

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

2018–2019 Services to Students with Autism

Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY <small>Write NOGA ID here.</small>
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 MAR - 8 PM 1:27</div>
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	
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 #
Victoria ISD	235-902	
Vendor ID #	ESC Region #	
	3	
Mailing address	City	State ZIP Code
102 Profit Drive	Victoria	TX 77901
Primary Contact		
First name	M.I.	Last name Title
Michelle	M	Goebel Special Education Director
Telephone #	Email address	FAX #
361-788-9242	Michelle.goebel@visd.net	361-788-9291
Secondary Contact		
First name	M.I.	Last name Title
Kelli	S	Cotton Special Education Coordinator
Telephone #	Email address	FAX #
361-788-9242	Kelli.cotton@visd.net	361-788-9291

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
Michelle	M	Goebel	Special Education Director
Telephone #	Email address		FAX #
361-799-9242	Michelle.goebel@visd.net		361-788-9291

Signature (blue ink preferred)

Date signed

Michelle Goebel

3/8/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 235-902

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Certification of Shared Services	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	*See important note for competitive grants	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input 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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235-902

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

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

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

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

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

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

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
---	----------------------------	--	------------------------------------	----------------

Member Districts

9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 235-902

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	B	C	D
			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:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 235-902

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.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 235-902

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 Victoria Independent School District's (VISD) purpose in applying for the grant is to enhance our current services and inclusive opportunities for students (ages 3 – 9) identified on the Autism Spectrum or as a student with a Non-Categorical Early Childhood Delay (NCEC) with a suspicion of Autism. The District is planning to use grant funding to: supplement activities for staff development and training, measure student progress, increase teacher, parent, and therapists knowledge of recent research-based methodologies on Applied Behavior Analysis (ABA). We will embed technology in classrooms and collaborations at home, increase communication systems, increase motor skills, increase sensory processing and regulation, and provide technology through various modes to engage parents in their child's education. The grant proposed program in VISD will expand our current continuum of services for our students on the Autism Spectrum or with related concerns. The expansion will include the creation of additional settings that address barriers to learning and improve verbal behavior for early learners allowing them greater/faster access to inclusive environments. Students enter and exit each program level at their own pace with the ultimate goal of education in a fully inclusive environment with minimal support by the end of 3rd grade.

The program vision includes a tiered program from Preschool Program for Children with Disabilities (PPCD) and PreK through 3rd grade involving student-centered teams whose goal is to quickly identify student needs and barriers to successful and fluid movement through the tiers and to successfully transition each child into less restrictive learning environments in a timely and purposeful fashion. The tiered program includes Self-contained settings whose criteria for entry include age considerations (3-4 year olds vs 5-9 year olds) and VB-MAPP milestone and barriers assessment results. Tiers become increasingly inclusive and aligned to general education expectations as student scores increase on the assessment tools. Student progress will be monitored every 9 weeks in the areas of verbal behavior, socialization, communication, academic, and sensory development. Progress will be measured via beginning of year (BOY), middle of year (MOY), and end of year (EOY) data collection points specifically utilizing curriculum-based assessments such as Core Vocabulary Rating, criterion-referenced assessments such as the VB-MAPP, and norm-referenced assessments such as I-Station, Sensory Processing Measure (SPM), and Fluarty-2.

Individualized programming will look at the whole child and will include family input to increase generalization to the home setting. Advancements in technology and cutting-edge research will drive recommendations that encourage independence (e.g. collaborative list apps like Trello), normalization (e.g. the use of tablets, smart phones, and smart watches), social-emotional well-being (e.g. check in apps like Woebot), communication supports (e.g. LAMP, augmentative speech devices), behavioral supports (e.g. video modeling), sensory development, self-regulation (e.g. sensory packages, adaptive seating options, fidgets, headphones, whisper phones, etc.), and academic assistance (e.g. digital class notebooks to preview assignments for pre-learning). A Mobile Sensory-Motor Unit (MSMU) be equipped with multisensory areas addressing fine motor, gross motor, sensory integration and regulation, and communication activities. The MSMU will be used in an inclusive small group setting where motor rooms are not present; it will also be available after school for special events as a sensory safe alternative for our students with autism, and we will be offering monthly "Mom's Morning Out" as a form of respite care.

VISD is collaborating with the University of Houston - Victoria to offer 6 courses to train our therapists and teachers in the principles of Applied Behavior Analysis. This collaboration will begin in the summer of 2018, through the spring term of 2019. Each participant will receive a tablet to integrate curriculum and utilize Social Emotional Learning (SEL), and Video Modeling applications for students. VISD will also enter into a collaboration with Region 3 ESC to support our parent training, provide regional resources to allow replication and sharing of the program including progress data, and a parent resource outreach/hotline. VISD will partner with Building Kid Steps, a local, private therapy center, to assist students, families, and siblings, in maximizing their communication potential in inclusive environments specifically targeted to device and alternate communication users. An additional component of our newly designed wrap around program will be equipping paraprofessionals in PPCD and Pre-K-3 classrooms with the most current research-based strategies via online coursework designated to support inclusive efforts of students with autism. Extra duty pay for teachers and therapists will be budgeted to prepare equitable communication and sensory regulation materials to be

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 235-902

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.

distributed across all Preschool programs with children with disabilities and our inclusive PRE-K-3 classes that support students on the ASD.

Parent training and involvement is a necessary component of success. A handbook, social media sites, parent training, as well as hands-on technology, apps and sensory boxes will be provided to parents who fulfill requirements of participation. To address the needs and interests indicated via parent surveys and in an effort to promote parent involvement, childcare and technology will be provided as part of the enrichment process.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 235-902

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	\$167,960.00	\$124,520.00	\$292,480.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$111,626.00	\$	\$111,626.00
Schedule #9	Supplies and Materials (6300)	6300	\$470,456.00	\$	\$470,456.00
Schedule #10	Other Operating Costs (6400)	6400	\$17,938.00	\$	\$17,938.00
Schedule #11	Capital Outlay (6600)	6600	\$89,500.00	\$	\$89,500.00
Total direct costs:			\$	\$	\$982,000.00
Percentage% indirect costs (see note):			N/A	\$18,000.00	\$18,000.00
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$1,000,000.00

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
------	---	----	----	----

Administrative Cost Calculation

Enter the total grant amount requested:	\$1,000,000.00
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$150,000.00

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 235-902

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	1		\$50000
2	Educational aide	2		\$50000
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator			\$
5	Project coordinator	1		\$65000
6	Teacher facilitator	1		\$50000
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$215,000.00
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		0
20	6119	Professional staff extra-duty pay		\$48,920.00
21	6121	Support staff extra-duty pay		10,000.00
22	6140	Employee benefits		18,560.00
23	61XX	Tuition remission (IHEs only)		
24	Subtotal substitute, extra-duty, benefits costs			77,480.00
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			292,480.00

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 235902

Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Building Kids Steps-Communication program for device users in natural environments, generalizing into inclusive community settings.	\$50,000.00
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: UHV classes		\$61626.60
(Sum of lines a, b, and c) Grand total		\$111,626.00

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 235902

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:	\$470,456.00
Grand total:		\$470,456.00

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 235902		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:		\$17,938.00
Grand total:		\$17,938.00

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

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

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

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 235902		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	Mobile sensory motor unit		\$	\$49,500.00
20	Sensory motor equipment		\$	\$40,000.00
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				\$
Grand total:				\$89,500.00

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

For TEA Use Only

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

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

County-district number or vendor ID: 235-902

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	88	14	6:1
K	25	4	6:1
1 st	12	3	4:1
2 nd	15	3	5:1
3 rd	18	3	6:1

COMMENTS

The above numbers include 8 private school students that would receive services through the parent training, outreach, sensory tools, and community support portions of the program.

The PK "number of students" includes 29 children from current PK/PPCD full inclusion classes that would all receive benefit from the grant services.

As the students gain skills for greater independence and success the ratio would decrease, yet the program is fluid, other students would benefit from the program and fill the slots. Program is not limited to these numbers but the ideal ratio would be no more than 8 students requiring Specially Designed Instruction (SDI) per teacher.

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:45 – 3:30	Elementary campus hours, additional after hours and extra duty training is built into the plan.
Number of days in school year	170	170 student instructional days; 187 staff days.
Minutes of instruction per school year	79,050	This number of minutes reflects a full time student, attending a full day. 3-year-old students routinely only attend half days based upon ARD determined needs (180 – 210 minutes per day)

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Victoria ISD systematically reviewed services for students with Autism and their families, specifically the current data regarding instructional arrangement settings that serve students with Autism, IEP progress measures, discipline/behavioral data including office referrals and restraints, and inclusive opportunities for self-contained students with Autism ages 3 - 9. Our process to establish our needs assessment survey included meeting with key stakeholders involved in working with students, parents, and staff serving students with Autism. The VISD met with the University of Houston - Victoria Campus, Region 3 ESC, Building Kids Steps a private business partner, Speech therapists, Occupational Therapists, Physical Therapists, Behavior Specialist, Licensed Specialists in School Psychology, Special Education Teachers, General Education Teachers, Assistive Technology Specialist, and Parents. The VISD Special Education Department developed a survey based on stakeholder input. This survey was sent to parents of identified students with Autism as well as teachers serving students with Autism. VISD utilized the results of this survey, data collected and our knowledge of current services in the district to develop our focused needs for this grant application.

The parent survey asked parents directly "What are the top 3 long-term goals for your child?" The top three reported responses, in rank order; being employed in the community, attending college, and living independently. After compiling information from teachers, service providers, community and parents the following were determined to be the needs and services provided to 3 - 9 year olds that would support the parent identified long-term goals.

1. Increased socially appropriate participation in the mainstream classroom environment.
2. Meeting the needs of a diverse set of communication strategies efficiently and effectively to support student, peer, and family communication strategies. Assessment process: administering pre, mid and post assessments for all identified students with the following instruments: Fluarty-2, Core word screening (local) and the VB-Mapp.
3. Regulating sensory seeking behaviors, maladaptive behaviors with inclusive acceptable behavior strategies, social emotional learning curricula and systems.
4. Applied behavior analysis (ABA) is a systematic application of behavior principles to address challenging behavior as well as to promote learning and social outcomes. Staff training in the areas Applied Behavior Analysis, Behavioral Assessment and Adjustment of Exceptional Children and Youth, Principles of Behavior for the Educator, Ethical and Professional Conduct for Applied Behavior Analysis, Behavior Applications and Focus on Autism and Developmental Disorders, Principles and Concepts of Behavior Change and Applied Behavior Analysis Techniques. Staff outcomes would include; measurement of behavior, procedures to establish new behavior, and a system to increase desired behaviors will be taught.
5. Parent Resources and support, effective outreach training, and support for parents and caregivers.

VISD campuses the grant would directly support:

- A. The Mobile Sensory-Motor unit would provide direct services to campuses that contain a PPCD yet lack a motor room: Crain Elementary, F.W. Gross Elementary, Hopkins Elementary, Schorlemmer Elementary, Vickers Elementary.
- B. Classroom sensory-motor kits, LAMP, iPad, Apps, Parent training and resources, Communication tools to support inclusion in the mainstream setting for our 3 - 9-year-old students with Autism: All 17 of the VISD Elementary campuses.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 235-902

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.	<u>Inclusive classroom setting:</u> This component addresses the core barriers to success, that students with Autism experience. The specific areas of need necessary to be successful in the inclusive setting include: social, emotional, academic and behavioral skill development, including self-regulation in the general education environment.	Social Emotional Learning curricula: Direct instruction, and practice, will increase the child's level of success in areas of academics, self-regulation as well as social development. Students have an identified need for direct instruction, modeling, and generalization practice that is supported through research-based curriculum delivered by trained staff at an early age, the skills necessary for success in the mainstream environment would be taught, and reinforced at an early age reducing the academic and social gap for our students with Autism.
2.	<u>Communication:</u> This portion of the program addresses the limited communication skills shown by most students with Autism including areas of pragmatics, verbal behavior, social communication, as well as mode of communication.	By providing specific progress monitoring for functional communication as it relates to students with Autism, staff have greater ability to identify the child's needs, target interventions, provide research-based communication supports, and review/revise a child's communication programming on an ongoing basis.
3.	<u>Sensory-Motor</u> addresses the need of the 45% to 96% of students with Autism who experience hypo- or hyper-reactivity to sensory input from the environment. Sensory equipment such as swings and trampolines that incorporate the total body, tactile and proprioceptive sensations have been shown to improve student outcomes in goal attainment, self-care, and social activities.	A Mobile Sensory-Motor unit (MSMU) would be used to provide equitable services across our 17 elementary campuses as well as to support parent respite care on a monthly basis. A classroom version of the MSMU would also be created, it would provide sensory integration resources to students in the inclusive classroom to support self-regulation of their behavior increasing academic/behavioral success in the mainstream classroom and inclusive communities.
4.	<u>Staff Training:</u> Lack of highly trained professionals in Applied Behavior Analysis (ABA), principles of behavior for the educator, sensory integration techniques, communication in the inclusive setting, and teaching techniques to effectively support our students with Autism in inclusive environments and the community.	Our training encompasses 6 BCBA level courses through our partnership with the University of Houston- Victoria that will be provided to specially vetted staff members. Teacher will receive laptop computers to allow for access to ABA related activities and allow for the collection of real-time data. Teachers will participate on a District-Level ABA team for supervised applied practice and implementation of skills learned across all campuses in VISD.
5.	<u>Parent Resources and Support:</u> Research has shown that parent training and practice leads to an improvement in a child's communication skills, increased interaction between parent and child, increased maternal knowledge of Autism, and decreased maternal depression. (Versella, Kossor)	Parent handbooks, trainings, direct outreach utilizing current technology, personal case management, parent support call center, and parent support groups will provide parents the tools necessary to support growth in independence, academics, and social-emotional development. iPads for the parents will allow students to access pre-loaded programs such as LAMP and allow parents access to a wealth of information regarding Autism services.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Coordinator	Bachelor's degree, minimum of 3 years teaching in the field of special education. SBEC certification in Special Education, budget experience, knowledgeable in the field of Autism and Applied Behavior Analysis Techniques, BCBA or Registered Behavior Technician training preferred, knowledgeable in best practices to support inclusive communities
2.	Teacher Facilitator	Bachelor's degree, minimum of 3 years teaching in the field of special education or related field. SBEC certification in Special Education preferred, knowledgeable in field of Autism, experience in presenting professional development, and development of programs. Board Certified Behavior Analyst or Registered Behavior Technician training preferred, knowledgeable in methods of data collection, knowledgeable in best practices to support inclusive communities
3.	Special Ed. Teacher	Bachelor's degree, minimum of 3 years teaching in the field of special education(preferred). SBEC certification in Special Education, knowledgeable in field of Autism.
4.	Para-Professional	High school diploma, experience working with special needs students with sensory impairments, staff development in areas of Autism, sensory regulation, communication preferred. Technology literate in use of Ipads and applications, basic functions of windows based computer, knowledgeable in methods of data collection.
5.	University of Houston Staff	Master's degree in field of education or related field, or Ph.D. Currently teaching in the field of Autism. Extensive knowledgeable in best practices in Autism and Applied Behavior Analysis Techniques, BCBA or Registered Behavior Technician training preferred, knowledgeable in best practices to support inclusive communities.

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.	Highly trained staff specializing in ABA, RBT, Inclusion	1. Advertise opportunity,	05/01/2018	05/30/2018
		2. Obtain commitment	06/1/2018	06/1/2018
		3. Enroll in coursework, complete coursework	06/1/2018	05/30/2019
		4. Support inclusive classrooms with trained staff	08/15/2018	05/30/2019
2.	Create the Mobile Sensory-Motor Unit	1. Design the MSMU	05/1/2018	06/1/2018
		2. Procure MSMU	06/1/2018	08/15/2018
		3. Schedule use/introduce teachers/students to MSMU	05/1/2018	07/01/2018
		4. Implement use of MSMU	08/15/2018	09/01/2018
3.	Parent Training and Resources	1. Develop parent training/resources incl. stakeholders	05/1/2018	06/1/2018
		2. Create draft, finalize and print resource handbook.	06/01/2018	09/1/2018
		3. Schedule, plan parent trainings, implement monthly	09/1/2018	05/30/2019
		4. Create social media accts as training/comm. tools.	07/01/2018	09/1/2018
4.	Communication	1. Purchase and load Ipads with LAMP	06/01/2018	07/15/2018
		2. Train teach/parent to use LAMP, support core vocab	08/1/2018	11/01/2018
		3. Set-up inclusive classes to sup. LAMP/core vocab.	07/15/2018	09/15/2018
		4. Admin BOY, MOY, EOY assessments	08/21/2018	05/23/2019
5.	Sensory friendly Inclusive Classrooms	1. Build a team and design the sensory packages.	05/01/208	06/30/18
		2. Procure sensory package materials; pkg for delivery	06/30/18	08/01/2018
		3. Train teachers/paras on use of the sensory material	07/1/2018	12/19/2018
		4. Support implementation in the mainstream setting	08/21/2018	05/23/2019

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 235-902

Amendment # (for amendments only):

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

The Victoria ISD District and Department Improvement Planning process is a system of continuous improvement. The district and each department annually reviews data, writes problem statements, and identifies root causes. A comprehensive needs assessment is written in narrative format to assist in understanding the identified needs. Based on the Comprehensive Needs Assessment, goals are developed at the district, department and campus levels that align to the district of innovation long-range AIMS and the district's overarching AIMS. Goals are used to create objectives, activities, and strategies that address the identified needs and meet quarterly and annual goals. This action plan documents our departments needs and drives decision-making about budget, curriculum, staffing patterns, staff development, and school organization. VISD quarterly updates are reviewed and presented to the Board of Trustees, community, and staff. The plan is dynamic and can be adjusted at quarterly reviews to refocus and remain student-centered and data driven. VISD utilizes the software platform Plan4Learning to develop and monitor our departments Improvement Plan. This electronic resource simplifies creation of plans that improve student performance, address unique needs and challenges, and ensures compliance with state and federal laws. Plan4Learning allows us to assign funding sources, amounts and account codes to each goal that correlate to the performance objective and strategy in our improvement plan. This allows for efficient tracking of funds and managing our budget. Plan4Learning automatically generates a funding summary page at the end of our plan, so we can quickly and easily see which funds and dollar amounts are being used in a timely manner.

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.

The VISD has a current ABA classroom program that primarily serves student with Autism that also have a cognitive deficit greater than 2 standard deviations below the norm. The programs utilize ABA, TEACCH, CPI, Verbal Behavior and Communication strategies to support student growth and learning. Goals and objectives are primarily functional in nature, traditionally a self-contained setting. The proposed grant funded program would support students with the primary goal of inclusion. VISD currently has trained L.S.S.P.'s in ABA strategies through a collaboration with Central Texas Autism Center (CTAC). These current L.S.S.P.'s will assist and mentor newly trained staff. This will allow VISD to sustain and build our own support network. In order to ensure that staff remain committed to the project's success, the following will occur:

1. Mentor and support for newly trained staff. Provide fidelity checks on a monthly basis.
2. Staff and therapists will have resources to support specially designed instruction to meet students with Autisms' unique needs.
3. Grant funds will purchase initial equipment, training and technology that can be maintained within our current budget in the future.
4. Incentives of technology and up-to-date instructional and assessment tools will keep staff and therapists motivated to remain in our district as we continue to be innovative and provide exciting opportunities to our parents, students and staff.
5. Build relationships with staff involved, encourage due diligence, remove staff barriers to success, act as intermediary to grant committee and/or leadership team, collect compile-share data, meet deadlines, etc.
6. Celebrate accomplishments amongst peer group during PLC's.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 235-902

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.	Plan4Learning Process	1.	Quarterly goals will be met
		2.	Budget will be monitored, analyzed and used effectively
		3.	All areas of grant will be incorporated into Plan4learning with unique goal and activities with progress measure indicated
2.	Sensory Processing Measure	1.	SPM scores pre, mid and post will increase toward typical range.
		2.	Ranges: definite dysfunction, some problems and typical
		3.	
3.	VB MAPP, LAMP language acquisition	1.	Fruharty-2 and VISD core word screening showing inv/grp growth moy, eoy.
		2.	VB-Mapp progress monitoring showing decrease in barriers and increase in skills.
		3.	
4.	SEL, Rethink, Ripple Effects, I-station.	1.	Ripple Effects – completion of modules assigned to each student.
		2.	I-station progress monitoring will show increase in reading levels.
		3.	SEL – skills addressed will be monitored via quarterly data reviews.
5.	Parent Survey, PEIMS Data Instructional Arrangement	1.	Instructional Arrangement settings moving from MRE to LRE(3 – 9yr)
		2.	Increase parent attendance at trainings/support groups; post survey results
		3.	Increase number of families receiving IHT services (ages 3 – 9)

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.

Using Esped data, collect baseline including the number of students with Autism and the environment and services they receive: speech only, full inclusion, partial inclusion, resource, self-contained. Monitor at end of each semester to look for: percentage that move out of self-contained setting and their ages/grades; percentage that move into more restrictive environment and their ages/grades. Assessments will be given to each child identified as 3 – 9 years old, with an eligibility of Autism or NCEC with a suspicion of Autism. Data will be collected from Autism supplements indicating a need for In-Home Training (IHT). Measures to be utilized: The Sensory Processing Measure (SPM) classroom form, gives a complete picture of children's sensory functioning at school. This rating scale assesses sensory processing, praxis and social participation in school children 3-12 years old. Fruharty-2 Preschool Speech and Language Screening Test and a locally developed VISD Core Word Screening. VB-Mapp: Students not successful in the general education setting: administer the VB-Mapp Milestones and Barriers assessments no less than 2 times per year depending on student's rate of acquisition. Students with access to inclusion or being considered for transition to an inclusive environment: administer the VB-Mapp Transitions Assessment no less than 2 times per year (in addition to the previously mentioned assessments if not mastered). Academics: PPCD/PK students: CLI Engage as well as revised PPCD report card including Child Outcome Summary categories. Kinder – Third grade: I-station. Attendance data: baseline – previous year attendance for each child, current year would be tracked, outliers removed based on medical documentation/parent input. Discipline/Referral/Removal from Inclusion Data – Baseline data collected for each child based upon previous school year, current year tracked and measured via Review 360 to determine progress. VISD has sent Autism focused, parent training information directly to approximately 100 (95 – 105) parents via U.S.P.S. each year. The number of attendees averages 2%. According to parent surveys, and direct parent feedback the greatest barrier to attendance is lack of child care (89% reporting this). Growth in parent participation in support groups/workshops will be monitored through sign-in sheets, training evaluations, pre and post assessments.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 235-902	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.	
<p>The multi-tiered program proposed incorporates evidence-based research and design specific to the acquisition of improved behavior outcomes, social-emotional learning development, increased functional communication, sensory processing and sensory motor regulation, parent training and collaboration. After careful research, we have chosen to implement the following interventions as part of our comprehensive autism support program. All fall within the purview of the evidence-based and research-based guidelines from the National Standards Project (2015).</p> <ol style="list-style-type: none"> 1) Video Modeling (Bellini and Akullian, 2007) 2) Discrete Trial Teaching, Response, Interruption/Redirection (Wong et al., 2014) 3) Social Skills training utilizing technology, Social Stories and Social Narratives, in conjunction with role playing and video scenarios (Bozkurt and Vuran, 2014). 4) Technology aided instruction to encourage conversation skills (Wong et al., 2014) 5) Sensory supports, including technology that uses sight, sound, or touch to remind/refocus. (Wong et al., 2014) 6) Downloading of augmentative device apps onto student tech for ease and normalcy. (Wong et al., 2014) 7) Verbal Behavior, VB-Mapp - criterion referenced assessment tool (Skinner, 1957; Partington & Sundberg, 1998; Sundberg, 1980, 1983, 1987, 1990; Sundberg & Michael, 2001; Sundberg & Partington, 1998; Sundberg, Ray, Braam, Stafford, Rueber, & Braam, 1979). <p>Primary resource utilized: Wong, C. Odem, S., Hume, K., Cox, A., Fettif, A., Kucharczyk, S., ... Schultz, T., (2014). <i>Evidence Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder</i>. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.</p>	
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.	
<p>Goal 1: Increase number of 3-year-old and 4-year-old students that move from a self-contained PPCD to an inclusive environment by 5 years old or upon entering kinder from less than 1% to 15% by the end of the 2018-2019 school year. Measures: Performance- 100% of 3-year-old students suspected of having Autism assessed using VB-Mapp within 3 months of entering PPCD. Outcomes- 65% of PPCD students suspected of having Autism ARDed to inclusive Kinder classroom upon leaving PPCD program. Sustainability- 80% of PPCD students suspected of having Autism ARDed to inclusive Kinder classroom upon leaving PPCD program every subsequent year.</p> <p>Goal 2: Decrease number of students with Autism or characteristics of Autism that move from an inclusive setting to an increasingly restrictive setting as they advance each grade level by 5% per year over the next 2 school years. Baseline data will be gathered on target students in inclusive settings and their migration among VISD programs over the past 2 years. Performance- In addition to related services assessments, students with autism in inclusive settings will be monitored at least one time per year using the VB-Mapp Transition assessment, and every 9 weeks by way of a teacher survey of academic needs and usefulness of accommodations and modifications. Outcomes- Students will make measured progress in behavior, communication, social skills, and academics every 9 weeks. Sustainability- Students with autism that are in an inclusive setting in the 2nd grade will be monitored for 4+ years. 100% of those students will continue in an inclusive setting (inclusion or resource) during that time.</p> <p>Goal 3: Increased teacher capacity and retention as evidenced by 1) yearly increase in number of applicants having specialized certification and/or training; 2) yearly decrease in number of teachers and paraprofessionals changing positions or leaving the district classrooms. Capacity- 100% of paraprofessionals in Autism based programs will be working on or have completed RBT training by January 2019. 100% of teachers in Autism programs will be working on or have completed RBT training and/or taken recognized BCBA course work by January of 2018.</p> <p>Goal 4: Increase collaboration with parents, community, and region as evidenced by 1) Capacity- a 30% participation rate of parents of students with Autism in the first year. Sustainability- No less than a 10% parent participation increase over the next 2 years.</p>	
Schedule #16—Responses to Statutory Requirements (cont.)	
For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 235-902

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.

In VISD we firmly believe in providing opportunities for our students to be successful in inclusive communities. These inclusive communities reach far beyond the school environment. We are scaffolding our parent support and collaboration to provide intentional planning to assist parents and students with skills to be successful in a variety of inclusive settings. We as parents and providers with non-disabled students take for granted settings such as; going to the grocery store, church, family outings, holidays, barber shop, dentist, doctor's office, dinner at a restaurant, a family movie etc. Parent support provided through coordination of services with both community-based and private providers. Parents will receive support from trained special education teachers and therapists to develop personal tools, establish preferred communication systems, educate parents on federal and local resources, and implementing behavior strategies. Parents will attend a series of monthly meetings and/ or training sessions. Each monthly meeting will be incentivized in a manner designed to encourage family involvement. The incentives for attendance at these meetings will include small meals and/or snacks, on site babysitting for the student with Autism and their siblings. In addition to the individual meeting incentives, a program participation incentive, an iPad for home use, will be offered to those parents that successfully complete at least six of the monthly meetings. The goal for this program's participation incentives are to reinforce attendance throughout the duration of the program. In addition to monthly meetings, parents of new preschool students identified with an eligibility of Non-Categorical Early Childhood with a suspicion of Autism will be provided with two separate one-hour, one-on-one sessions with a professional teacher or therapist. During these meetings, we will review the Parent Resource Handbook along with an opportunity for a question and answer session with the teacher or therapist. The Parent Resource Handbook includes topics such as ARD language, Parent Hotline information and contacts, obtaining Federal and Local resources and school resources, and In-Home training and Respite options, just for starters. In addition to receiving the 2 one-on-one sessions, our district will implement procedures to offer at the parents first Admission, Review, and Dismissal Committee meeting (ARD) an opportunity to collaboratively develop In-Home-Training activities and support. This will be done though the consideration of the Autism Supplement. We will start this process earlier than when the actual Autism eligibility becomes documented if there is suspicion under the NCEC eligibility of Autism. This proactive approach will assist our staff in getting in and providing early intervention services.

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.

This program can be replicated for students statewide by collaborating with the University of Houston or an IHT that provides online courses to increase training opportunities for staff. This method supports both traditional English language learners and bi-lingual learners. The Parent Resource and parent trainings will be conducted in collaboration with our local ESC in parent friendly and cultural sensitivity will be respected. In VISD, our campus at-risk population ranges from 40-90% across our 612 miles of service. Our communication strand can be replicated by calling and coming to visit one of our model classrooms. A list of materials that are equitably distributed across our early grades will be shared with timelines and methods of implementation. Our philosophy and research on sensory integration, sensory regulation, social emotional learning curricula, along with our motor lab will be available for district staff, teachers, and parents to visit. Resources on procurement, design, and implementation will be shared. Our cumulative data, at the end of year one in our 5 focus areas will be available on our website with pre and post instruments and data, parent resource training topics, and a project effectiveness study completed by participants will be available for sharing. Program replication can be achieved by: detailed program descriptions, the sharing of forms and entry/exit criteria for each level of programming, classroom visits to observe, PD offered at the regional level or higher, detailed documentation of the processes and the environments, feedback from family and community members, survey results, parent support topics and activities, material lists and functions, disaggregate data, adjustments made with explanations. Examples of Professional Development to address diversity: Poverty simulation and How to Educate students from Poverty and Sheltered Instruction.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235-902

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.

An intense Core Word approach to communication will be provided to all early childhood PPCD classrooms within the district in this focused program developed by a speech therapist. A specific group of high-frequency core word vocabulary will be integrated throughout the existing DLM curriculum within PPCD classrooms, supporting language growth for all communication modalities – gestures/sign, verbal, and AAC use. Each classroom teacher will be trained by the speech therapist and given an instructional materials package that supports the LAMP language-acquisition strategy to encourage vocabulary growth among all students. Students will be monitored through pre/mid/post testing and teachers will be monitored with strategic walk-throughs for fidelity of implementation.

Exposure to a sensory motor environment as well as access to sensory items in inclusive settings will enhance the students focus and sensory regulation. Inclusive packages for sensory regulation will be selected based on student's sensory needs. Sensory motor lab/and equipment will help regulate sensory needs and allow for more effective participation in the classroom both academically and socially. Mobile motor unit will provide sensory motor room on campuses that do not have a motor lab, and additional opportunities afterschool and on scheduled weekends. The Sensory Processing Measure (SPM) will be taken pre mid and post intervention period.

To complete our transformation of how we serve our students with Autism and their families, we will be designing an innovative program to meet the sensory needs in inclusive environments and in a sensory friendly, therapeutic environment that will also meet a delightful and innovative method to provide a means for students and siblings and age appropriate peers an opportunity to work on multi-sensory needs, communication, and socialization under the guidance of certified therapists and teachers in a non-traditional environment. Sensory regulation is a barrier to successful inclusive opportunities for many children we serve. Sensory regulation is the ability to regulate the level of alertness depending on the time of day and the sensory stimuli presented. Classrooms and inclusive environments can be over stimulating or, in some cases, under stimulating to our students. Sensory opportunities for students with sensory self-regulation difficulties will be provided in learning environment as well as in a mobile motor unit. Materials will be made to provide access to support multiple modalities of communication across all settings. (PPCD, Pre-K, home environments, and Mobile Sensory Motor Unit (MSMU).

Academic skill development: use technology to increase output and formatively assess learner competencies, (e.g. switches that light up red or green to signal yes/no; understand or don't understand, etc. so that teacher can be alerted). Use a smart watch for teacher that vibrates to notify her of student outputs. Incorporate technology as a focus and self-regulatory tool (ex. a smart watch to vibrate at intervals). Placement in appropriate level of program based on assessments (assessments chosen based on need and program goals): VB-Mapp Milestones assessment, VB-Mapp Barriers assessment, and VB-Mapp Transition assessment. Criteria for movement within program, including the inclusive classrooms, will be developed. Parent education to options within the community: recreation and events that are inclusive friendly, small group, or supportive of differences, behavior strategies to ease child's anxiety, sensory needs, communication, etc.

Use classroom or topic Twitter account (or other social media platform) so that student(s) can input observations/answers/etc. in real time (may show more of what student is understanding as well as misunderstanding). Use collaborative project apps, such as Trello, on a programmable smart watch, smart phone, or tablet. The app's shared to do lists and reminders would allow, for example, messaging from teacher to student about an assignment. It also notifies student when something is due soon. Encourage student to look to or ask peers for directions (ex. Page number in book, material needed). Allow alternative response modes, like the clickers used in some classrooms.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 235-902

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.

Parent and teacher input both showed communication, social skills, and academics as being significant barriers to inclusion opportunities for our students with Autism. The grant will address these three areas to improve outcomes for students.

Communication: Utilize therapy check-in apps, like Woebot, to give quick and accessible access to students with anxiety in inclusive settings (Use on technology such as IPHONE). ABA settings to address barriers to learning (including problem behaviors), provide intensive programming to increase verbal behavior components through at least level 2 of the VB-Mapp, practice and then teaching in environments closely matching that of gen ed., transition to co-teaching classrooms with visual supports, and final transition to mainstream classrooms with mobile supports and check-in peers and staff.

Social Skills: Student peer groups, ideally with non-disabled peers, in fun environments that encourage communication and socialization could build relationships and supports while developing skills. Activity ideas- cooperative games, cooking with assigned roles, art projects for sharing material and encouraging each other, interests' groups · Use Research based and district approved Social Skills curriculum. Non-academic skills needed in the classroom: following directions, requesting assistance or clarification, following schedules and managing time, working independently, modeling peer behavior as a way of learning, socializing with peers appropriately and at appropriate times

Academics: Collaborate with parents and teachers to utilize academic technology at home and school.

Teach ways to encourage tech use for functional purposes by relating to real world applications and by reinforcing independent use and/or speed of use. Age/developmentally appropriate schedules; for students in inclusion, modify and/or create portable schedules like any used in their classroom, to improve receptive understanding of content and to encourage participation, allow prior access to reading passages, questions, themes, etc. so student can review.

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.

VISD will also enter into a collaboration with Region 3 ESC to support our parent training, provide regional resources to allow replication and sharing of the program including progress data, and a parent resource outreach/hotline. Parent meetings and/ or training sessions will be held in collaboration with Region 3 ESC, local private speech and occupational therapists, local college campus, and trained VISD teachers and therapists. The trainings will include the following topics individualized to the parent and child's needs; creating a sensory friendly home, basic functions of behavior and strategies to address them, establishing communication strategies, toileting training and creating visual supports.

VISD is collaborating with the University of Houston - Victoria to offer 6 courses to train our therapists and teachers in the principles of Applied Behavior Analysis. This collaboration will begin in the summer of 2018, through the spring term of 2019. Each participant will receive a tablet to integrate curriculum and utilize Social Emotional Learning (SEL), and Video Modeling applications for students.

VISD will partner with Building Kids Steps, a local, private therapy center, to assist students, families, and siblings, in maximizing their communication potential in inclusive environments specifically targeted to device and alternate communication users. Collaborative service will include summer camps that allow for greater opportunity to practice and generalize skills developed in the school setting. As a component of the program parents of private school students will be invited to participate in parent trainings, community outreach, MSMU opportunities, additional respite services and our private partnership with Building Kids Steps.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: