods.
5. Establish a uniform rubric to determine appropriate programming for students with ASD.

The program will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modification for improving the program. Product evaluation will focus on measuring final outcomes against program goals, objectives, and performance targets. The evaluation design will be guided by the following questions:

1. Were the project activities implemented as planned? If not, what barriers or obstacles prevented parts or all of the activities from being executed?
2. How effective were the project activities in achieving academic, communication, social and emotional goals and objectives?
3. What is the overall impact of the project activities on the participants?
4. Did the project positively impact family function?
5. Did parents, teachers and advisory council members feel satisfied with the services provided during the project?
6. Did the parents feel equipped to continue with home programming?

The program evaluation method will include both quantitative and qualitative in order to assess the outcome of the program. The data collected formatively and summatively, will describe how students, teachers and parents are affected by the program activities. District/program records, advisory council minutes, classroom observations, anecdotal records program surveys, student baselines and quarterly assessments and IEP goals and objective progress reports will be utilized as data to analyze for evaluation of the program.

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

County-district number or vendor ID: 015912

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.

While the Academy of Social Diversity has prided itself on working hard to incorporate evidence based practices in a specialized setting through our pilot program, this program will focus on how to establish a better understanding and usage of evidence based practices in an inclusive setting, based on the level of support data indicates the student requires. In order to begin this process for the upcoming school year the Academy of Social Diversity will begin collaborating with general education teachers at each grade level prior to the beginning of the school year to have a better understanding of the overall outcome the students are expected to have across all academic areas. Additionally a heavy emphasis will be placed on the social and emotional skills of each student for success in the general education setting. Through this collaboration great effort will be made to ensure that each student's learning styles and level of need are taken into account along with their method of communication. With a better understanding of both the curriculum, age appropriate social and emotional skills and the student's profile binder a collaborative approach can be obtained to meet each students needs. In order to demonstrate how evidence based practices can be utilized within a general education setting, the Academy of Social Diversity will be focusing on the following evidence based practices which align with our current desire to continue our growth in creating a truly inclusive culture here in Southwest ISD: Functional Behavioral Assessments, Parent implemented intervention, Self-management, Social skills training, Technology aided instruction, Video modeling, Scripting and Reinforcement. While each one of the evidence practices in isolation adds merit to our program, the systematic combination of our focus ensures added depth to the Academy of Social Diversity. In order to ensure that the program combines the most appropriate evidence based practices for each student a triangulation of baseline assessments and data will provide the program with a clear picture of each students strengths and weaknesses and the best approach to providing instruction to the student. This process will allow for a customized approach to programming for each student based on evidence based practices.

**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.

In order to collect empirical data on each students overall progress sources of data will remain consistent with the baseline assessments that will be administered at the beginning of the 2018/2019 school year. Each student will have a quarterly review of their profile binder which will involve re-administering all assessments utilized during baseline and updating the student's goals and objectives with supporting data analysis and graphs. The student will be baselined in August with quarterly reviews occurring in November 2018, February 2019 and May 2019. The information in each student's profile binder will be compared to the bi-weekly observation and work session data to ensure consistency between data sources. The following baseline assessments will be utilized for triangularization of progress.

**ABLLS-R:** An assessment that reviews over 500 skills in 25 skill areas that include language, social interaction, self-help and academic skills. The task items within each skill area are arranged from simpler to more complex allowing staff to have a clear picture of the student's ability level.

**ATEC:** The Autism Treatment Evaluation Checklist is a survey that can be filled out by both parents and teachers that includes questions in similar categories as the ABLLS-R. ATEC focuses on communication, sociability, sensory and behavior.

**Technology Skills Checklist for Online Assessment:** This checklist provides a tool with which to determine what skills the student demonstrates and what skills the student need to acquire prior to utilizing computer based instruction.

**Brief Rating Inventory of Executive Functioning:** Assesses executive function and self-regulation in children.

**TRIAD Social Skills Assessment:** Identifies strengths and weaknesses in social domains.

**Profile Binder:** A student profile binder will be maintained that contains information concerning results of all of the above assessments at each data point, the students percentage of the day within the inclusion setting, attached social, emotional and behavioral goals with supporting progress report completed from data analysis software.

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

County-district number or vendor ID: 015912

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.

Parents are a key component of success of all students supported by the Academy of Social Diversity. In order to generalize skills gained within the school environment into the home environments, parents require training and support to ensure that interventions are implemented with fidelity across all settings. In order to take into account the varied communication styles of parents the following components will be incorporated into the parent training model:

**Virtual Training Lab/Social Media:** The program will commence with video trials with students and program staff for the purpose of training. This will allow parents to have a clear understanding of common language to use, materials required and the overall outcome of the intervention. A website and social media feeds will be established to provide information and to encourage connections between parents and staff.

**Cohort Model:** A parent cohort model will be initiated with a small group training model to ensure that parents have a support system of parents who are going through similar situations. These sessions will allow for direct instruction of specific skills with a small group of parents to ensure more individualized teaching for parents.

**Parent Partners:** Parent Partners focuses on parents empowering parents which focuses on family-driven support to assist and support each parent in the best way for each family. Parent Partners can offer you ongoing help with; Communicating with Academy teachers and administrators, understanding school recommendations, navigating the various services in the Academy as well as throughout the community.

**Intensive Preschool Parent Training:** This program will focus on training parents of preschool children with ASD characteristics in the fundamental techniques of social, emotional, behavioral and communication interventions and to support the practice of these techniques in the home. The program will provide a combination of individual 1 to 1 instruction by trained staff and a group parent training model with individual coaching. Each group of four to six parents will participate in a once a week training for the first 10 weeks, twice a month for the second 10 weeks and once a month for the remainder of the school year. Parent training is provided during all after school parent training sessions.

**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 Diversity Advisory Council which will have participation from District Stake holders, College Professors, a State House Representative, representatives from community based agencies and other neighboring school districts will play a key role in assisting this programming in ensuring generalization of our model to other districts in Texas. Additionally, the implementation of a parent advisory council will encompass parents from Southwest ISD and other neighboring school districts will allow this program to maintain a current pulse on relevant issues from a parent perspective. The main objective of these quarterly meetings with each group will be to discuss student progress with innovative programming that has been implemented, to discuss the success of the program in providing a pathway to a fully inclusive culture. The unique makeup of both advisory councils will allow the program to have a broader lens available to support and collaborate on innovative approaches to programming for students with ASD. This unique opportunity will allow for courageous conversations with a broader spectrum of professionals and parents who will be able to add value to the conversation of generalization into other school districts around the state. Furthermore, while the Academy of Social Diversity intends to create a rubric to ensure that we are maintaining student-centered approaches for growth that will lead to full integration into an inclusive culture; the tools that will be considered on this journey will be evaluated for the purpose of replication with ease in a variety of environments. As a result of our efforts and collaboration the program will be able to produce handbooks and materials that will allow for a smooth transition for any school based program looking to create innovative programming to meet the needs of students with ASD through an inclusive culture. Additionally, The Academy of Social Diversity along with its Advisory Councils will be prepared to engage in conversations/trainings with other school districts and agencies that may be looking to enhance their inclusive culture for students with ASD. These conversations could include touring of our program, Academy representatives meeting with other school districts to provide them insight to our process and creating an Inclusive Culture campaign for ASD that could be generalized to other areas of the State of Texas.

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

County-district number or vendor ID: 015912

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.

**Virtual Technology:** This school year the Academy of Social Diversity will be focused on integration of technology as a means to continue our driving force of the most inclusive atmosphere for our students with transitional anxiety to see what is occurring in their homeroom classrooms to ease their concern with the overall atmosphere. Additionally it will allow students to be a part of the instruction even when they are unable to physically attend the class due to any number of reasons on a particular day (i.e. overstimulation, anxiety, behavioral concerns) by having access to lessons in real time or through the opportunity to view the material through a recorded version when they are more focused and able to gain true attainment of the material. Additionally, it allows students to view social situations within their homeroom that will assist in gaining social skills through video modeling. In order to continue with maintaining a rapport with their homeroom teacher, even when they are unable to attend, the use of technology such as Google messenger or other messenger software students will be able to communicate with their home room teacher to ask questions about assignments or activities.

**Technology Based Instruction:** Use of technology will become an integrated piece of instruction for students with ASD across all educational environments that the student may access specifically in the areas of social and emotional development. Through the use of online and interactive technology students will be afforded the opportunity to be a part of story based and role playing activities geared towards social and emotional skills. Additionally, by having access to video modeling programs that allow the student to view models of appropriate skills will allow students the opportunity to practice skills that can be difficult to teach through traditional methods. Each of the innovative technology based programs being considered are designed to support ages 3yrs to 9yrs of age with varied support pieces dependent upon the student's age.

**Social Diversity Preschool:** The Academy of Social Diversity will begin servicing three and four year old children in an inclusive preschool model that will allow for two separate programs that will focus on these two age groups separately. The classrooms will be made up of 12-15 students and will be supported by 4 staff members and thus offering a 4:1 ratio in most instances. The student population will be an even mix of students with ASD and typical peers. Each classroom will have the unique opportunity to have both special and general education teachers as well as a speech pathologist that will be dedicated to the preschool program in order to provide intensive integrated communication services to support our youngest learners in a totally inclusive culture. Additionally, this model will incorporate an intensive parent training model that will play a significant role in the overall success of the each student's program. Each parent will be asked to complete a 10 week session of weekly meetings followed by a 10 week session of bi-monthly meetings and a 12 week session of monthly meetings. Skills learned during these sessions will be elements that build upon each other and will support the generalization of skills between the two environments by ensuring that all caregivers have a keen understanding of the intervention steps. Additionally a multidisciplinary team will be encouraged for each student that will allow for regular meetings with outside supporting agencies and medical professionals to ensure cohesive programming is implementing across all settings. This approach will encourage a true partnership between all support systems that currently provide services to each individual student.

**D.R.E.A.M. Camp:** This camp will be an extension of the Academy of Social Diversity's philosophy. The camp will address academic readiness skills that include cooperative learning, attention to task, joint attention and age appropriate social skills. Through the use of typical peer models students with ASD will work alongside their typical peers to gain a better understanding of real life applications of areas they may have only practices in a specialized setting. The camp model is designed to build on the student's area of interest and focuses on the use of technology based applications that are age appropriate. DREAM Camp will be open to students from SWISD at large.

**Diversity Assessment Team:** The addition of an assessment and intervention telediagnostic lab will allow for an additional layer of resources to provide ongoing assessment, data analysis and evidence based recommendations to assist students in the Academy of Social Diversity. Additionally the assessment team will be able to utilize the telediagnostic lab to view ongoing situations with a particular student throughout the district's eleven elementary schools that they may need assistance in making evidence based decisions for programming. This process will allow the team to conduction functional behavioral assessments and other ASD related assessments to support the idea of a preventative model for students who may be exhibiting characteristics of ASD, but are not identified.

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

County-district number or vendor ID: 015912

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.

**Virtual Technology:** The program will focus on integration of technology as a means to continue our driving force of the most inclusive atmosphere for our students with transitional anxiety to see what is occurring in their homeroom classrooms to ease their concern with the overall atmosphere. Additionally it will allow students to be a part of the instruction even when they are unable to physically attend the class due to any number of reasons on a particular day (i.e. overstimulation, anxiety, behavioral concerns) by having access to lessons in real time or through the opportunity to view the material through a recorded version when they are more focused and able to gain true attainment of the material. In order to continue with maintaining a rapport with their homeroom teacher, even when they are unable to attend, the use of technology such as Google messenger or other messenger software students will be able to communicate with their home room teacher to ask questions about assignments or activities.

**Social Diversity Preschool:** The Academy of Social Diversity will begin servicing three and four year old children in an inclusive preschool model that will allow for two separate programs that will focus on these two age groups separately. The classrooms will be made up of 12-15 students and will be supported by 4 staff members and thus offering a 3:1 ratio in most instances. The student population will be an even mix of students with ASD and typical peers. Each classroom will have the unique opportunity to have both special and general education teachers as well as a speech pathologist that will be dedicated to the preschool program in order to provide intensive integrated communication services to support our youngest learners in a totally inclusive culture.

**D.R.E.A.M. Camp:** This camp will be an extension of the Academy of Social Diversity's philosophy. The camp will address academic readiness skills that include cooperative learning, attention to task, joint attention and age appropriate social skills. Through the use of typical peer models students with ASD will work alongside their typical peers to gain a better understanding of real life applications of areas they may have only practices in a specialized setting. The camp model is designed to build on the student's area of interest and focuses on the use of technology based applications that are age appropriate.

**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 Academy of Social Diversity will create an Advisory Council will be made up of the following;

**District stakeholders** (Director of Social & Emotional Development, Autism Specialist, School Psychologist, Speech Pathologist, Technology Specialist and Special Education Coordinators)

**Texas House Representative:** This individual serves a House Representative for the southside of San Antonio where Southwest ISD is located. This individual has a PhD in Education Administration and supports education in the political arena.

**Special Education Professor from Texas A&M International University:** This individual was a key player in a telediagnostic center for Autism assessment and speech services at Texas A&M International University.

**Center for Health Care Services Representative:** This individual serves as a leader in the YES program which provides home and community-based services and support to families of children or adolescents with severe emotional and/or behavioral needs.

**Applied Behavior Analyst:** This individual services young children prior to entering the school arena.

**Neighboring School District Autism teachers/specialists:** Three individuals that either support children with ASD in a specialized classroom or who are serving as a district wide support for students with ASD.

This group will meet quarterly to address specific programming accomplishments and obstacles that may require a broader lens. The main objective of the quarterly meetings will be to bring no more than three student profiles to the meeting where evidence indicates lack of progress to collaborate with a multidisciplinary team to come up with innovative solutions to gain traction. The idea is to maintain a multidisciplinary approach to support the individualized growth of all students. Additionally, the council will focus on at least one community based concern that the committee has seen as a growing need within the greater San Antonio area to generate possible solutions within this multidisciplinary team to share through social media, website and other connectors to the ASD community at large.

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1718-128  
SWISD CONTRACT #

# SOUTHWEST INDEPENDENT SCHOOL DISTRICT CONTRACT REVIEW/APPROVAL

Contractor's Name: Texas Education Agency Service Provided: grant for students with Autism

Contract Period: May 1, 2018 - August 31, 2019 Annual Contract Amount: \$ 999,256.00

Dept. Requesting Service: Special Education Budget Code#/\$: \_\_\_\_\_

CIP/DIP#: \_\_\_\_\_ Budget Code#/\$: \_\_\_\_\_

Procured: ☐ Bid ☐ RFP ☐ Sole Source ☐ Co-Op ☒ Other: grant

Quotes provided: Yes ☐ No ☐

Needs Board Approval: ☐ Yes ☐ No  
(over \$50,000)

School Board Approved: Not Applicable (attach Board Background)

W9 received: ☐ Yes ☐ No  
TX#:

CIQ form received: ☐ Yes ☐ No  
(Conflict of Interest Questionnaire-Vendor)

CIS form received: ☐ Yes ☐ No  
(Conflict of Interest Statement-SWISD)

Felony conviction form received: ☐ Yes ☐ No

Federal Debarment form: ☐ Yes ☐ No  
Received:

Non-Collusive Bidding form received: ☐ Yes ☐ No ☐ N/A

Senate Bill 9 Compliance ☐ Yes ☐ No ☐ N/A  
(Fingerprinting: Section # 8 Compliance)

SWISD Dept.: \_\_\_\_\_  
(initial above)

Approved / Disapproved (select an option)

✓  
✓  
✓  
✓  
✓  
✓

Principal/Director/Coordinator  
(Person requesting service)

Director/Executive Director

Exec. Director Federal Programs

Assistant Superintendent

Mr. Mark Figueroa  
Director of Operations

Mr. Brandon Crisp  
Assistant Superintendent of Business & Finance Division

Dr. Lloyd Verstuyft  
Superintendent of Schools

Date: 3/22/18

Date: 3/2/18

Date: \_\_\_\_\_

Date: 03/02/19

Date: 3/2/18

Date: 3/5/18

Date: 3/16/18

	technology, assessment tools and electronic data collection and analysis software to assist in programming decisions.
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