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, 85th Texas Legislature, 2017	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED 2018 MAR -8 PM 1:36 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
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 #
El Paso Independent School District	El Paso – 071902	
Vendor ID #	ESC Region #	
1746000769	19	

Mailing address		City	State	ZIP Code
6531 Boeing Dr		El Paso	TX	79925-1086

Primary Contact

First name	M.I.	Last name	Title
Daniel	F	Vasquez	Fund Development & Partnerships Specialist

Telephone #	Email address	FAX #
915-230-2348	dfvasque@episd.org	915-230-3097

Secondary Contact

First name	M.I.	Last name	Title
Norma	D	Nguyen	Grant Writer

Telephone #	Email address	FAX #
915-230-2347	ndnguyen@episd.org	915-230-3097

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
Juan	E	Cabrera	Superintendent

Telephone #	Email address	FAX #
915-230-2577	superintendent@episd.org	

Signature (blue ink preferred)

Date signed 2/28/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 071902	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: 071902	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: 071902	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: 071902	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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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 071902 | 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:	

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Schedule #4—Request for Amendment

County-district number or vendor ID: 071902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 071902		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: 071902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To engage learners in meaningful work, EPISD has adapted an active learning model into the framework of its professional learning, instruction, and technology. At eight campuses across the District has gone even further with bell-to-bell project-based learning by implementing The New Tech Network (NTN) model. NTN schools promote deeper knowledge of content and develops cognitive skills through three principles: 1) learning is context specific (i.e. concepts are more aptly retained when applied in real-world situations); 2) learners are engaged in the assignment selection, process and assessment; 3) learners interact socially to inquire, share knowledge and attain goals. Currently in its third year of implementation, EPISD is eager to bring students with different abilities and strengths into this model by preparing them to enter team-based learning.

This application will create an opportunity for EPISD to introduce ABA-style instruction for PPCD Autism classes for 3, 4, and 5 year olds to target communication and social development with in-class peers. Students will attend general education classes according to their abilities and interest to allow structured time with their peers to build social and communication skills through demonstration and modeling.

The project includes a Facilitator with ABA accreditation to provide training, supervision and guidance for teachers and paraprofessionals to receive Registered Behavior Technician (RBT) certification and developing strategies for engaging parents for proper identification and teaching effective strategies to use at home. In addition, the Facilitator will apply classroom observation rubric to monitor growth in the use of applied strategies, provide assistance, and guide the development of teacher skills. This increases staff capacity and creates a buildable platform for the district. Bilingual teachers will be hired when possible to ensure students and parents receive instruction or communication in their appropriate language.

The Facilitator will also lead outreach and feedback to guide creation of culturally appropriate information efforts for parents on the benefits and process of early identification and will guide teacher and paraprofessionals through parental engagement strategies for using techniques at home. Sensory room equipment will be updated to allow students access to a safe and effective outlet for their needs, including surface padding and stations with interactive sensory wall panels, light tubes, fabric cocoons, swings, ball pits, and activity stations. Access to the room will be on a scheduled basis with direct supervision from trained staff in order to guarantee student safety and a strategic and targeted focus during instructional time. Data on student skills will be assessed with CIRCLE Progress Monitoring System at baseline and throughout the academic year to monitor improvement and troubleshoot difficulties by enlisting support of parents

EPISD will target this opportunity to allow students with autism access to opportunities and engaged learning in project-based learning, especially in latter grade levels. With these early childhood investments, project-based and engaged learning opens up to wider pools of students and will assist in addressing district board goals for decreasing the gap in graduation rates and increasing the number of engaged and challenged students.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 071902			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	$325,573	$	$325,573
Schedule #8	Professional and Contracted Services (6200)	6200	$9,400	$	$9,400
Schedule #9	Supplies and Materials (6300)	6300	$115,589	$	$115,589
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Total direct costs:		$	$	$
	Percentage% indirect costs (see note):		N/A	$	$
Grand total of budgeted costs (add all entries in each column):			**$450,562**	**$**	**$450,562**
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$	$	$
Administrative Cost Calculation					
Enter the total grant amount requested:					$450,562
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:					$67,584

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: 071902			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	3		$167,520
2	Educational aide	4		$82,668
3	Tutor			$
Program Management and Administration				
4	Project director/administrator		1	$42,054
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Other Employee Positions				
15	Title			$
16	Title			$
17	Title			$
18		Subtotal employee costs:		$
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$3780
20	6119	Professional staff extra-duty pay		$
21	6121	Support staff extra-duty pay		$
22	6140	Employee benefits		$29,551
23	61XX	Tuition remission (IHEs only)		$
24		Subtotal substitute, extra-duty, benefits costs		$33,331
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$325,573**

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: 071902	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	Registered Behavior Technician training and certificate	$1,400
2	Parental engagement session facilitator	$8,000
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$9,400
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) Grand total	$9,400

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: 071902	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:	$115,589
	Grand total:	**$115,589**

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: 071902	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:	$
	Grand total:	**$0**

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 071902			Amendment number (for amendments only):
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted

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

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

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

County-district number or vendor ID: 071902	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	16	2	8:1
K	9	1	9:1
1st			
2nd			
3rd			
COMMENTS			

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	8:15-3:25	
Number of days in school year	177	
Minutes of instruction per school year	1,269	

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Need

Schedule #13—Needs Assessment	
County-district number or vendor ID: 071902	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.

To engage learners in meaningful work, EPISD has adapted an active learning model into the framework of its professional learning, instruction, and technology. At eight campuses across the District the transformation has gone even further with bell-to-bell project-based learning by implementing The New Tech Network (NTN) model. NTN schools promote deeper knowledge of content and develops cognitive skills through three principles: 1) learning is context specific (i.e. concepts are more aptly retained when applied in real-world situations); 2) learners are engaged in the assignment selection, process and assessment; 3) learners interact socially to inquire, share knowledge and attain goals. Currently in its third year of implementation, EPISD is eager to bring students with different abilities and strengths into this model by preparing them to enter team- and project-based learning.

Guerrero ES feeds into Brown MS and Franklin HS which both offer school-within-a school New Tech Network and currently has 24 students identified with autism that attend Early Education for 3 year olds, Preschool Program for Children with Disabilities (PPCD) for 4 year olds, and PPCD Kinder for 5 year olds. The Guerrero PPCD program serves several feeder patterns on the west side of the district and uses a self-contained program where one special education teacher and one paraprofessional serve students with speech impairments, health impairments, intellectual disabilities, autism, and learning disabilities. The ability of the teachers to provide the best instruction for students with autism is hindered by the number of students in the class and the variety of needs.

The EPISD experiences underidentification of autism (9.6%) compared to the rest of the state (12.5%) and Guerrero ES often notices transferring students can be unidentified even in upper grade levels. Demographically, the school is 90% Hispanic and 76% economically disadvantaged. In recent research, proper identification of Autism among Latino parents may be attributed to parents' lack of information, lack of empowerment to advocate for their child, frustration or confusion about the process, and perceived stigma in identifying their child with autism (Zuckerman et al., 2014).

Applied Behavior Analysis (ABA) is a treatment widely accepted and used for its effect on communication development for autistic children. The treatment is centered on clearly defining a child's behaviors, social or academic, and applying consistent reinforcement for a specific outcome. As it has been studied as a treatment for children with autism since the 1960's, there have been many positive outcomes for treated children, from higher function to normal function in home and community. Treatment and research of the program continues to present day and suggests that strong results are seen from early and intense intervention, such as the Early Start Denver Model at 1 to 2 years old. Visual instruction is crucial for students with autism and can be facilitated throught the use of tablet-based software (Cramer, Hirano, Tentori, Yeganyan, & Hayes, 2011). The El Paso community has limited access to an institution offering BCBA or BCaBA credentials which limits opportunities for teaching staff to know and learn ABA-style instruction.

This application will create an opportunity for EPISD to introduce ABA-style instruction for PPCD Autism classes for 3, 4, and 5 year olds to target communication and social development with in-class and general education peers in order to create access to the opportunities and evidenced based student outcomes and benefits associated with project-based learning, especially in latter grade levels. The project includes a Facilitator with ABA accreditation to provide training, supervision and guidance for teachers and paraprofessionals to receive Registered Behavior Technician (RBT) certification and developing strategies for engaging parents for proper identification and teaching effective strategies to use at home. This project allows EPISD to optimize early intervention opportunities for higher gains for students with autism, increases staff capacity, and creates a buildable platform for the district. These early childhood investments to open project-based and engaged learning to wider pools of students will address district board goals for decreasing the gap in graduation rates and increasing the number of engaged and challenged students.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 071902	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.	PPCD 3, 4, and 5 have mixed need students with 39 students which hinders targeted time for autism needs. Teachers and paraprofessionals lack autism-specific training	PPCD Autism 3, 4, and 5 classes will have students lead by teachers and paraprofessionals with Registered Behavior Technician (RBT) training, supervision and certification.
2.	Underidentification of autism in community	Facilitator will lead outreach and feedback to guide creation of culturally appropriate information efforts for parents on the benefits and process of early identification. All materials will be provided in English and Spanish
3.	Low parent involvement in transitional education at home	Facilitator will guide teacher and paraprofessionals parental engagement strategies for using techniques at home. All informational materials will be provided in English and Spanish
4.	Sensory and technology integration	Sensory rooms enhancements and technology assisted communication will enhance student engagement and social growth while curriculum platforms assist in providing leveled instruction
5.	Dual language instruction for Limited English Proficiency students with autism	Bilingual certified teachers and paraprofessionals will ensure that students receive instruction in their home language

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Schedule #14—Management Plan		
County-district number or vendor ID: 071902		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 manger, facilitator	Special Education Certified, Principal Certification, Experience in ABA Startegies, Bilingual preferred
2.	PPCD/kinder teacher	Early Childhood certification, Special Education Certification, Bilingual preffered
3.	PPCD/kinder paraprofessional	State of Texas Paraprofessional certified, Bilingual preferred
4.	Director of C&I Special Ed Services	10 years experience in education, Special Education Certified, Administrative Certification, experience as diagnostician
5.		

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.	Hire Applied Behavior Facilitator	1.	Post facilitator position	05/20/2018	05/30/2018
		2.	Interview facilitator position	06/01/2018	06/10/2018
		3.	Hire facilitator position	06/12/2018	06/30/2018
		4.		XX/XX/XXXX	XX/XX/XXXX
2.	Hire staff and provide kickoff training	1.	Post teacher/para positions	07/01/2018	07/11/2018
		2.	Interview teacher/para positions	07/12/2018	07/22/2018
		3.	Hire teacher/para positions	07/22/2018	07/29/2018
		4.	Begin RBT training	08/15/2018	08/15/2018
3.	Implement technology and sensory room equipment	1.	Buy software, tablets, equipment	07/01/2018	07/14/2018
		2.	Distribute tablets	07/20/2018	08/01/2018
		3.	Install sensory equipment	07/20/2018	08/15/2018
		4.	Provide staff training	07/15/2018	8/15/2018
4.	Provide identification and support information to parents	1.	Research identification issues from staff	08/15/2018	10/15/2018
		2.	Research identification issues from parents	08/15/2018	10/15/2018
		3.	Develop materials/sessions for identification and parental engagement	11/01/2018	12/31/2018
		4.	Hold training for parents	01/01/2019	05/30/2019
5.	Classroom observation	1.	Maintain integrity of program by observing classes	08/15/2018	05/30/2019
		2.	Compare to other schools on CIRCLE Progress	10/15/2018	08/31/2019
		3.	Report on program progress to school, parents	01/01/2019	08/31/2019
		4.		XX/XX/XXXX	XX/XX/XXXX

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: 071902	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.

Students are monitored by General and Special Education Teachers who monitor and provide feedback on student goals and objective weekly. EPISD utilizes a special education progress report that aligns with student learning goals and objectives. Admission review and dismissal committee (ARD) provides unique and specialized plans for students and identifies learning goals and objectives as well as evaluations and modifications to learning goals and objectives to assist students as needed.

The project will be implemented by the Facilitator who will report to Director of Curriculum & Instruction Special Education Services to review milestones, discuss persistent barriers and maintain oversight of the overall impact of the project in advancing district priorities. The Facilitator will work collaboratively with campus principal for day-to-day activities and addressing barriers. The Applied Behavior Facilitator will meet biweekly with Assistant Superintendent of Special Education/Services. Deviations from plan will follow chain of command to rectify the situation. If issues cannot be corrected, Facilitator will advise TEA Program Officer to review situation and, if necessary, modify implementation plan or evaluation plan.

The Office of Innovation, Design & Development will provide grant oversight and offer assistance in creation of an expandable and district wide sustainable program if proven effective.

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.

Stacy Venson, Assistant Superintendant of Special Education & Special needs, joined EPISD in july 2017. Since arriving at EPISD, Ms. Venson has initiated a student first focus for special education students. At the heart of this focus is creating opportunities for inclusion for special education students. This opportunity will serve as the first systematic redesign of special education redesign. Since arriving Ms. Venson has sought opportunities for alignment between special education and general education services. This opportunity will now allow for implementation of greater inclusionary practice.

The District has utilized local funding and state grants to update standards and processes to project-based learning from elementary to high School in efforts to better student outcomes and readiness for a 21st century economy. With eight campuses following the New Tech Model, it is the highest number of NTN campuses in a single district in the United States. For effective project-based learning, the district recognizes the need for effective communicators and collaborators from all backgrounds. As the project matures and shows efficacy, the Department of Innovation, Design and Development in conjunction with EPISD Special Education and Special Services will consider incorporating early education special needs programs to its project based learning programs as appropriate or as grant opportunities permit.

For project facilitator, teacher and paraprofessionals, new positions will be opened to the district and community to optimize the staff pool. Project progress will be communicated with feeder pattern to further create awareness and opportunites to share experiences with community barriers and facilitators. . The Facilitator with appropriate background in special education development and applied behavior analysis will become a resource for the district in expansion of the model and building staff capacity on strategies for working with students who have autism.

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Schedule #15—Project Evaluation		

County-district number or vendor ID: 071902	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.	Hire Applied Behavior Facilitator	1.	Hired in summer 2018
		2.	Develops training plan in Summer 2018
		3.	Develops observation rubric in Fall 2018
2.	Hire staff and provide kickoff training	1.	Hired in summer 2018
		2.	All staff receive training before start of 2018-19 school year
		3.	
3.	Obtain and implement technology and equipment	1.	Technology and software purchased before start of 2018-19 school year
		2.	Use of software monitored online
		3.	Sensory room upgrades install by 2018-19 school year
4.	Provide identification and support information to parents	1.	New materials and sessions for parents held in 2018-19 school year
		2.	
		3.	
5.	Classroom observation	1.	Facilitator maintains weekly observation of ABA pre-k and kinder classes
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Facilitator will assist the Director of Curriculum & Instruction Special Education Services in the hiring, training and supervision of teachers and paraprofessionals. In addition, the Facilitator will troubleshoot identification issues for parents in the community and use the information to guide development of appropriate informational materials for subsequent years. They will develop a classroom observation rubric to determine if appropriate strategies and materials are being used and monitor parent engagement session attendance during the school year.

When persistent barriers arise, the Facilitator will work with Director of Curriculum & Instruction Special Education Services to address. For example, if work/school hours are incompatible for parent/teacher engagement, the Facilitator will find appropriate solutions such as developing online engagement sessions or modules through the district portal, Schoology. Parent engagement will also include communication and feedback on the student's progress based on CIRCLE progress monitoring system. If teachers and paraprofessionals do not meet observation rubric standards for implementing ABA style strategies in the classroom, the Facilitator will determine if whole staff or targeted employees need retraining and the appropriate method.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 071902	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.

ABA-style instruction is an evidenced-based tool that is proven to develop communication and social skills for students with autism (Granpeesheh, Tarbox, Dixon, 2009). Scientific evidence supports that intense and early intervention results in largest effects (Virues-Ortega, 2009). Early intense instruction is costly, but the benefits from reduced need for academic, social and home care in later years far outweigh the costs (Chasson, et al., 2007).

Visual instruction is crucial for students with autism and can be facilitated throught the use of tablet-based software (Cramer, Hirano, Tentori, Yeganyan, & Hayes, 2011). This project will use curriculum-enhancing software designed for students with autism and and technology blended instruction with outcomes in adaptive skills, cognitive skills, language arts, language development, mathematics, and social and emotional learning.

Provision of ABA-style instruction in the student's home language results in stronger results, even if the child has not shown outward signs of language comprehension or modeling (Lang et al., 2011). Each class will contain a bilingual instructor in order to offer appropriate instruction for students.

Autism PPCD will offer small-size and autism-tailored classes through the training and supervision of teachers and paraprofessionals. Teachers and paraprofessionals will complete 40 hours of online instruction from and be supervised by a Applied Behavior Facilitator (BCBA or BCaBA certified) who will verify that skills are modeled and implemented properly. ABA-style skills covered include skill acquisition planning, discrete trial teaching, stimulus fading, prompt fading, and training of stakeholders.

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.

Data on student skills will be assessed with CIRCLE Progress Monitoring System at baseline and throughout the academic year to monitor improvement and troubleshoot difficulties by enlisting support of parents.

In addition, the Facilitator will apply classroom observation rubric to monitor growth in the use of applied strategies, provide assistance, and guide the development of teacher skills.

Schedule #16—Responses to Statutory Requirements (cont.)	
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County-district number or vendor ID: 071902	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Facilitator will ascertain parental perspectives on autism identification issues through surveys. These surveys will inquire about outcomes, student needs and inclusion opportunities to determine services for students and training needs for teachers, as well as to determine parent satisfaction and engagement. When parent schedules preclude in-person trainings, online material will be provided through Schoology, a district-wide platform for grades and communication. Paper and electronic materials will be provided in English and Spanish.

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.

Guerrero ES is high-poverty (76%) and largely Hispanic (90%). Successful implementation of this project will take into account individual family situations and responses to the instruction methods to create a robust response for addressing similar communities across the state of Texas. Moreover, the implementation of this project will generate quantifiable data and potential student outcomes, which will test the efficacy and impact of ABA-style instruction for PPCD Autism classes for 3, 4, and 5 year olds. Specifically, determining if improved communication enrichment and capacity of younger learners, identified as autistic, will improve the opportunity and capacity for inclusion in project-based and traditional learning platforms in the latter years of academic instruction. From this data replication models can be implemented in other regions of the state with similar cultural, demographic and socio-economic populations.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 071902	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.

This project will use curriculum designed for students learning from alternative standards and offers technology-blended instruction. Sensory room equipment will be updated to allow students access to a safe and effective outlet for their needs, including surface padding and stations with interactive sensory wall panels, light tubes, fabric cocoons, swings, ball pits, and activity stations. Access to the room will be on a scheduled basis with direct supervision from trained staff in order to guarantee student safety and a strategic and targeted focus during instructional time. Equipment training will be provided to teaching staff.

Teaching staff hired for the project will be guided to deliver appropriate instruction for students and appropriate training for parents and will complete RBT certification by the end of the grant year.

The district Facilitator will oversee training and supervision of RBT staff as well as lead community engagement efforts to support effective identification of students with autism. Likewise, parent feedback will guide development of trainings for parent of students with autism. Through this grant, the District will invest in hiring a Facilitator with experience in ABA and vested interest in the community to increase district capacity to offer appropriate instruction and improve outcomes for students with autism.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 071902	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.

Students in the Autism PPCD classes will receive tailored instruction classes with inclusion time into general education classes. These opportunities will be the foundational experience of communicating and collaborating in meaningful work that students may build upon later in their academic career. This time is crucial for students with autism to benefit from their peers for social and emotional learning as well as the academic challenge. Also, general education students engage with peers from different backgrounds, learn how to create inclusive collaborative environments, and how to practice empathy in their own social emotional development.

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.

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