## 2018–2019 Services to Students with Autism

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

### Schedule #1—General Information

### Part 1: Applicant Information

| Organization name | County-District # | | Amendment # |
|---|---|---|---|
| Midway ISD | 161903 | | |
| Vendor ID # | ESC Region # | | |
| | 12 | | |

| Mailing address | | City | State | ZIP Code |
|---|---|---|---|---|
| 13885 Woodway Dr | | Woodway | TX | 76712 |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Sharon | | Blanchard | Director of Special Education and Section 504 |

| Telephone # | Email address | FAX # |
|---|---|---|
| 254-761-5625 | Sharon.blanchard@midwayisd.org | 254-761-5778 |

**Secondary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Tammey | | Harlan | Executive Director of Special Populations |

| Telephone # | Email address | FAX # |
|---|---|---|
| 254-761-5625 | Tammey.harlan@midwayisd.org | 254-761-5778 |

### 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 |
|---|---|---|---|
| George | | Kazanas | Superintendent |
| Telephone # | | Email address | FAX # |
| 254-761-5600 | | George.kazanas@midwayisd.org | 254-761-5789 |

Signature (blue ink preferred)                                    Date signed

*George Kazanas*                                    3/2/18

Only the legally responsible party may sign this application.

**701-18-107-016**

### Schedule #1—General Information

| County-district number or vendor ID: 161903 | Amendment # (for amendments only): |
|---|---|

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

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

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

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

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

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

| County-district number or vendor ID: 161903 | Amendment # (for amendments only): |
|---|---|

### Part 1: Required Attachments

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

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

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

### Part 2: Acceptance and Compliance

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

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

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

| County-district number or vendor ID: 161903 | 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: 161903 | Amendment # (for amendments only): |
|---|---|

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

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

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

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

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

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

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

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

| # | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|---|---|---|---|---|
| **Member Districts** | | | | |
| 9. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 10. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 11. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 12. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 13. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 14. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 15. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 16. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 17. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 18. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 19. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| 20. | County-District #<br>County-District Name | Name | Telephone number<br>Email address | Funding amount |
| | | | **Grand total:** | |

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## Schedule #4—Request for Amendment

| County-district number or vendor ID: 161903 | Amendment # (for amendments only): |
|---|---|

### Part 1: Submitting an Amendment

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

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

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

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

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

### Part 2: When an Amendment Is Required

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

### Part 3: Revised Budget

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

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## Schedule #4—Request for Amendment (cont.)

| County-district number or vendor ID: 161903 | Amendment # (for amendments only): |
|---|---|

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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## Schedule #5—Program Executive Summary

| County-district number or vendor ID: 161903 | 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.

**The Central Texas Education Autism Model (CTEAM)** has a two-fold mission: 1) to build a school-wide, innovative program to address the unique academic and functional needs of culturally-diverse students with autism in inclusive settings, and 2) to provide a collaborative, innovative model that removes barriers to implementation of evidence-based-practices (EBPs) for rural schools. Thus, our primary goal is to accelerate the learning and progress of young children with autism in Central Texas as measured through increased participation and success in inclusive environments. Furthermore, our overarching goal is to render an effective model of collaborative outreach that can be replicated by diverse schools and districts working together across the state, thereby improving the developmental, educational, and quality of life outcomes for countless Texas children with autism.

CTEAM was developed through the common mission and collaborative expertise of Baylor University's Center for Developmental Disabilities, Midway ISD, Bosque County Co-op, Falls County Co-op, and Education Service Center Region 12. Prior to designing the CTEAM, leaders conducted a needs assessment, which included evaluation of stakeholders' current capacities, barriers, and needs, in order to develop a targeted, multi-tiered training, intervention, and coaching protocol. All LEAs identified the following high need areas: training for parents and community members; training for teachers, administration and school staff; and intensive direct services for students designed to facilitate successful inclusive education. CTEAM problem-solved collaborative strategies for reducing the impact of these barriers and established a targeted, multi-tiered training, intervention, and coaching protocol to facilitate a school-wide and regional plan for execution and success. CTEAM's innovative, strategic 'outreach model' will test the efficacy of pairing a large suburban school district with two outlying rural co-ops. This outreach model serves two purposes: 1) to mirror the diversity and resource needs of the state, and 2) to provide an outreach model for engagement, training, implementation, and on-going support of research-based practices for all stakeholders. Our model will help to ensure critical research-based and innovative practices are translated into practical application for both large/suburban and rural LEAs, and for participating families and community service providers.

The CTEAM Interdisciplinary Team will be made up of the following personnel with specific expertise: an Autism Specialist, a Speech Language Pathologist with experience in utilizing augmentative and alternative communication (AAC) and a Board Certified Behavior Analyst (BCBA). The lead instructor for each of the outlying co-ops will serve as the Autism Specialist for their participating districts and will be supported by the CTEAM Interdisciplinary Team. The Interdisciplinary Team will coordinate and collaborate with each individual student's instructional and ancillary providers as well as parents to ensure on-going, comprehensive educational programming. All CTEAM stakeholders, including existing ARD committee members, will meet monthly via 'grand rounds,' virtually, or face-to-face during additional training days throughout the year.

Our model serves 60 culturally-diverse students ages 3-9 years, identified or considered at-risk for austim, within 14 LEAs. Midway ISD, a 6A suburban Central Texas school district, will act as the centralized training hub for the rural co-ops by creating and sharing exemplar classrooms on five elementary campuses. These campuses will have CTEAM model inclusion and self-contained classrooms, which utilize highly-trained teachers and multi-model programming that includes speech and applied behavior analysis (ABA)-based instruction. Each participating co-op will have a CTEAM lead instructor who will serve as the training resource for all participating LEAs within that co-op. These well-trained educational professionals from Midway ISD and surrounding co-ops will act as mentors, coaches and problem-solving support for inclusion classrooms across the participating districts, building a school-wide and district-wide environment for success. Ancillary service providers, behavior specialists, parents, and community service providers working with students from the districts will receive specialized training to provide wraparound care for the student and to promote an inclusive culture at the classroom, school, and community level. Such practices will increase adherence to critical program elements, such as fidelity of implementation of evidence-based interventions, and set the standards of optimal care.

**Trainer of Trainer Capacity Building Approach with Accountability:** Baylor faculty expertise in implementing research-based models for students with autism, includes developing frameworks, designing classrooms using EBPs, creating protocols for implementation, and implementing data-based decision making. Working with the district/co-op/campus leadership teams, Baylor will utilize a trainer-of-trainer design with high levels of accountability that will build expertise, provide coaching and on-going support, utilize joint problem-solving techniques, and allow for in-process changes to the design. The CTEAM Interdisciplinary Team will coordinate and collaborate with each individual student's

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instructional and ancillary providers as well as parents to ensure on-going, comprehensive educational programming. The lead instructor of each of the outlying co-ops will serve as the Autism Specialist from their participating districts with support from the CTEAM Interdisciplinary Team. Finally, all CTEAM stakeholders will meet monthly either virtually through ESC 12's distance learning lab or face-to-face during additional training days throughout the year. In addition, 'grand round' sessions will be utilized to problem-solve specific student/systemic issues. Through a partnership with Education Service Center Region 12, CTEAM will provide a blended coaching approach of face-to-face sessions and online videos of techniques ensures fidelity and sustainability of both the process and methodologies for all stakeholders. To further this effort and build sustainable capacity, the grant will provide for Midway ISD to hire a dedicated district/co-op leadership team who will provide the expertise to oversee this innovative developmental and therapeutic approach to interventions for school-wide implementation.

CTEAM's training efforts promote critical team-based programming and decision-making to maximize success at the individual student level. CTEAM's student services component utilizes research-based interventions built on principles of positive behavior interventions and supports and ABA, including identified EBPs for educating students with autism identified by The National Standards Project and the National Professional Development Center on Autism Spectrum Disorder (National Autism Center, 2015; National Autism Center, 2009). The CTEAM established multi-tiered structures and supports as the framework for program design and delivery of instruction that will address academic skills, social/emotional needs, and behavioral concerns to accelerate student progress. Translating proven academic and behavioral practices into application at the school and classroom level will maximize the potential of students with autism and move each student toward the ultimate goal of full inclusion. CTEAM incorporates innovative practices to address inclusive services for students with autism, such as using co-teaching, instructional coaching, planned communication with accountability, and transition supports.

**Development of the Training Protocol:** The training protocol includes workshops on EBPs and interventions, an intensive lab practicum, on-going consultation, and use of model classrooms with varying levels of support. Workshops will be provided to all employees who work with students with autism within their districts. Parent trainings will also be delivered in a multi-tiered system of supports to facilitate the level and intensity of support these parents need.

*CTEAM Intensive Trainings:* Teachers, service providers, and administrators will receive training on a foundational knowledge of autism, early detection and intervention, basic principles of ABA, and communication. This training protocol will increase knowledge and skills needed to serve for students with autism in all environments.

*CTEAM Intensive Practicum:* A 3-day summer intensive lab and practicum will be provided for teachers and other personnel working with students with autism. Participants will learn to implement basic EBPs with fidelity for teaching students with autism. In the seven additional workshop days throughout the year, participants will learn additional EBPs that apply to specific needs, such as functional communication training for non-verbal students.

*District/Co-op Workshops:* A lecture series on similar content will be offered to the non-special education employees who serve students with autism in all districts to promote a school-wide environment for best practices and inclusion.

*CTEAM Model Classrooms:* The model classrooms in the host district will serve as training centers for rural districts. These classrooms use highly trained special education teachers leading programs ranging from self-contained to full inclusion. With a goal of meaningful inclusion time, each model classroom will focus on the transition to inclusive settings and coordinating the movement of students between general and special education through a reverse inclusion model.

*Parent and Community Involvement:* Parents and community stakeholders will become partners in the coordinated care process through tiered trainings, involvement groups, and individualized in-home support provided by Baylor and the district teams. The goal of the design is creating intensifying shared practices through wraparound services.

*Use of Technology:* SMART DATA, a customizable data management system, provides a state-of-the art process to analyze multiple sources of data. This analysis will identify trends, correlations, and tracking information that will prove critical to overall student/program success. It will act as a case coordination system, program implementation monitor, and data-based decision making tool. Additionally with the support of ESC Region 12, Sibme©, a telehealth system, will be used to extend and reinforce CTEAM practices through coaching and on-demand consultation to all participating educators. Ultimately, this project is designed to be a problem-solving model that addresses the various, unique needs of students with autism and their families to maximize inclusive experiences in school systems, community, and society. Bringing educators on the frontlines together with those on the cutting edge of research and training, and translating the latest interdisciplinary methods and innovative strategies into reality, will indeed optimize student outcomes and reduce educational costs over time. This project is anticipated to be the springboard to provide a well-developed educational service delivery model for Texas. Through such a robust partnership that engages higher education expertise with practical on-the-ground educational realities, we can build an effective pathway for our vulnerable students to reach their greatest potential.

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2018–2019 Services to Students with Autism

## Schedule #6—Program Budget Summary

| County-district number or vendor ID: 161903 | | Amendment # (for amendments only): |
|---|---|---|

Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85th Texas Legislature, 2017

| Grant period: May 1, 2018, to August 31, 2019 | Fund code/shared services arrangement code: 429/459 |
|---|---|

**Budget Summary**

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $334,750 | $0 | $334,750 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $374,796 | $0 | $374,796 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $144,648 | $0 | $144,648 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $15,000 | 0 | $15,000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | $0 | $0 | $0 |
| | Total direct costs: | | $869,194 | $0 | $869,194 |
| | 15% indirect costs (see note): | | N/A | $130,379 | $130,379 |
| | Grand total of budgeted costs (add all entries in each column): | | **$869,194** | **$130,379** | **$999,573** |

**Shared Services Arrangement**

| 6493 | Payments to member districts of shared services arrangements | $0 | $0 | $0 |
|---|---|---|---|---|

**Administrative Cost Calculation**

| Enter the total grant amount requested: | $869,194 |
|---|---|
| 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: | $130,379 |

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: 161903 | Amendment # (for amendments only):

| | Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
|---|---|---|---|---|
| **Academic/Instructional** | | | | |
| 1 | Teacher | | | $ |
| 2 | Educational aide | 5 | | $100,000 |
| 3 | Tutor | | | $ |
| **Program Management and Administration** | | | | |
| 4 | Project director/administrator | | | |
| 5 | Project coordinator | | | $ |
| 6 | Teacher facilitator | | | $ |
| 7 | Teacher supervisor | | | $ |
| 8 | Secretary/administrative assistant | | | $ |
| 9 | Data entry clerk | | | $ |
| 10 | Grant accountant/bookkeeper | | | $ |
| 11 | Evaluator/evaluation specialist | | | $ |
| **Auxiliary** | | | | |
| 12 | Counselor | | | $ |
| 13 | Social worker | | | $ |
| 14 | Community liaison/parent coordinator | | | $ |
| **Other Employee Positions** | | | | |
| 15 | Board Certified Behavior Analyst (BCBA) | 1 | | $55,000 |
| 16 | Speech and Language Pathologist | 1 | | $55,000 |
| 17 | Autism Specialist | 1 | | $55,000 |
| 18 | | Subtotal employee costs: | | $265,000 |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | |
| 19 | 6112 | Substitute pay | | $30,000 |
| 20 | 6119 | Professional staff extra-duty pay | | $ |
| 21 | 6121 | Support staff extra-duty pay | | $ |
| 22 | 6140 | Employee benefits | | $39,750 |
| 23 | 61XX | Tuition remission (IHEs only) | | $ |
| 24 | | Subtotal substitute, extra-duty, benefits costs | | $69,750 |
| 25 | **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | | **$334,750** |

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

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## Schedule #8—Professional and Contracted Services (6200)

| County-district number or vendor ID: 161903 | Amendment # (for amendments only): |
|---|---|

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

### Professional and Contracted Services Requiring Specific Approval

| | Expense Item Description | | Grant Amount Budgeted |
|---|---|---|---|
| 6269 | Rental or lease of buildings, space in buildings, or land | | |
| | Specify purpose: | | $0 |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | | $0 |

### Professional and Contracted Services

| # | Description of Service and Purpose | Grant Amount Budgeted |
|---|---|---|
| 1 | | $ |
| 2 | | |
| 3 | | $ |
| 4 | | $ |
| 5 | | $ |
| 6 | | $ |
| 7 | | $ |
| 8 | | $ |
| 9 | | $ |
| 10 | | $ |
| 11 | | $ |
| 12 | | $ |
| 13 | | $ |
| 14 | | $ |
| b. | Subtotal of professional and contracted services: | $ |
| c. | Remaining 6200—Professional and contracted services that do not require specific approval: | $374,796.00 |
| | **(Sum of lines a, b, and c) Grand total** | **$374,796.00** |

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

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### Schedule #9—Supplies and Materials (6300)

| County-District Number or Vendor ID: 161903 | Amendment number (for amendments only): |
|---|---|

| Supplies and Materials Requiring Specific Approval | |
|---|---|

| | Expense Item Description | Grant Amount Budgeted |
|---|---|---|
| 6300 | Total supplies and materials that do not require specific approval: | $144,648 |
| | Grand total: | $144,648 |

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

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## Schedule #10—Other Operating Costs (6400)

| County-District Number or Vendor ID: 161903 | Amendment number (for amendments only): | |
|---|---|---|
| **Expense Item Description** | | **Grant Amount Budgeted** |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | $ |
| | Subtotal other operating costs requiring specific approval: | $ |
| | Remaining 6400—Other operating costs that do not require specific approval: | $15,000 |
| | **Grand total:** | **$15,000** |

n-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: 161903 | | | Amendment number (for amendments only): | |
|---|---|---|---|---|
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| **6669—Library Books and Media (capitalized and controlled by library)** | | | | |
| 1 | | N/A | N/A | $ |
| **66XX—Computing Devices, capitalized** | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | $ | $ |
| 5 | | | $ | $ |
| 6 | | | $ | $ |
| 7 | | | $ | $ |
| 8 | | | $ | $ |
| 9 | | | $ | $ |
| 10 | | | $ | $ |
| 11 | | | $ | $ |
| **66XX—Software, capitalized** | | | | |
| 12 | | | | |
| 13 | | | $ | $ |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | $ | $ |
| 18 | | | $ | $ |
| **66XX—Equipment or furniture** | | | | |
| 19 | | | $ | $ |
| 20 | | | $ | $ |
| 21 | | | $ | $ |
| 22 | | | $ | $ |
| 23 | | | $ | $ |
| 24 | | | $ | $ |
| 25 | | | $ | $ |
| 26 | | | $ | $ |
| 27 | | | $ | $ |
| 28 | | | $ | $ |
| **66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)** | | | | |
| 29 | | | | $0 |
| | | | **Grand total:** | **$0** |

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: 161903 | | | 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 | 22 | | | | |
| K | 9 | | | | |
| 1st | 12 | | | | |
| 2nd | 6 | | | | |
| 3rd | 11 | | | | |
| **COMMENTS** | Given the framework of the CTEAM project, approximately 85 staff will be trained from host site and Co-ops. Many of the students are served in self-contained settings and a teacher/para staffing design may have 5 to 8 students in grades K-3. As inclusion increases, more staff will be trained to work with students with autism. | | | | |

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

| **Amount of Instruction** | | **COMMENTS** |
|---|---|---|
| School day hours (ex) 8:30am – 4:30pm | 8:00-3:20 | PPCD is half-day program (8:00-11:15 or 12:00-3:15) PreK Inclusion is full-day. |
| Number of days in school year | 175 | |
| Minutes of instruction per school year | 71,400 (full) 35,700 (half-day) | |

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Need

## Schedule #13—Needs Assessment

| County-district number or vendor ID: 161903 | 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.

Baylor University conducted a needs assessment of all stakeholders through Qualtrics. The structure of the needs assessment mirrored the 2008 Department of Disability Services and the State Board of Education of Connecticut feasibility study group's needs assessment. Our needs assessment measured knowledge and skills necessary for best serving students with autism and was sent to parents, teachers, administrators, and support staff of all participating LEAs. Knowledge and skills were measured through categorical sorting and ranking of the items within each category. Responses to these items allowed the grant team to target the specific EBPs categorized as essential to serving students with autism and to teach these practices in the communities' order of preference. Current barriers to services and/or training were also measured. Administrators received additional questioning designed to uncover systemic barriers within districts or regions that may warrant special attention during the design and implementation phases.
The majority of respondents identifyied as employees of one of the 14 LEAs and parents of children with autism was the second largest category of respondents. The highest requested items from the knowledge category include: the characteristics of individuals with autism, early indicators of autism, principles of applied behavior analysis and positive behavior supports for the classroom, functional communication training, functions of behavior, and strategies to improve social reciprocity and communication. Functions of behavior, functional communication training, and principles of applied behavior analysis and positive behavior supports for the classroom were the top ranked priorities of the highly requested items and will receive priority in the trainings.
The highest priority skills for parents, teachers, and service providers include: implementing instruction that improves social skills and interactions, designing and implementing instruction that promotes effective communication, providing environmental and structural accommodations to ensure generalization of learning, planning and implementing systematic instruction based on learner characteristics, implementing EBPs that promote self-help and safety, controlling for additional factors that may influence behavior (environmental), implementing direct instruction and peer-mediated instruction, and training for parents and families to promote positive school/family interactions. All of these trainings were considered critical by over 75% of respondents. Of these, designing and implementing instruction based on learner characteristics, addressing communication through social skills, and implementing evidence-based practices like direct instruction were rated highest and will receive priority in training.
The majority of respondents indicated they had received recent training in behavior strategies through a lecture format or in-district workshop. Several topics of need were indicated through open responses, including de-escalation techniques; applied behavior analysis; speech; what to do when your practices are not working; balancing 504, individualized education plans, technology, and pencil/paper tasks in a classroom; collaboration with service providers and teachers of differing specializations; assessment and data collection; and communication with students who are non-verbal. All of these areas will be included in trainings offered through this grant.
Several barriers to effective services were identified by parents and district employees. The most often cited barrier was time and the second most challenging barrier was cost. District administration respondents indicated their districts did not have the full capacity to address needs of students with autism. The unmet needs included: related services, special transportation, outside consultants, paraprofessional training, reducing student to teacher ratio, or on-going trainings to increase knowledge and/or skills.

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| Schedule #13—Needs Assessment (cont.) | |
|---|---|
| County-district number or vendor ID: 161903 | 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. | Need for increased knowledge of characteristics and skills (evidence-based practices) for serving students with autism for teachers and district staff | Both will be addressed in the 3-day summer intensive lab and practicum for teachers and staff as well as the seven workshop days that will occur throughout the year. The lecture series, offered to the employees who serve students with autism in all 14 districts, will also increase knowledge in this area. On-going consultation will address skill deficits. Consultants from Baylor will train all participating special education staff to serve as support for inclusive practices on the campus as well as throughout the participating districts. |
| 2. | Need for increased knowledge of characteristics and skills (evidence-based practices) for serving students with autism for the community and parents of children with autism | Parent workshops and consultation, offered as a tiered system of support, will address community needs in this area. All parents and community members of the 14 LEAs as well as surrounding districts will be invited to attend the parent workshop series on knowledge of autism and evidence-based practices. More intensive training and consultation with parents will be available to those who need and request it. |
| 3. | Need to reduce barriers to training for parents and teachers | Time was indicated as the number one reason parents and teachers could not access needed training with cost as the second most challenging barrier. For teachers, the grant will provide for substitutes during the school year. For teachers and parents, workshops will be available online and consultation/coaching will be available on an as-needed basis. All services will be free. |
| 4. | Need for reduced barriers for providing district-wide coordinated care for students with autism | The grant will provide a team of specialists to support participating districts and/or cooperatives. Members of the CTEAM Interdisciplinary Team will coordinate care from a district-level and a campus/classroom level by serving as members of the ARD committee for individual students within the host district. This team will also serve as a resource to educational stakeholders from the rural districts. |
| 5. | Need for reduced student to teacher ratios, particularly in inclusive and self-contained classrooms serving children with autism | The model classrooms in the host district will demonstrate reduced student to staff ratios in both self-contained and inclusion classrooms. Instructional paraprofessionals will be hired in addition to current staff to reduce the instructional ratios in the model classrooms. Adding these paraprofessionals will also reduce student-staff ratios in inclusive settings to improve successful outcomes. |

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## Schedule #14—Management Plan

| County-district number or vendor ID: 161903 | 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. | AU Specialist/Teacher supervisor | Master's or Doctoral degree in a related field or a Doctoral student specializing in applied behavior analysis, education or related field; Special Education certification; BCBA certification; Demonstrated experience and success in AU programming |
| 2. | Project Coordinators | Master's degree or above in education or related field; expertise in classroom behavior management; classroom or clinical experience teaching children or youth; a commitment to mentoring and developing teachers; experience in organizational management; and experience working with children with autism |
| 3. | University Principal Investigator | PhD in Educational Psychology and extensive experience in special education, teacher training, practicum and internship development, curriculum and program development, and inclusion |
| 4. | University Co-Principal Investigator | Master's or Doctoral degree or a Doctoral student in education or related field; A licensed specialist in school psychology (LSSP); BCBA certification with extensive experience in applied behavior analysis and working with individuals with autism |
| 5. | Administrator of Special Education | Master's degree in Educational Psychology; Licensed Professional Counselor; Extensive experience in special education and educational programming |

**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. | Increase knowledge, competency, and self-efficiacy of service providers | 1 | Prepare workshop and training materials | 05/01/2018 | 12/15/2018 |
| | | 2 | Provide lecture series | 05/01/2018 | 08/31/2019 |
| | | 3 | Provide intensive practicum experience | 07/01/2018 | 05/31/2019 |
| | | 4 | Provide consultation and coaching | 07/01/2018 | 07/31/2019 |
| 2. | Increase knowledge and skills for caregivers and community providers | 1 | Provide general supports-parent workshops | 09/01/2018 | 05/31/2019 |
| | | 2 | Specialized/Individualized parent support | 9/01/2018 | 05/31/2019 |
| | | 3 | Provide community based trainings | 09/01/2018 | 05/31/2019 |
| 3. | Reduce barriers to training for caregivers and teachers | 1 | Hire substitutes during school year | 08/01/2018 | 05/31/2019 |
| | | 2 | Teachers rotate through model classrooms | 08/01/20018 | 05/31/2019 |
| | | 3 | Provide online consultation and coaching | 08/01/2018 | 05/31/2019 |
| | | 4 | Video-record trainings | 07/01/2018 | 05/31/2019 |
| 4. | Enhance district-level expertise for coordinated care services for students with autism | 1 | Hire Interdisciplinary Team members | 05/01/2018 | 09/01/2018 |
| | | 2 | Train district level staff in coordinated care | 07/01/2018 | 09/30/2018 |
| | | 3 | Develop coordinated care process | 06/01/2018 | 09/15/2018 |
| | | 4 | Develop/revise team protocols and fidelity checklists | 07/15/2018 | 07/31/2019 |
| 5. | Reduce student-to-teacher ratios for inclusive and self-contained classrooms | 1 | Create model classroom as training hub | 07/15/2018 | 10/30/2018 |
| | | 2 | Use in-class support and co-teach models for inclusive practices | 08/01/2018 | 05/31/2019 |
| | | 3 | Document educational collaboration | 08/01/2018 | 05/31/2019 |

**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: 161903 | 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.

Progress monitoring of program goals is currently collected through parent surveys, staff surveys, student achievement, and other various district-identified data sources. Each district facilitator overseeing these areas creates goals unique to his/her disciplines independent of feedback or input from one another. Thus, decision making with respect to the unifed goals is not a truly collaborative process. Information is currently reviewed annually through the district improvement plan process, programming is adjusted as needed, and new goals are created with input from very few stakeholders. The updated district improvement plan is approved by the Board, posted on the district website, and staff are informed in the summer and provided support intermittently by the district facilitators. This process creates disconnect and fragmentation in district initiatives, but more importantly hampers effective programing for students. CTEAM's collaborative group, including Baylor University, Midway ISD, and two rural education cooperatives, combined with the use of innovative technologies, promote a systematic, intentional process of enhanced communication to promote a common focus and intentional programming for students with autism.

**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.

Each Midway campus currently has a Speech Language Pathologist, special education teachers, and paraprofessionals. Other Specialists and related service providers serve students with autism and support their teachers throughout the entire district. Program development is disjointed as professionals do their best to serve the needs of all students and staff. In the Co-op setting, the resources and staff are stretched even further, both financially and geographically. To remedy this, CTEAM was designed for sustainability and replicability. All constituents were involved from the beginning to address their concerns and will continue to be a part of perfecting the model; this will ensure ownership at multiple levels. Both Co-op organizations have submitted Letters of Commitment to this project. These Co-ops have requested consultation and support to improve their staff's knowledge base and programing for students with autism and their families. The layered levels of support built into the training, accountability, and outreach design will increase capacity at the teacher, district, and co-op levels and provide on-going synergy and adherence to the process. Specifically, the training and implementation process builds a consortium of united instructional specialists and LEAs that share the same program design, language, management system, and systemic practices. Midway ISD will sustain the CTEAM Interdisciplinary leadership team who will continue to provide consultation support for troubleshooting systemic issues as well as inter-district problem-solving time and on-going consultation for student issues. The Lecture Series and other programmatic resources will be available online to train new teachers; act as refresher courses; and to share with parents and community stakeholders. In addition, the checklists and protocols developed throughout the process will provide the impetus for continued monitoring of programs goals and program effectiveness. A manual will be developed to include all aspects of the model design with training protocols, key elements of programming, and checklists to be utilized for effective facilitation when replicating the design. The layered accountability system set up at the district/campus/student levels will also ensure well-trained teachers can accomplish their goals and have student and teacher needs met with consensus and real support from administration.

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## Schedule #15—Project Evaluation

| County-district number or vendor ID: 161903 | 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. | Student Outcomes: Analyze inclusion and achievement through pre/post intervention. | 1. | Increase in average percentage time spent in general education |
| | | 2. | Increase in percentage of goals mastered from IEPs/BIPs. |
| | | 3. | Increase in academic performance (state assessments, benchmarks) |
| 2. | Student Outcomes: Analyze behavior and participation of students through pre/post measured by direct observation. | 4. | Increase in time spent on task (direct observation) |
| | | 5. | Increase in time spent in instruction (direct observation) |
| | | 6. | Decrease in frequency/duration of stereotypic behaviors (direct observation) |
| 3. | Teacher Outcomes: Analyze the competence, knowledge, and self-efficacy pre/post-intervention. | 7. | Increase in teacher instructional control (direct observation) |
| | | 8. | Increase teacher competence in using EBPs for students with autism (implementation checklists and direct observation) |
| | | 9. | Increase in teacher teacher knowledge (instrument to be developed) |
| 4. | Parent Outcomes: Analyze needs and knowledge of parents with pre/post testing. | 10. | Increase in parent knowledge of autism (instrument to be developed) |
| | | 11. | Increase in parent self-efficacy in EBP (self-report scale) |
| 5. | Process Outcomes: Evaluate the implementation fidelity of the interventions. | 12. | Decrease in reported need (as measured by needs assessment) |
| | | 13. | Increase in implementation across all campuses |
| | | 14. | Reduce the perceived barriers through Force Field Analysis |

**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 SMART DATA management system will be customized to meet the needs of the LEAs. The system will store and analyze student data according to specific interventions and outcomes. The program can be customized to provide early alerts regarding lack progress to ensure the Interdisciplinary Team makes modifications as necessary. Data will be collected on outcomes for students, teachers, parents, and overall program outcomes. For student outcomes, the percentage of time spent in general education or inclusion settings will be collected from the student IEPs. Goal mastery for each student will be collected from her/his IEP/BIP-based progress reports from each grading period. Academic performance will be evaluated using state assessment benchmarks. Time spent on task, time spent in instruction, and frequency/duration of stereotypic behaviors will be recorded using direct observation measures. For teacher outcomes, establishment of instructional control (i.e., increased student compliance and decreased teacher redirections) will be recorded using direct observation measures. Teacher competence in using EBPs will be evaluated using data from implementation checklists and direct observation classrooms synchronously and asynchronously via Simbe. These competencies can be correlated to T-TESS. Teacher knowledge of ASD data will be collected using an autism knowledge instrument that will be developed by the evaluation team. Teacher self-efficacy in teaching students with autism will be evaluated using data collected from the Autism Self-Efficacy Scale for Teachers. For parent outcomes, parent knowledge of autism will be evaluated using data collected from the autism knowledge instrument mentioned previously. Parent needs will be evaluated using data from a needs assessment. For overall program and intervention effectiveness outcomes, an implementation rubric will be used for direct observations across all campuses. Perceived barriers to training for teachers and parents will be evaluated using Force Field Analysis to collect data from focus groups with teachers and parents. The number of teachers and parents participating in each training, number of training hours, and the number of staff and hours accessed through online training modules delivered will be recorded though sign in sheets or Simbe log-ins. During implementation of the program, the Project Coordinator will be in regular contact with all stakeholders to ensure any problems with project delivery or deviations from the proposed project are documented and addressed in a timely manner. The project's Leadership Team will monitor implementation data and, in conjunction with the Interdisciplinary Team, make necessary programmatic adjustments to ensure student success.

| Schedule #16—Responses to Statutory Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 161903 | 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.

Baylor University will develop an implementation protocol for serving students with autism in a coordinated care model within a public school setting by creating critical elements that include implementation fidelity measures, trainings, classroom elements, EBPs, data collection, and decision-making rules. EBPs will be central to this process and will be incorporated at each level of service and training. The summer learning lab and intensive practicum will provide instruction on EBPs identified through the National Autism Center and the National Professional Development Center on Autism (NPDC). Using feedback from the needs assessment and expert knowledge, Baylor will divide EBPs into three levels of usage, ranging from critical for all students to targeted one-on-one practices. The CTEAM Interdisciplinary Team and special education personnel will receive training on implementing EBPs at all three tiers. The intensive practicum and summer Learning Lab will provide training on Tier 1 EBPs; training on Tier 2 EBPs will be provided during professional development sessions throughout the school year; and training on Tier 3 EBPs will be provided within a coaching and consultation model. Fidelity of implementation of EBPs will be measured at least twice a semester throughout the 2018-2019 school year to assess for maintenance of skills. Fidelity checks and coaching of EBPs will be conducted using Simbe, an innovative telehealth system. This technology will allow the training team members to provide immediate or delayed feedback in conjunction with video evidence and will provide an additional layer of expert support to teachers. It may also aid in the sustainability of the model by providing resources for training new teachers and staff. In addition, the frequent assessment of fidelity of implementation ensures students are receiving high-quality instruction and are exposed to consistent behavior management strategies. Teachers can submit a request form to the training coordinator for additional support with implementing teaching and behavioral strategies which will be provided by Baylor University personnel. Technology-aided instruction and intervention will specifically be covered in the summer Learning Lab, as it is an EBP. Additionally, teachers will be encouraged to complete the recently launched AFIRM module on evidence-based technology to further pursue the aim to increase effective use of technology with students. This will be particularly helpful for teachers the Midway school district as it is a 1-to-1 district. The CTEAM Interdisciplinary Team will evaluate the effectiveness of specific components of technology-aided strategies for both instructional and assistive purpose and share the results with Co-op organizations, which may allow them to better allocate district resources for instructional and assistive technology.

**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.

Progress monitoring of goals is currently collected in silos. Each student's service providers create goals unique to their disciplines with very little collaboration toward common outcomes. At the annual ARD meeting, information is shared, programming is adjusted, and new goals are created with input from only a few stakeholders. The student's updated IEP is disseminated to campus staff and parents by a district Evaluation Specialist who serves multiple campuses. This process creates disconnect and fragmentation in the student's programming, therefore increasing the time needed to master goals and reducing the opportunity to use multidisciplinary instruction. CTEAM's proposed framework is a intentional process to promote common focus and multimodal interventions for accelerated acquisition of skills and generalization as the student progresses toward more inclusive environments. The SMART DATA management system collects empirical data on student achievement and improvement needed for analyzing key information for data-based decision making at the systemic, programmatic, and student levels. This system will help in identifying trends and critical areas that inform overall program effectiveness. By pinpointing the level and type of support necessary for each student, the group of specialized stakeholders will collectively create attainable goals and objectives that are multidisciplinary. Coordinating with the Interdisciplinary Team and input from parents, campus stakeholders will update progress every two weeks during the school year and if four data points from progress monitoring fall below the established aimline for meeting the student's year-end goal, the group will adjust the programming accordingly. The classroom teacher will serve as the liaison in communicating programming adjustments to campus staff, parents, and community providers as appropriate. Giving the importance, yet complexity, of this coordinated care process, technology will be utilized for efficient information gathering, monitoring, and sharing (i.e., Simbe, SmartData, Qualtrics, etc.).

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
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| County-district number or vendor ID: 161903 | 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.

Key to the interdisciplinary planning is the parent's knowledge of and support for the developmental framework of the program. They play a vital role in supporting the critical practices and behavioral methods used in their child's school program and by implementing similar strategies at home, their practices may help accelerate student learning and behavioral change. As critical members of the CTEAM model, they will be able to provide input on school-based decision-making teams and for school-wide systemic concerns or barriers that may impede their child's success. A parent will also contribute to coordinated care team for his or her child by sharing priorities and preferences about the child's education. In addition, the school personnel will provide information to the parent about implementing strategies in the home for wrap-around services. All parents will be offered workshops to address the individualized needs of students with autism (e.g. behavior management, communication). From the needs assessment, parents requested training in increasing their child's communication skills and social reciprocity and reducing challenging behaviors through EBPs. They also indicated a need for more information on general characteristics of autism. These areas will be prioritized in the trainings and the team will request feedback about additional needs during the project. For some families, more intensive, specialized supports will be provided through individualized parent coaching and consultation. Services can be in vivo or via telehealth communication to make it more feasible for parents.

**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.

According to the US Department of Education, Texas has more schools in rural areas than any other state with more than 20% of campuses located in rural areas. Yet, these rural districts face unique educational challenges due to their size and region, such as teacher recruitment and retention, resource allocations, use of technology, as well as parent and community engagement. The CTEAM project provides an innovative model of collaboration to remove barriers to effective implementation of EBPs in serving students with autism and families locally and regionally in a sustainable and cost-effective manner. This model can be replicated by diverse schools and districts working together across the state and serves two purposes: 1) to mirror the diversity and resource needs of the state, and 2) to provide an 'outreach model' for engagement, training, implementation, and on-going support of research-based practices for all stakeholders. Implementation at both the student level and at the resource level of small and large community schools provides a sustainable design to ensure supportive resources to our neediest school districts while building capacity for evidence-based programs to serve our diverse students with autism. This strategic model meets public school reality by helping to ensure that the CTEAM translates critical research-based and innovative practices into practical application for both large/suburban and rural LEAs, and for participating families and community service providers. Due to its innovative features, CTEAM will result in several deliverables to be used for replication, such as CTEAM manual, implementation protocols, fidelity checklists, and student and faculty assessments for progress monitoring. Our desire is to render an effective model of collaborative outreach between larger districts and their neighboring rural counterparts working together across the state of Texas, improving the developmental, educational, and quality of life outcomes for countless Texas students with autism.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161903

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.

To address the unique academic and functional needs of students with autism in public school settings, an innovative coordinated care model will be utilized. The model hinges on an Interdisciplinary Team of specialized professionals and a designated Lead Teacher who coordinate care both vertically and horizontally. Vertically, Baylor University will provide intensive training and support in the most effective research-based practices to the District Interdisciplinary Team and Lead Teacher throughout the first year. This support will include but will not be limited to: applied behavior analysis training, intensive programming for academics, alternative methods for teaching functional academics and skills, supports for inclusion, and assistive technology. All trainings are based on EBPs for educating students with autism. Throughout the training process, implementation components , such as treatment protocols and fidelity checklists, will be developed and monitored. The District Interdisciplinary Team then applies the components at the campus level to enhance student programming and ultimately, student outcomes. In addition, the District Interdisciplinary Team and the Lead Teacher maintain horizontal alignment across campuses and co-op districts by providing consultation and training for teachers, administrators, or staff members who serve students with autism. By having specialized point people in charge of this programming, educational training is effectively standardized for serving students with autism across an LEA or cooperative. This training approach directly tackles the well-known research to practice gap in education with Baylor University providing training in EBPs for students with autism leading to a trickledown effect as training is filtered through district/co-op leadership teams and services providers.

A multi-tiered system of support (MTSS) and intervention will be used across the CTEAM framework. All aspects of the project fall within levels of support based on the needs of the participating constituents – parents, students, educational staff, support staff, district personnel, and community members. This structure allows for a comprehensive alignment to targeted approaches of differentiated interventions and supports thereby maximizing resources and time. Midway ISD, a 6A suburban Central Texas school district, will become a training center for smaller rural districts hosting on-going professional development and lab experiences within model classrooms.  Five of the elementary campuses in Midway ISD will have educational staff within their model classrooms who are being trained and coached by the District Interdisciplinary Team as well as Baylor University staff.  Special education teachers from partner Co-ops will rotate through these classrooms as they simultaneously receive hands-on training. The model classrooms will focus on the transition to inclusive settings and will be tasked with coordinating the movement of students between general and special education settings.  The goal of these classrooms is to increase the meaningful time spent in inclusive settings for every student served and to scaffold this increase by incorporating a reverse inclusion model. These well-trained educational professionals from Midway ISD and surrounding co-ops will act as mentors, coaches and problem-solving support for inclusion classrooms across their districts, building a school-wide and district-wide environment for success. An innovative use of technology with the centralized data system, SMART DATA, will be customized to integrate multiple categories of information (e.g. attendance, academic progress, behavior, classroom engagement, etc.) from a variety of sources. This provides a practical way to remove barriers of time, resources, and distance within the district and establish an efficient coordinated care model.  Additionally, telehealth models of distance training and coaching through video chatting on a Sibme© platform allows for a transmission of knowledge and skills to the most remote districts served by the current grant. Sibme© allows coaches to post timestamped comments on video feed and the platform may be used in real-time or asynchronously. On-demand webinars will facilitate this training as well because any teacher in any location can access past trainings as needed.  The library, containing university-produced trainings, access to the AFIRM modules, and Sibme© coaching and exemplar videos, will also facilitate sustainability by creating a durable set of resources for the districts.

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

| County-district number or vendor ID: 161903 | Amendment # (for amendments only): |
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**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.

For students with autism, time spent in inclusive settings may be meaningful with programmed instruction and support, or not meaningful, such as attending specials with little support or guidance to ensure integration with typically developing peers. With CTEAM, authentic inclusive services are a primary aim for students with autism. Training and support for special education teachers to use inclusion supports will be implemented at the onset of the program. Experts from within the district and from Baylor University will provide continued coaching to prepare lesson plans, adapt materials for instruction, develop behavior intervention plans, data collection procedures, and progress monitoring tools to continuously assess needs and barriers for full inclusion. Measures will be used to identify supports and barriers for inclusion, which will match necessary teaching strategies, interventions, and curriculum for the student. Parents will be essential in the development of the student's coordinated care plan as well. To move students along the continuum towards inclusion, an intentional, collaborative plan and process must be in place. Environmental supports and training of inclusionary staff will address academic, behavior, social, and adaptive needs of the students. All students within the program will benefit from peer-mediated instruction and intervention, an EBP according to the National Professional Development Center on Autism.

For students who exhibit more severe characteristics of autism, programs will be in place to ensure interaction with same-aged peers in general education through mentoring, buddy programs, and extra personnel support for extracurricular activities and special classes. Support personnel will receive training in best practices for facilitating inclusion. The use of research-based, intensive, instructional strategies combined with positive behavioral supports can maximize the likelihood of more time spent with peers in the general education setting.

For students within the PPCD instructional setting who also receive childcare in other settings, CTEAM faculty and staff will ensure these service providers are offered consultation and support to help the child remain in an instructional environment with typically developing peers in accordance with the coordinated care model.

Rather than a haphazard approach to inclusion, the CTEAM Interdisciplinary Team and special education staff will develop purposeful plans of inclusion designed with the highest potential for success. This perspective capitalizes on the student's strengths and interests, providing a foundation for generalization of newly acquired skill sets within the school, home, and community.

**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 CTEAM emphasizes coordinated care for the student which will include private and community-based providers. Midway ISD and Baylor University have great working relationships and partnerships with several agencies that provide assessment and therapeutic services to children with autism (e.g. Focus Behavioral Associates, Heart of Texas MHMR, Baylor University Center for Developmental Disabilities). Student goals and objectives can be aligned across service provision to allow for better generalization of skills. Service providers will be invited to provide feedback and/or attend planning meetings for the students to enhance comprehensive wraparound services and develop a more cohesive plan for students.

In addition to aligning service provision, CTEAM's participating districts have a strong connection to Region 12. This project allows multiple opportunities to strengthen the connection with Region 12 via Sibme coaching as well as offering community workshops that address parent training and supports, evidence-based teaching strategies, positive behavior supports, and best practices for inclusive settings when working with students with autism.

For any students served by community providers, CTEAM faculty and staff will collaborate regarding inclusive practices for students with autism. Childcare providers will be offered participation in workshops as well as consultation and training to implement IEPs and BIPs developed in the school setting. Innovative technology tools will be utilized to eliminate any barriers to this collaboration.

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