2018–2019 Services to Students with Autism

Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017
Grant Period:	May 1, 2018, to August 31, 2019
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

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Place date stamp here.
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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Rio Grande City CISD	214901		
Vendor ID #	ESC Region #		
1746003668	01		

Mailing address			City	State	ZIP Code
1 South Fort Ringgold			Rio Grande City	TX	78582

Primary Contact

First name	M.I.	Last name	Title
Guadalupe		Garza	Special Education Director
Telephone #	**Email address**		**FAX #**
(956) 716-6661	ggarza22@rgccisd.org		(956) 716-6709

Secondary Contact

First name	M.I.	Last name	Title
Graciela		Naranjo	Special Education Assistant Director
Telephone #	**Email address**		**FAX #**
(956) 716-6661	gnaranjo001@rgccisd.org		(956) 716-6709

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
Alfredo		Garcia	Superintendent
Telephone #	**Email address**		**FAX #**
(956) 716-6702	agarcia@rgccisd.org		(956) 487-8506

Signature (blue ink preferred)

Date signed: 03/06/2018

Only the legally responsible party may sign this application.

701-18-107-018

Schedule #1—General Information	
County-district number or vendor ID: 214901	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: 214901	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: 214901	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: 214901	Amendment # (for amendments only):

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

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

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

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

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

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

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

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

County-district number or vendor ID: 214901 | Amendment # (for amendments only):

Member Districts

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

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 214901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID: 214901	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: 214901	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.

ACE® ABA SOFTWARE SYSTEM

As a recipient of this grant, Rio Grande City CISD will begin to shift the educational environment dynamics within the district and community. At the heart of our district is to increase the quality of its educational services to all students, including students with autism, therefore our plan is to implement the Autism Curriculum Encyclopedia (ACE®) Applied Behavior Analysis (ABA) Software System. The Autism Curriculum Encyclopedia is the culmination of more than 40 years of research and practice conducted at The New England Center for Children (NECC), a private institution and leader in the fields of ABA and autism. ACE® is a wealth of curricula grounded in the principles of behavior analysis and compiled into a web-based toolkit. It provides an interactive database containing assessment tools, lesson plans, teaching materials, and student performance reports for over 2,000 skills drawn from the curriculum used at NECC. The approaches to academics, life skills, communications and social interaction that are used in the curriculum have all been validated by rigorous study.

We believe that this proven software system will be extremely effective in teaching priority individualized skills from the most basic to the more complex for 3-9 year old children with autism such as academic, self-help, communication, transitional, social, community, and discrimination skills. Through appropriate training, our staff will become efficient in a broad array of highly effective, easily customized, expertly developed lesson programs to help our students reach high levels of independence. In addition, by utilizing the App Based – Data Entry, Teaching and Reporting mobile device, teachers will be able to enter challenging behavior data while teaching and entering skill acquisition data. The convenience and efficiency in data collection will not only help remove obstacles to effective teaching, but also support interaction with other team members such as administrators and parents.

We will cultivate an ongoing partnership between the home and school by organizing a variety of activities such as quarterly parent and community advisory meetings to offer program resources, support, and training. To further enrich the collaborative process, community headstarts will be included in the program for a specified period of time throughout the day to optimize early intervention.

REVERSE MAINSTREAM

To enhance our inclusive setting, the use of reverse mainstream will be implemented in conjunction with the aforementioned program to benefit our students both socially and behaviorally. We aim that it spark motivation to improve their communication skills, due to increased communication allowing them to converse in a mature manner with their peers. Students who are part of this setting will successfully meet social/emotional goals on their IEPs, and will also improve their chances of eventually joining an inclusive setting. Our goal is that this arrangement lead to conventional integration into an inclusive setting.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 214901	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.

MULTI-SENSORY ROOMS

The simple pleasures and joys that children experience running and playing are sometimes not available for children with special needs. Due to limitations, they don't experience or are unable to interact with their surroundings, limiting their sensory experiences. These populations rarely, if ever, experience the world as the majority of us do. Limitations of movement, vision, hearing, cognitive ability, constrained space, behavioral difficulties, perception issues, pain, and other problems create obstacles to their enjoyment of life. Multi-Sensory Environments provide opportunities for bridging these barriers. As a district, it is our responsibility to offer a state of the art sensory room managed by trained staff. It will be integrated into the program providing a therapeutic space with a variety of equipment *(lighting effects, sensory activities, tactile experiences, cause and effect items, soft items, sound effects, selected rhythmical music, tasting experiences, motion stimulation, etc.)* that will provide students with autism personalized sensory input. The use of this sensory room will allow the students to focus themselves so they can be better prepared for learning and interacting with others.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 214901			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	$727,450.00	$0	$727,450.00
Schedule #8	Professional and Contracted Services (6200)	6200	$20,500.00	$0	$20,500.00
Schedule #9	Supplies and Materials (6300)	6300	$75,267.50	$0	$75,267.50
Schedule #10	Other Operating Costs (6400)	6400	$4,000.00	$0	$4,000.00
Schedule #11	Capital Outlay (6600)	6600	$174,889.96	$0	$174,889.96
Total direct costs:			$1,002,107.46	$0	$1,002,107.46
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$1,002,107.46**	**$0**	**$1,002,107.46**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$0	$0	$0
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.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 214901			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	4		$208,000.00
2	Educational aide	8		$120,000.00
3	Tutor	4		$50,000.00
Program Management and Administration				
4	Project director/administrator			
5	Project coordinator	1		$65,000.00
6	Teacher facilitator			
7	Teacher supervisor			
8	Secretary/administrative assistant	1		$25,000.00
9	Data entry clerk			
10	Grant accountant/bookkeeper			
11	Evaluator/evaluation specialist			
Auxiliary				
12	Counselor	1		$55,000.00
13	Social worker			
14	Community liaison/parent coordinator	1		$25,000.00
Other Employee Positions				
15	Technology Specialist	1		$25,000.00
16	Speech Language Therapist	1		$55,000.00
17				
18	Subtotal employee costs:			$628,000.00
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$5,000.00
20	6119	Professional staff extra-duty pay		
21	6121	Support staff extra-duty pay		
22	6140	Employee benefits		$94,450.00
23	61XX	Tuition remission (IHEs only)		
24	Subtotal substitute, extra-duty, benefits costs			$99,450.00
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$727,450.00**

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 #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 214901	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	Consulting Services – Operational Improvement, Coaching Skills, & Strategy Development	$14,000.00
2	Staff Training & Professional Development – Understand and fully implement the ACE® ABA SOFTWARE	$6,500.00
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
b.	Subtotal of professional and contracted services:	$20,500.00
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	
	(Sum of lines a, b, and c) Grand total	$20,500.00

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: 214901	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:	$75,267.50
	Grand total:	$75,267.50

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: 214901	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:	$4,000.00
	Grand total:	**$4,000.00**

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.

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Changes on this page have been confirmed with:	On this date:
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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	Schedule #11—Capital Outlay (6600)			
	County-District Number or Vendor ID: 214901	Amendment number (for amendments only):		
	6669—Library Books and Media (capitalized and controlled by library)			
1		N/A	N/A	
	66XX—Computing Devices, capitalized			
2	OptiPlex 3050 SFF & Dell 20 Monitor – P2016	10	$700.00	$7,000.00
3	HP Color Laserjet Enterprise	6	$849.16	$5,094.96
4	Dell Latitude 5580	5	$879.00	$4,395.00
5				
6				
7				
8				
9				
10				
11				
	66XX—Software, capitalized			
12				
13				
14				
15				
16				
17				
18				
	66XX—Equipment or furniture			
19	Multi - Sensory Room Equipment	3	$52,800.00	$158,400.00
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				
			Grand total:	**$174,889.96**

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

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Schedule #12—Demographics of Participants to Be Served with Grant Funds				
County-district number or vendor ID: 214901			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	6		
K	12		
1st	11	4	15/1
2nd	13		
3rd	18		

COMMENTS	Program will consist of 1 teacher per 15 students ranging in ages 3-9. In addition, 2 teacher aides, and 1 tutor will assist each teacher. Three year old students who attend community headstarts and who have been diagnosed with or demonstrate symptoms of autism spectrum disorder will be serviced for a specified period of time throughout the day.

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	7:30am-3:30pm	Students will attend instructional day as per Individualized Education Plan (IEP).
Number of days in school year	172	
Minutes of instruction per school year	77,400	Students will attend instructional day as per Individualized Education Plan (IEP).

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 214901	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.

Our needs assessment process acquires an accurate and thorough review of the strengths and areas of need that can be used in response to the academic and program needs of students with disabilities. It is designed to improve student performance. It is a process that collects and examines information about the program and then utilizes that data to determine priority goals, to develop a plan, and to allocate fiscal and human resources effectively. All stakeholders are included in gathering data.

Needs are prioritized as follows:

I.   Clarify Purpose of Needs Assessment

II.   Identify Population

III. Design Survey to Gather Input From All Stakeholders
- Environment/Climate
- Administration/Organization
- Relationships
- Staffing/Professional Development
- Programming
- Student Engagement/Participation
- Parent/Family/Community Partnerships
- Program Sustainability/Growth
- Measuring Outcomes/Evaluation

IV.   Collect & Analyze Data
- Demographic Data
- Compliance Audit Results
- Student Performance/ Instructional Arrangement/ Discipline Data
- Staff Quality
- Curriculum & Instruction
- District Processes – Parent/Community Involvement, General Education/Program Collaboration
- Databases
- State/Federal Program Results

Four self-contained units, housed at Roque Guerra Elementary(2), Dr. Mario Ramirez Elementary(1), and La Union Elementary(1) have been selected to participate in this program. These campuses were selected after evaluating student needs and demographics, geographical zoning, staff quality and expertise. The remaining six elementary campuses will serve as feeder schools.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 214901	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.	Appropriate individualized curriculum, based on student needs that can be measured and modified for both academic and behavioral progress.	We will implement the Autism Curriculum Encyclopedia (ACE®) Applied Behavior Analysis (ABA) Software System, a wealth of curricula grounded in the principles of behavior analysis and compiled into a web-based toolkit effective in teaching priority individualized skills. It provides an interactive database containing assessment tools, lesson plans, and student performance reports.
2.	Specialized expertise training to help staff obtain practical skills and hands-on experience on how best to teach children with autism and set up an environment for success in the classroom and beyond.	Provide Autism Curriculum Encyclopedia (ACE®) Applied Behavior Analysis (ABA) specialized expertise training and provide intermittent consultative services with ongoing coaching skills and evaluation in curriculum activities and research-based strategies.
3.	Mainstream students with appropriate support services to gradually transition to an inclusive setting with emphasis on age appropriate academic performance and long term social intergration.	Reverse mainstream will be implemented to enhance the inclusive setting, leading to conventional intergration in the long term by focusing on maximized individual productivity with the belief that everyone belongs and everyone can contribute.
4.	Intergrate state of the art multi-sensory rooms with the aim to enable student productivity, inclusion, independence and self determination.	Provide staff training/education in the overall use of multi-sensory rooms. Dedicate a safe and non-threatening room where sensory stimulation can be controlled, presented in isolation or combination, packaged for active or passive interaction, and matched to fit the perceived motivation, interests, leisure, relaxation, therapeutic and/or educational needs of the student. Enhance room with multi-sensory equipment to stimulate the sensory pathways without the need for intellectual reasoning.
5.	Foster teamwork and excellence as well as growth and integration through partnerships with families and community.	Community liaison will provide support to the instructional program by cultivating an ongoing partnership between the home and school, organize a variety of activities such as quarterly parent and community advisory meetings to offer resources, support, and training and visit families and students in their homes as required for the purpose of assessing situations, and improving communication.

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Schedule #14—Management Plan

County-district number or vendor ID: 214901	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.	Project Coordinator	**Qualifications:** Master's degree in Educational Administration or Master's degree in Special Education **Experience:** Five years experience in the instruction/ of students with special learning needs within or outside of the mainstream classroom **Certifications:** Endorsement or specialization in Special Education
2.	Project Consultant	**Qualifications:** Master's degree in Psychology **Experience:** Five years experience in specialization **Certifications:** Licensed Specialist in School Psychology (LSSP) credentialed by the Texas State Board of Psychologists
3.	Speech Language Therapist	**Qualifications:** Bachelor's degree in Communication Sciences and Disorders with a minimum of 24 semester hours in speech-language pathology and audiology **Experience:** Two years experience in specialization **Certifications:** Licensed by Texas Department of Licensing and Regulation (TDLR)
4.	Special Ed. Teacher	**Qualifications:** Bachelor's degree in Education/Special Education **Experience:** Three years experience in the instruction of students with special learning needs within or outside of the mainstream classroom and/or self-contained units. **Certifications:** Endorsement in Special Education and/or specialization in autism disorders.
5.	Community Liaison	**Qualifications:** Associate's degree or 48 hours completed at an institution of higher education **Experience:** Excellent interpersonal, organizational, and communication skills **Certifications:** N/A

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.	(ACE®)/(ABA) Software System	1.	Infrastructure	05/01/2018	05/31/2018
		2.	Staff education/training	08/13/2018	08/24/2018
		3.	Student academic/behavior performance analysis	08/27/2018	05/31/2019
		4.	Program Effectiveness/Evaluation	09/17/2018	08/16/2019
2.	Staff development and consultative services	1.	Consultative services with ongoing coaching skills .	08/13/2018	05/31/2019
		2.	Consultative services in curriculum activities	08/13/2018	05/31/2019
		3.	Consultative services in research-based strategies	08/13/2018	05/31/2019
		4.	(ACE®) and (ABA) Staff Development	08/13/2018	05/31/2019
3.	Incusive setting intiated by reverse mainstream	1.	Reverse Mainstream	09/10/2018	05/31/2019
		2.	Social and emotional interaction	10/15/2018	05/31/2019
		3.	Improved communication skills	10/15/2018	05/31/2019
		4.	Transition to an inclusive	10/08/2018	05/03/2019
4.	Enhance multi-sensory rooms to maximize productivity	1.	Needs assessment of existing rooms	05/01/2018	05/08/2018
		2.	Install multi-sensory equipment	07/02/2018	08/10/2018
		3.	Provide staff training/education	08/17/2018	08/17/2018
		4.	Evaluate use and effectiveness	09/17/2018	08/16/2019
5.	Foster parental and community involvement	1.	Partner with home, school and community	05/01/2018	08/16/2019
		2.	Parent and community advisory meetings	08/13/2018	05/31/2019
		3.	Provide home visits	08/13/2018	05/31/2019
		4.	Organize a variety of activities	08/13/2018	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: 214901	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.

We currently use a strategic plan process that outlines how a particular program will achieve its goals during a set time. The process will consist of program preparation, assessment, creation, communication, implementation, and continual evaluation. The strategic plan is a working document, that may need to be adjusted as the program unfolds and as indicated by evaluation findings. Strategic planning allows for improved program performance, use of resources, understanding of program context, decision making and stakeholder communication. We make information available and usable to all stakeholders through a wide variety of formats(*reports, brochures, newsletters, executive summaries, etc.*) and channels(*oral presentations, videos, emails, news releases, conferences, etc.*) taking into account the needs of each group and the type of information we need to disseminate.

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.

After evaluating the Special Education Program, the district shifted into an inclusive setting for the majority of students with learning disabilities to accomplish student progress. Both general and special education staff were offered staff development in the areas of differentiation of instruction, lerner-centered approach and the co-teaching inclusive model. In addition, we currently initiated a web-based Reading Pilot Program for all special education students with an IQ of seventy or above (program requisite) with guaranteed results if used with fidelity. If awarded the autism grant funds, we will maximize its' effectiveness by promoting collaboration amongst general and special education staff through Professional Learning Communities. To ensure that all project participants remain committed to project success the district will draw on professional expertise, cultivate consistency, ensure constant communication between all stakeholders, provide extensive support and adequate resources, allow for colleague collaboration and partner with families and community.

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Schedule #15—Project Evaluation			

County-district number or vendor ID: 214901 | **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.	Oservation/Assessment	1.	Implementation/Accountabilty	
		2.	Student Engagement	
		3.	Program Receptiveness	
2.	Qualitative/Quantitative Data Collection	1.	Web-based Dashboard Interaction	
		2.	Academic and behavioral reports	
		3.	Attendance reports	
3.	Program Surveys	1.	Positive feedback from stakeholders	
		2.		
		3.		
4.	Sate and Federal Results	1.	STAAR/STAAR-ALT 2 results	
		2.	TAPR	
		3.	PBMAS	
5.	Reverse Mainstream Inclusive Setting	1.	Documentation of frequency	
		2.	Documentaion of frequency and duration of inclusion	
		3.	Classroom observations	

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.

Observation/Assessment
Conduct classroom observations to ensure proper program implementation, effectiveness and accountability. Visibilty of all student engagement and receptiveness.
Qualitative/Quanitative
Data Collection
Through the interactive database embedded in the curriculum software, both qualitative and quantitative data will be collected utilizing the web-based dashboard. The App Based – Data Entry, Teaching and Reporting mobile device, will allow teachers to enter challenging behavior data while teaching and entering skill acquisition data, making academic and behavioral reports accessible to administrators and parents. The existing district database (Powerschool) will provide attence records.
Program Surveys
Paper based surveys and direct contact involving all stakeholders will offer findings necessary for continuous program improvement.
Sate and Federal Results
STAAR/STAAR-ALT 2, TAPR, and PBMAS results will be indicators for program effectiveness.
Reverse Mainstream/Inclusive Setting
Reverse mainstream documentation of frequency, inclusion documentaion of frequency and duration, and classroom observations will be used as evaluation methods.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 214901	Amendment # (for amendments only):

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

The Autism Curriculum Encyclopedia (ACE®) is the culmination of more than 40 years of research and practice. ACE®, is a wealth of curricula grounded in the principles of behavior analysis and compiled into a web-based toolkit. It provides an interactive database containing assessment tools, lesson plans, teaching materials, and student performance reports. The approaches to academics, life skills, communications and social interaction that are used in the curriculum have all been validated by rigorous study. This mobile technology will be especially useful, as it can be visually customized to help users communicate and give nonjudgemental directions and cues.

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.

By utilizing the App Based – Data Entry, Teaching and Reporting mobile device, teachers will be able to enter challenging behavior data while teaching and entering skill acquisition data. The convenience and efficiency in data collection will not only help remove obstacles to effective teaching, but also support interaction with other team members such as administrators and parents. Baselines will be established accordingly as per students' Individualized Education Plan (IEP) and continuous charted progress.

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

County-district number or vendor ID: 214901	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.

Ongoing communication and a unified stance between all stakeholders will be evident throughout the existence of this program. Quarterly parent and community advisory meetings will be conducted to offer resources, support, and training. Parents will be given the opportunity to be active participants in the planning and decision making process.

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.

New strategies focus on building on the children's strengths and allowing them to be who they are, understanding how they themselves understand the world in order to learn their specific abilities and skills and so maximize their talents and make use of whatever motivates them. Great importance is given to allowing children to feel happiness, self-esteem and satisfaction, while teaching effective educational techniques to help them to come to terms with the expectations of society. As the boundaries between psychological, educational, and social strategies are getting blurred, it is becoming clear that only a person-centered approach, along with the willingness and ability to accept and work together with these children, will work and be of help to them.

As there is a staggering increase in children diagnosed with autism, schools struggle with ways to offer research based, high-quality education delivered by highly qualified staff with limited funds. The Autism Curriculum Encyclopedia (ACE®) Applied Behavior Analysis (ABA) Software System is an economical web-based toolkit, that provides high levels of consistency with proven curriculum and proven progress. There is immediate access to data and student progress through the use of the App Based – Data Entry, Teaching and Reporting mobile device. The convenience and efficiency in data collection will not only help remove obstacles to effective teaching, but also support interaction with other team members such as administrators and parents.

The initial design, development, implementation, and education of multi-sensory rooms may be costly, but once established, costs will sigficantly decrease, as districts will only incur operational expenses.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 214901	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.

Our plan is to implement the Autism Curriculum Encyclopedia (ACE®) Applied Behavior Analysis (ABA) Software System. The Autism Curriculum Encyclopedia is the culmination of more than 40 years of research and practice conducted at The New England Center for Children (NECC), a private institution and leader in the fields of ABA and autism. ACE®, is a wealth of curricula grounded in the principles of behavior analysis and compiled into a web-based toolkit. It provides an interactive database containing assessment tools, lesson plans, teaching materials, and student performance reports for over 2,000 skills drawn from the curriculum used at NECC. The approaches to academics, life skills, communications and social interaction that are used in the curriculum have all been validated by rigorous study.

We believe that this proven software system will be extremely effective in teaching priority individualized skills from the most basic to the more complex for 3-9 year old children with autism such as academic, self-help, communication, transitional, social, community, vocational, leisure and discrimination skills. Through appropriate training our staff will become efficient in a broad array of highly effective, easily customized, expertly developed lesson programs to help our students reach high levels of independence. In addition, by utilizing the App Based – Data Entry, Teaching and Reporting mobile device, teachers will be able to enter challenging behavior data while teaching and entering skill acquisition data. The convenience and efficiency in data collection will not only help remove obstacles to effective teaching, but also support interaction with other team members such as administrators and parents.

The simple pleasures and joys that children experience running and playing are sometimes not available for children with special needs. Due to limitations, they don't experience or are unable to interact with their surroundings, limiting their sensory experiences. These populations rarely, if ever, experience the world as the majority of us do. Limitations of movement, vision, hearing, cognitive ability, constrained space, behavioral difficulties, perception issues, pain, and other problems create obstacles to their enjoyment of life. Multi-Sensory Environments provide opportunities for bridging these barriers. As a district, it is our responsibility to offer a state of the art sensory room managed by trained staff. It will be integrated into the program providing a therapeutic space with a variety of equipment *(lighting effects, sensory activities, tactile experiences, cause and effect items, soft items, sound effects, selected rhythmical music, tasting experiences, motion stimulation, etc.)* that will provide students with autism personalized sensory input. The use of this sensory room will allow the students to focus themselves so they can be better prepared for learning and interacting with others.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 214901	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.

The use of reverse mainstream will be implemented to benefit our students both socially and behaviorally. We aim that it spark motivation to improve their communication skills, due to increased communication allowing them to converse in a mature manner with their peers. Students who are part of this setting will successfully meet social/emotional goals on their IEPs, and will also improve their possibilities of gradually joining an inclusive setting. Our goal is that this arrangement lead to conventional integration into an inclusive setting.

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.

Our commitment to the community will be seen through our partnership with several community health centers. We will collaboratively provide awareness through a variety of functions and/or activities.

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