

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

2018-2019 Services to Students with Autism		
Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
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 #		
Alamo Heights ISD	015901			
Vendor ID #	ESC Region #			
	20			
Mailing address	City	State	ZIP Code	
7101 Broadway	San Antonio	TX	78209-	
Primary Contact				
First name	M.I.	Last name	Title	
Kris		Holliday	Director of Special Education	
Telephone #	Email address		FAX #	
210-442-3719	holliday@ahisd.net		210-442-3703	
Secondary Contact				
First name	M.I.	Last name	Title	
Nina		Pugh	Director of Special Education	
Telephone #	Email address		FAX #	
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
Kris		Holliday	Director of Special Education
Telephone #		Email address	FAX #
210-442-3719		holliday@ahisd.net	210-442-3703

Date signed

Only the legally responsible party may sign this application.

3-5-18

701-18-107-020

2018-2019 Services to Students with Autism

RFA #701-18-107; SAS #291-18

Schedule #1—General Information

County-district number or vendor ID: 015901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015901

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015901

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: 015901

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.	015901 Alamo Heights ISD	Kris Holliday	210-442-3719 holliday@ahisd.net	\$114,000
Member Districts				
2.	County-District #015911 East Central ISD	Nina Pugh	210-648-7861 Nina.pugh@esias.net	\$295,000
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

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: 015901

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.

Early intervention and building teacher capacity from within are the targets of this innovative and collaborative grant. Alamo Heights ISD and East Central ISD propose to enter into a collaborative agreement to provide innovative services for students with autism.

The vehicle for this model is the "Supported Classroom". This is a truly inclusive model where students remain with their peers in a general education classroom and specialized service providers are brought in to support the classroom. A strength of this model is that while it provides seamless support for students with autism, it also provides support for the entire classroom to promote a spirit of inclusion and sense of belonging for all.

The Supported Classroom model begins with the recruitment of dually certified teachers who are certified in both general education and special education. The Supported Classroom teachers are also recruited for their strong efficacy in working with students, and families of students, with exceptionalities and their commitment to ongoing learning, coaching, and mentorship. A foundational requirement is strong motivation to create a classroom environment where students with autism are provided with the research-based strategies and support within general education.

The addition of a special education teaching assistant allows the teacher to focus on creating this inclusive environment and meeting the diverse needs of all learners within the Supported Classroom. This truly inclusive classroom allows students to learn alongside their peers socially, functionally, and academically while purposefully engineering the classroom environment for success for each child with autism.

In the same manner that we want to set students up for success, this grant also aims to set teachers up for success through summer staff development, ongoing coaching, and peer mentorship. The partnership between two school districts allows for innovative collaboration to support the growth of teachers. This model promotes sustainability because teachers who have been through the summer training come back in subsequent years as trainers and mentors.

Teachers would be provided summer training in research-based strategies to include: Structured Teaching, Applied Behavior Analysis, Reinforcement, Communication, Social Skills and Family Engagement.

Teachers and special education assistants will be afforded the opportunity to enroll in the Registered Behavior Technician training to enhance their skills in addressing the unique needs of children with autism. This training is offered jointly through The University of Texas at San Antonio and Education Service Center Region 20.

Based on the TEA Strategic Priority #1 Recruit, Support, and Retain Teachers and Principals, the teachers and teaching assistants in the "Supported Classroom" model will also be afforded meaningful feedback through weekly observations throughout the school year from a highly qualified autism specialist. In addition to growing the capacity of the teachers, the observations will also ensure the fidelity of the model and support the efforts of the teachers. In addition to the weekly coaching, the teachers will be afforded "Learning Days" 4 times per year to collaborate with other "Supported Classroom" teachers in district and between districts.

The philosophy behind the "Supported Classroom" is to provide early intervention in a centralized classroom with a concentration on research-based strategies specifically designed to meet the needs of young students with autism. This model brings the support to the classroom instead of the pull out model where students are removed during instructional periods and miss out on valuable general education curriculum. Students requiring more academic support would have the support provided to them in the classroom through an In Class Support teacher.

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Schedule #6—Program Budget Summary

County-district number or vendor ID:

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	\$194000	\$	\$1940000
Schedule #8	Professional and Contracted Services (6200)	6200	\$169000	\$	\$169000
Schedule #9	Supplies and Materials (6300)	6300	\$46000	\$	\$46000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$409000	\$	\$409000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$295000	\$	\$295000
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Administrative Cost Calculation

Enter the total grant amount requested:	\$
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:	\$

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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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID:

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	2		\$120000
2	Educational aide	2		\$50000
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
18	Subtotal employee costs:			\$ 170,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$ 8000
20	6119	Professional staff extra-duty pay		\$ 8000
21	6121	Support staff extra-duty pay		\$ 8000
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$24,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$24,000

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: 015901

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	Contracted Autism specialist/s	\$162,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		162,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$7,000
(Sum of lines a, b, and c) Grand total		\$169,000

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: 015901		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:	\$46000
Grand total:		\$46000

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:		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:		\$

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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By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

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

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By TEA staff person:

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

County-district number or vendor ID: 015901

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			
K	20	4	5:1
1 st	10	2	5:1
2 nd	15	3	5:1
3 rd	10	3	3:1

COMMENTSOne of the classes in the 1st grade will be a supported dual language class.

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	7:50-3:00	
Number of days in school year	177	
Minutes of instruction per school year	76,560	

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By TEA staff person:

Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 015901

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.

There is a two-fold need for this type of support.

In the fall of 2019-20, East Central ISD is closing their Early Childhood center and sending students to their home campuses. In preparation for the students at the home campus, the district would like to pair with Alamo Heights ISD and provide joint training to prepare the students, families and teachers for this transition, ensuring the unique needs of students with autism are being met. The exact campus has not been selected at this point due to a change in district lines. After the new lines have been determined, the district will locate the classes at the campus with the highest population of children with autism.

This partner district was selected because Alamo Heights ISD has successfully implemented the "Supported Classroom" model in Grades K-2 at Howard Early Childhood Center, Woodridge Elementary and Cambridge Elementary. The model was successfully implemented at Kindergarten initially and then continued through to the two elementary feeder schools for first grade and this year second grade.

There is a need at Alamo Heights because the current second graders will transition back into a general education classroom for third grade. This grant will help prepare the teachers who receive these students and providing the training and coaching that was available to the Supported Classrooms teachers to all teachers.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015901

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.	Create a general education environment that is designed to address the unique needs of students with autism.	This grant would provide teachers with training, feedback and materials to implement the strategies necessary to effectively teach students with autism within the framework of the general education setting.
2.	Need to provide teachers and teaching assistants training on effective evidence-based strategies for children with autism.	There is a multi-prong approach to staff training. There is a whole-group training over the summer facilitated by autism specialists and educators experienced in working with students with autism. This supports common experiences and vocabulary for all program participants. There are also quarterly Learning Days that focus on deepening understanding of autism and essential instructional strategies.
3.	Need to provide teachers and paraprofessionals with on-support and coaching on effective evidence-based strategies for children with autism.	This initial training is supported through weekly in-class coaching with an autism specialists and peer mentorship. The observation, feedback and coaching model will provide ongoing support to teachers and paraprofessionals and ensure consistency in the delivery of strategies specifically and assistive technology designed for children with autism.
4.	Need to develop staff capacity to promote inclusion beliefs and instructional practices campus-wide.	Once a teacher participates in the year of intense training and support, the expectation is that they will in turn lead campus-wide professional development and mentor other teachers. Supported Classroom teachers will be advocates and champions for students with autism and their families.
5.		

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RFA #701-18-107; SAS #291-18

Schedule #14—Management Plan

County-district number or vendor ID: 015901

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	Teachers	<p>Preferably dually certified teachers (both general ed and special ed) with experience in working with children with disabilities.</p> <p>Strong communication skills with families, peers, and administrators.</p>
2	Teaching assistants	Experience in working with children with disabilities and specifically autism
3	Autism specialist	Special education certified with experience in training teachers in autism strategies; strong communication skills, coaching and feedback skills, experience in delivery of parent training

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	Select teachers	1. Recruit teachers for project	May 1, 2018	June 1, 2018
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
2	Provide summer training for teachers and teacher assistants in Autism strategies	1. Training to take place in June or July	June 1, 2018	July 31, 2018
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
3	Provide parent training on "Supported Classroom"	1. Provide training session on the concept of the "Supported Classroom"	Fall 2018	Fall 2018
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
4	Set up Learning Days for teachers	1. 1 st . quarter Learning Day	August 20, 2018	October 19, 2018
		2. 2 nd quarter Learning Day	October 22, 2018	December 19, 2018
		3. 3 rd quarter Learning Day	January 3, 2019	March 22, 2019
		4. 4 th quarter Learning Day	March 25, 2019	May 31, 2019
5	Provide weekly observation and coaching sessions to teachers and paraprofessionals	1. Weekly	August 20, 2018	May 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: 015901

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.

Director of Special Education

The director of special education requires written feedback and recommendations from the autism specialist who provides weekly coaching with the teachers and paraprofessionals. This information is shared with the principals and special education leadership on campus for follow through with recommendations. The director of special education meets monthly with the autism specialist to go over observation data and recommendations and make adjustments as needed. There are weekly coaching meetings between the Director of Special Education and individual campus principals. Additionally, there are monthly Special Education leadership meetings where time is allotted to monitor the progress of programs and students then discuss needed adjustments.

Campus Leadership

Principals complete periodic walk throughs in the classrooms to see that the recommendations from the autism specialist are being followed. Student-level data is discussed every nine weeks at campus support and transition meetings. Instructional adjustments are discussed in those collaborative meetings.

Quality and Effectiveness of Training and Coaching

Evidence of training is tracked and documented through Eduphoria. Surveys are used for feedback at the completion of each professional development module and also at the end of the year.

Parent Engagement

Parent engagement is tracked through sign-in sheets and attendance at parent events and conferences.

A survey will be given to all parents once a year. The district Parent Liaison for Special Education meets with parents on an ongoing basis to respond to parent affirmations and concerns. A special education newsletter, shared with parents and campuses is generated two times a year which allows for showcasing innovative programing across the district.

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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.

Alamo Heights ISD is currently implementing this model in seven classrooms across the district K-2. We currently use the continuous improvement process outlined above to maintain the commitment to this model of service delivery.

Beginning during the 2017-2018 school year, the master schedule is built each spring by first considering the unique needs of students with disabilities. This responsible scheduling process is aligned to best practices for supporting students with disabilities along a continuum of services that includes external support, in-class support, and specialized support. Particular attention is provided in the areas of master scheduling, special education personnel providing support to students with disabilities both in general education and specialized settings, collaborative planning time allotments, and support analysis. This scheduling process will ensure that the Supported Classroom model is adequately staffed each year.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015901

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.	Written feedback and recommendations from weekly coaching	1.	When written feedback from observations from the autism specialist indicate that teachers are implementing the strategies with fidelity in the classroom
		2.	
		3.	
2.	Targeting behaviors in students	1.	Following baseline data on behavioral episodes, the incidence of episodes shows a marked decrease.
		2.	
		3.	
3.	IEP goals	1.	Accomplishment of goals in the IEP
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

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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.

Weekly written observational data and recommendations from the autism specialist along with information shared in coaching with principals will be used to check the fidelity of the program as well as make adjustments to improve student performance. Weekly data collection on behaviors noted by the autism specialist.

Walk-throughs from principals and department chairs. Problems with project delivery will be addressed through individual coaching and additional walkthroughs.

Universal screenings are given to all students BOY, MOY, and EOY. The results are shared and discussed at grade level support meetings. Problems with project delivery will be addressed through individual coaching and additional assessment and student work samples.

Curriculum Bundled Assessments (CBAs) are assessments over taught curriculum given once a nine weeks. In early education, these consist of common tasks students complete and teachers evaluate with a common rubric. The results are shared and discussed at grade level support meetings. Problems with project delivery will be addressed through individual coaching and additional assessment and student work samples.

Parent engagement data is gathered through parent sign in sheets for parent meetings, trainings and conferences. Ideas to promote attendance and engagement are solicited through focus groups, informal conversations, and surveys.

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

County-district number or vendor ID: 015901

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.

Teachers would be provided summer training in research-based strategies to include:

- Structured Teaching (Physical Structure,* Visual Structure,* Work System,* Work Tasks)
- Applied Behavioral Analysis (Data Collection, * ABCs of Behavior, * Functions of Behavior,* Replacement Behaviors,* Positive and Negative)
- Reinforcement (* Discrete Trials, * Chaining/Shaping,* Ignoring/Extinction, Modeling,)
- Communication(Expressive vs. Receptive, * Modes of Communication, - PECS, - Voice Output Devices, - Computer assisted)
- Social Skills (* How to Teach Social Skills, * Social Narrative,* Power Cards,* 5 Point Scale, * Review of Social Skill Curricula)

Students will also have access to a Sensory Motor Lab which provides students with autism, who typically have sensory needs, access to specific activities that are designed to stimulate and develop the reflex, tactile, proprioceptive, vestibular, visual and auditory systems. These activities directly impact the students and provide learning readiness and better mastery in their environment.

Through the use of SeeSaw online communication tool, the teachers will be able to share information with parents. Google Classroom will enable teachers to share between districts.

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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 from TPRI, iStation and MAP will be used to establish baselines and measure progress throughout the project.

Each of these measurement instruments provides normed data and growth expectations. In addition to comparison to national norms, student data can be compared across campuses and teachers to review program fidelity.

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

County-district number or vendor ID: 015901

Amendment # (for amendments only):

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

Parents will be invited to Parents as Partners meetings monthly on a variety of topics related to special education. They will also be provided with opportunities to network with each other. Another strength of this collaborative grant is that it provides parents with a larger peer group by combining the parents from both school districts.

A monthly parent perusal, provided by the Education Service Center Region 20 will be used to share information and workshops with parents. In addition, parents will be afforded the opportunity to participate in the TAPPEstry Conference in the spring, a conference devoted to parents, teachers, paraprofessionals and administrators that is centered on the needs of students with disabilities sponsored through the Education Service Center, Region 20.

Teachers will be supported in implementing parent engagement strategies through ongoing training and individual coaching.

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Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The core aim of this innovative grant is to promote a culture of inclusion and a strong sense of belonging. The Supported Classrooms will be made up of students with disabilities and without disabilities from diverse backgrounds.

Presentations at statewide conferences (i.e: TCASE, State Autism conference, Inclusion Works) can be utilized to inform others of the Supported Classroom model. Using a consultation model for implementation, the program can be replicated easily across any district, large or small, rural or urban.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015901	Amendment # (for amendments only):
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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.	
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The model itself is innovative in that it allows students to learn beside their typically developing peers with support from a teacher and paraprofessional in an environment that has been designed specifically to address their unique needs. The students' academic, functional and behavioral needs will be addressed and monitored through the use of the in-class support model, the observation/coaching model as well as through access to the Sensory lab.

This grant is also innovative because it taps into the concerted resources and expertise of two school districts. This allows for additional collaboration and promotes the effective use of technology (Skype, Google Hangout) to support collaboration.

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

County-district number or vendor ID: 015901

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.

Early intervention and building teacher capacity from within are the targets of this innovative and collaborative grant. Alamo Heights ISD and East Central ISD propose to enter into a collaborative agreement to provide innovative services for students with autism. ASD is known to be one of the fastest growing developmental disabilities (Troy, Conolly & Novak, 2007). Prevalence of autism in U.S. children increased by 119.4 percent from 2000 (1 in 150) to 2010 (1 in 68). (CDC, 2014) Autism is the fastest-growing developmental disability. (CDC, 2008). It costs more than \$8,600 extra per year to educate a student with autism. (Lavelle et al., 2014) (The average cost of educating a student is about \$12,000 – NCES, 2014)

The vehicle for this program is the "Supported Classroom". This is a truly inclusive model where students remain with their peers in a general education classroom and specialized service providers are brought in to support the classroom. A strength of this model is that while it provides seamless support for students with autism, it also provides support for the entire classroom to promote a spirit of inclusion and sense of belonging for all.

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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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