

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>	<div style="border: 1px solid black; padding: 5px;"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR - 8 PM 1:37 DOCUMENT CONTROL CENTER </div>
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

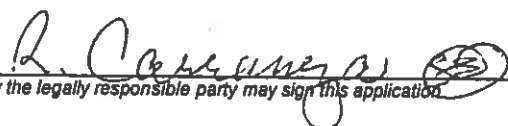
Organization name	County-District #	Amendment #	
Houston Independent School District	101-912		
Vendor ID #	ESC Region #		
74-6001255	04		
Mailing address	City	State	ZIP Code
4400 W. 18 th Street	Houston	TX	77092-8501
Primary Contact			
First name	M.I.	Last name	Title
Joan	H	Anderson	Asst. Superintendent, Spec Ed
Telephone #	Email address		FAX #
713-556-7025	Jander13@houstonisd.org		713-556-7099
Secondary Contact			
First name	M.I.	Last name	Title
Annetra		Piper	Manager, Grants Department
Telephone #	Email address		FAX #
713-556-6785	apiper@houstonisd.org		713-556-7023

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
Richard	A.	Carranza	Superintendent of Schools
Telephone #	Email address		FAX #
713-556-6300	HISDSuperintendent@houstonisd.org		
Signature (blue ink preferred)	Date signed		


3-5-18

Only the legally responsible party may sign this application

701-18-107-021

Schedule #1—General Information

County-district number or vendor ID: 101912

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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<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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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

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: 101912

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.	101912 Houston ISD	Richard A. Carranza <i>R. Carranza</i>	713-556-6300 HISDSuperintendent@houstonisd.org	\$1,000,000
Member Districts				
2.	County-District # 101-911 County-District Name <i>GCISD</i>	Name <i>Melissa Duarte</i> <i>Melissa Duarte</i>	Telephone number <i>281-207-3571</i> Email address <i>melissa.duarte@gcisdnh</i>	Funding amount \$0
3.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name Name	Telephone number Email address	Funding amount

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

County-district number or vendor ID: 101912

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: 101912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.		N/A	
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101912

Amendment # (for amendments only):

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

The Houston Independent School District is applying for the Services to Students with Autism grant in order to do the following: (1) redesign the self-contained special education classrooms; (2) increase and improve methods of support to special education teachers and teacher assistants; (3) increase parental involvement and support; and (4) increase the use of innovative technology. This project will benefit the targeted population by bringing awareness to special/general education teachers through extensive professional development. The goals of this grant relate to the demonstrated goals of Houston ISD, by developing teachers who can train other teachers (train the trainer model), increase training for parents to use at home, increase professional development for special teachers and teaching assistants on how to establish work systems with a focus on integrating assistive technology, increase professional development for general education teachers with a focus on collaborative teaching models to support inclusive practices for students with autism who access general education curriculum, and increase collaboration with local districts and community partners to include face-to-face, online, webinars, and video professional development.

The budget for the proposed project was developed based on the needs of the students, families and community and is also based on the needs of the teachers, teacher assistants, and students with autism in self contained or general education settings that would provide continuity and congruence. This grant will provide funds for substitute pay, extra duty pay for teachers to attend training or professional development, and extra duty pay for teacher assistants. The budget includes costs for a consultant from Teaching Expanding Appreciating Collaborating and Cooperating Holistic program (TEACCH) (spell out the acronym) for the trainer-of-trainer professional development. Costs will also cover the development of webinars, exemplar videos, video tutorials and online courses.

The demographics of Houston ISD and partnering districts relate to the defined goals and purpose of the grant by serving students that are representative of the state demographics, providing innovative services to students with autism using technology, and serving students ages 3 to 9 or third grade or lower.

The process for the needs assessment was designed by Houston ISD in collaboration with key stakeholders, including representatives from school districts, schools, educators, community partners, and parents. The needs assessment included data from classroom observations, instructional walkthroughs, student IEP goals and objects, progress reports, and district and state academic achievement data. Houston ISD conducted a thorough needs assessment to identify ways to improve the current status of services available to students with autism in self contained and general education class settings. In order to determine the needs of the partner school districts, Houston ISD held an information and fact-finding meeting with neighboring school districts at Harris County Department of Education. Based on the needs assessment of Houston ISD and partnering districts, it was determined that there is a need to create consistency and congruity within all self-contained classes for students with autism. Professional development will be necessary for

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101912

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.

teachers and teacher assistants to learn innovative and research-based practices on how to support students with autism in general education settings. It was determined that systems need to be established for positive behavior supports and reinforcements.

The assessment also concluded that more parental involvement and sharing was essential. Students needed more individualized and personalized instruction, and more structure within self-contained settings is necessary to help ensure student success.

HISD's grant will be managed through the Special Education Department at the district office. The Program Manager will ensure compliance with state and federal requirements, as well as provide implementation support and training to the schools to ensure high quality programming. The primary personnel for the project will include the following: (1) Autism and Behavior Support Manager, who will oversee the project; (2) Special Education Teachers; (3) Special Education Teaching Assistants; (4) General Education Teachers; and (5) External Consultant (s).

The methods used to evaluate the program will consist of teacher-made data collection, and an analysis of state and local assessments walkthroughs, monthly reviews of of student IEP's goals/objectives, home-school connection, and teacher and parent surveys. Teachers will follow campus requirements, as well as document student progress in Houston ISD's Special Education management system called Easy IEP. To measure the progress of the program areas, district personnel at the campus level and Houston ISD Special Education Department will regularly monitor student performance, by reviewing files and progress monitoring data.

Detailed in the application is the description of how Houston ISD will meet all statutory and TEA requirements. Houston ISD, partnering school districts, and the Houston ISD Special Education Department are committed to supporting students with disabilities in gaining college and career readiness, and independent living skills through active engagement in grade level curriculum, and will provide students with academic assistance, enriching activities, college and workforce readiness support, and services to families.

Houston ISD is excited to begin this work, and is fully committed to its long term implementation. The Special Education Department and schools' leadership will work with their staff, families, and partners to identify additional funding streams with an eye toward sustainability in order to effectively continue the program when funding ends.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101912			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85 th 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	\$321,110	\$0	\$321,110
Schedule #8	Professional and Contracted Services (6200)	6200	\$172,040	\$0	\$172,040
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$38,375	\$0	\$38,375
Schedule #11	Capital Outlay (6600)	6600	\$441,395	\$0	\$441,395
Total direct costs:			972,920	\$0	972,920
7% indirect costs (see note):			N/A	\$27,080	\$27,080
Grand total of budgeted costs (add all entries in each column):			\$972,920	\$27,080	\$1,000,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,000,000
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$150,000
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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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101912			Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional					
1	Teacher				\$
2	Educational aide				\$
3	Tutor				\$
Program Management and Administration					
4	Project director/administrator				\$
5	Project coordinator				\$
6	Teacher facilitator				\$
7	Teacher supervisor				\$
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist				\$
Auxiliary					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator				\$
Other Employee Positions					
15	Title				\$
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			\$19,900
20	6119	Professional staff extra-duty pay			\$187,720
21	6121	Support staff extra-duty pay			\$90,000
22	6140	Employee benefits			\$23,490
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$321,110
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$321,110

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: 101912		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	\$12,000
	Space for teacher professional development	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$12,000
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Two Consultants from the UNC-Chapel Hill will travel to HISD six times during the 2018-2019 school year and provide professional development to special education teachers of students with autism on the following: creating systems of support with a focus on technology n and sensory integration; providing coaching to support implementation; providing targeted feedback to include recommendations and next steps. Additional costs include travel time, hotel and airfare	\$20,040
2	Contracted services to assist HISD with the development of 20 exemplar videos that will serve as training tools for teachers. In addition, the development of six webinars and three one- hour online courses will be included in the scope of this work.	\$140,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$160,040
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$172,040

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: 101912		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:	\$0
Grand total:		\$0

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101912		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.	\$38,375
Subtotal other operating costs requiring specific approval:		\$38,375
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$38,375

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: 101912			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	Personal computing devices Wi-Fi 32GB – Space Gray (10 pack) for student use	25	\$2,940	\$ 73,500
3	3 Year AppleCare + for personal computing devices 10	25	\$ 990	\$ 24,750
4	Laptops, 13 inch (to control personal computing devices)	5	\$ 1,735	\$ 8,675
5	Laptops (to work with whiteboards for instruction)	80	\$ 910	\$72,800
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Computer Game Maker (Windows)	100	49.79	\$4,979
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Thermal Laminator for student and teacher materials	20	\$290	\$5,800
20	Whiteboard for preschool and self-contained classes grade K – 3.	85	\$1,000	\$85,000
21	Original Standing Desks	50	\$ 227.50	\$11,375
22	Weighted Octocollar	203	\$ 20.61	\$ 4,184
23	Cloth Rocking Chair	108	\$ 112.44	\$12,144
24	Color Printers	85	\$ 349	\$29,665
25	Bean-Filled Seat Cushions	500	\$ 14.89	\$7,445
26	Steps and Bridge	50	\$349.24	17,462
27	Adjustable Fit Ball Chair	150	\$167.74	25,161
28	Sensory Room Package	45	\$1,299	\$58,455
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:				\$441,395

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: 101912

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	74	9	8:1 plus 1 TA
K	202	20	10:1 plus 1 TA
1 st	214	21	10:1 plus 1 TA
2 nd	197	20	10:1 plus 1 TA
3 rd	206	21	10:1 plus 1 TA

COMMENTS

Three-hundred (300) general education and special education teachers will be invited to participate in the proposed training specific to supporting students with autism in educational setting. The teachers will also receive a stipend for their participation in the professional development. Teacher assistants from each self-contained class will also be invited to participate in the proposed professional development activities.

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	7:30 a.m.-2:50 p.m.	For 2018-2019, Houston ISD is standardizing school start times to maximize learning time and to better deliver efficient, reliable, and affordable transportation to students.
Number of days in school year	180 Days	The number of days in the school year will be based on the required minimum by the state of Texas.
Minutes of instruction per school year	70,200 Minutes	The estimated minutes of instruction per school year is based on 6.5 hours of daily instruction X 180 days.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101912

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.

According to the Autism Society of America (ASA), autism is "a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills" (Autism Society, 2013). In Houston ISD, in the past six years, there has been a steady increase in the percent of students identified with autism (Houston ISD, Special Education Program: Identification, Placement, and Assessment Report, 2016–2017). Houston ISD, in collaboration with key regional stakeholders—representing school districts, schools, educators, community partners, and parents—conducted a thorough needs assessment to identify the magnitude of need in how well the greater Houston area educates and serves students with autism in the early grades of pre-kindergarten through third grades. The needs assessment includes an analysis of community-wide census demographic data, school district data from the 2016-2017 school year (e.g., STAAR results, campus poverty rates, attendance rates, promotion rates, disciplinary referrals, number of student absences, schools with low-parental involvement, and district level data on students with autism). Since 2010, there has been a 100% increase in the number of students identified with autism in Houston ISD. A total of 2,216 students, in grades kindergarten through twelfth, were identified with autism in 2017 compared to 1,811 in 2016. The majority of these students were male (83.3 percent) compared to female (16.7 percent) in 2017; and about 57.4 percent of the students identified with autism were Hispanic, followed by 25.5 percent African American, and 11.6 percent White. A higher percentage of students identified with autism were at elementary grades compared to the secondary grades. Specifically, more than 9 percent of the students were in grades 1 or 2 in 2017. Additionally, more than half of students identified with autism were placed in a self-contained instructional setting in 2017. The percent of students with autism in a self-contained setting was comparable in 2016 and 2017; about 36.5 percent of students identified with autism were in a mainstream setting in 2017.

Based on the needs assessment, the following five needs are prioritized as the most significant: (1) There is the need to build consistency and congruity within all self-contained classes, including integrating technology tools and systems, and establishing work systems for individualization and personalization of instruction; (2) There is a need to increase collaboration with local districts and community partners who are service providers to better serve regionally students identified with autism and their families; (3) There is a need to increase professional development opportunities and activities for general education teachers and special education teachers, as well as teaching assistants; (4) There is a need to better monitor the academic performance of students diagnosed with autism to better deliver key services, as needed, to better support their academic success; and (5) There is a need to increase parent training opportunities and activities for parents and guardians of students identified with autism. The district needs to continue efforts in increasing awareness about autism among school staff and parents. Although 212,000 students are enrolled district-wide, 2,216 are identified with autism. The proposed project will provide ample professional development opportunities for teachers to be trained to serve more students identified with autism. The timely screening and identification of students diagnosed with autism needs to occur with urgency in order to ensure that these students are receiving the appropriate services to help them perform academically. The professional development will also target how to support students with autism in the general education setting by focusing on models for collaborative teaching, implementing accessibility features, designated supports, planning for individual student needs, and teachers' roles and responsibilities. Follow-up and coaching support will include classroom observations and feedback. Saturday work sessions will address problem solving and strategies that work.

Increasing parent/community engagement is a very significant need to enable more students identified with autism to success academically. The proposed project will include training that will demonstrate how classroom strategies that work can be implemented at home. Parents will be given toolkits, which will include examples of resources to be implemented at home. Parents will be invited to join teachers in Saturday work sessions to problem-solve and share strategies that work. Each participating school needs to have a dedicated space on campus to provide a *Parent Literacy Resource Center (PLRC)* where parents communicate and obtain information on resources.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101912

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.	There is the need to build consistency and congruity within all self-contained classes, including integrating technology tools and systems, and establishing work systems for individualization and personalization of instruction.	The proposed project will enable Houston ISD, along with partnering entities, to develop a cadre of teachers who will be trained to teach other teachers on how to integrate technology tools, and establish specific work systems within their self-contained classrooms to provide more individualization and personalization of instruction for students identified with autism.
2.	There is a need to increase collaboration with local districts and community partners who are service providers to better serve regionally students identified with autism and their families.	The proposed project will enable Houston ISD, along with partnering entities, to support access to professional development opportunities, including face-to-face and online resources (e.g., videos, courses, webinars, tutorials).
3.	There is a need to increase professional development opportunities and activities for general education teachers and special education teachers, as well as teaching assistants.	The proposed project will enable Houston ISD to support stipends for general education teachers to attend summer professional development specific to supporting students with autism in the general education setting, with a focus on technology integration, assistive technology, and designated supports. The proposed project will also enable Houston ISD to support stipends for special education teachers and teaching assistants to attend summer professional development on how to establish work systems within the self-contained classrooms, with a specific focus on technology integration.
4.	There is a need to better monitor the academic performance of students diagnosed with autism to better deliver key services, as needed, to better support their academic success.	Through the proposed project, teachers, from participating schools, will be provided with adequate, on-going research-based professional development, coaching, ample opportunities to participate in communities of practice, and access to innovative resources that will leverage the effective use of technology for the early identification of students with autism, evaluation purposes, and to accelerate interventions earlier for students, as well as to communicate with and train parents on how to advocate for their child in the school setting and how to use strategies that work in the classroom at home.
5.	There is a need to increase parent training opportunities and activities for parents and guardians of students identified with autism.	Through the proposed project, district- and campus-based efforts will be significantly increased to provide parents and community members with ample opportunities for training and other activities to assist parents to better support for and advocate for their students identified with autism, such as Autism Awareness Family Nights, autism training opportunities on how to support home-school partnerships with teachers and how to use strategies that work in the classroom at home, autism progress monitoring, and parent conferences.

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Schedule #14—Management Plan

County-district number or vendor ID: 101912

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.	Special education teacher	<ul style="list-style-type: none"> Bachelor's degree from an accredited college or university Texas Teacher Certificate with current licensure in Special Education PK – Grade 4 or beyond. Two years of experience teaching students with disabilities
2.	Special education teacher assistant	<ul style="list-style-type: none"> Completed at least two years of study at an institution of higher education (48 college hours); or Obtained an Associate's (or higher) degree; or Completion of a paraprofessional program approved by TEA or an Education Service Center (ESC)
3.	General education teachers	<ul style="list-style-type: none"> Bachelor's degree from an accredited college or university Texas Teacher Certificate with current licensure in General Education PK – Grade 4 or beyond. Two years of teaching experience
4.	External consultant(s)	<ul style="list-style-type: none"> Resume reflects at least 7 – years experience in special education and/or related field; Professional development trainings provided specific to research-based effective methodologies and strategies; Professional affiliation with accredited organization that supports public education
5.	Manager, Autism and Behavior Support	<ul style="list-style-type: none"> Master's degree from an accredited college university Texas Teacher Certificate with current licensure in Special Education PK – grade 12 Seven years of teaching experience

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.	At least 95% of teachers/ teacher assistants will be trained to support students	1. Number of participants who registered	05/31/2018	08/31/2018
		2. Number of participants who participated	08/31/2018	05/31/2019
		3. Number of participants who registered for follow-up training sessions/survey feedback	06/30/2018	08/31/2018
2.	95% of classroom observations will demonstrate mastery of training	1. Number of special ed team observations	08/31/2018	11/30/2018
		2. Observation tool will focus on classroom design, classroom master schedule and work systems.	08/31/2018	11/31/2018
		3. Follow-up coaching sessions to observe the fidelity of implementation.	08/01/2018	08/02/2019
3.	Increase in student achievement by 10%	1. Number of students who are identified and served through the program	05/31/2018	08/31/2019
		2. Number of students increasing in reading/math	05/31/2018	08/31/2019
4.	75% of parents will be trained in home-school connection.	1. Number of parents who registered	08/01/2018	08/01/2018
		2. Number of parents who participated	06/30/2018	07/31/2018
		3. Exit survey feedback.	09/01/2018	04/30/2019
5.	Complete at least two instructional rounds/communities of practice.	1. Number of instructional rounds completed	05/31/2018	12/1/2018
		2. Debrief sessions will follow and include recommendations and next steps.	01/31/2019	04/30/2019
		3. Number of participants in communities of practice		

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: 101912

Amendment # (for amendments only):

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

The Houston ISD Board of Education created the Board Monitoring System as a mechanism to measure the district's progress in achieving goals outlined in the board's Declaration of Beliefs and Visions. It establishes a schedule of detailed reporting to the board and community on the district's efforts and effective use of taxpayer dollars to meet the district's facilities standards, and evaluate all major programs and services. Specific, actionable measures shall be provided to the Board on an annually recurring basis for ongoing monitoring and trend reporting in the areas of rigorous education in reading and math, consistency, and safety. The intent is to provide a holistic view of the district.

The Special Education Department's Targeted Improvement Plan is the current system used to monitor progress on priority goals and objectives. This plan is discussed during the bi-monthly leadership team meetings and is adjusted based upon current work including noting when benchmark targets are met. The work specific to this grant will be added and monitored monthly. Targeted Improvement Plan includes the following: State Performance Indicators as part of the state's PBMAS, STAAR Achievement Data, STARR Alternate 2 Data, and District benchmark and assessment data. Targeted Improvement Plan is monitored monthly by the special education leadership team and adjustments made as needed. Updates to this plan will be shared with staff via staff meetings, email, and added to the department's website externally and internally. The external website is available to the public. The internal website is available on HISD employees only.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The department's three work groups of special education program specialists, instructional, compliance and behavior, will also support this work as they are assigned to campuses where classes for students with autism are located. They will be members of the teams for support and will also facilitate coaching and follow-up training.

Work will be coordinated through the following methods to prevent duplication and maximize effectiveness:

- Classroom observations – weekly visits to self-contained classes for students with autism to observe classroom design as well as systems of support including technology and design
- Instructional rounds – weekly visits to selected classrooms that serve students with autism, self-contained and general education, to observe instruction and collaborative teaching models
- Community of practice visits – weekly visits from academics collaborative team members to observe classrooms that serve students with autism, that focus on fidelity of instruction from a campus-wide perspective
- Manager of Autism and Behavior will coordinate progress monitoring meetings that are scheduled quarterly.
- Each campus observation visit will be followed by debrief with relevant campus personnel to highlight what's working well and what additional support is needed.
- Coaching sessions will be scheduled that support teachers' implementation of new learning from professional development.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101912

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.	Observation of instruction via weekly walkthroughs, instructional rounds, and community of practice visits with protocols for feedback.	1.	Evidence of student engagement in work stations, technology integration, and sensory support in self-contained classes of students with autism.
		2.	Evidence of students' accommodations and designated supports in all selected general education classrooms for students with autism.
		3.	Evidence of collaborative teaching between special education and general education teachers in the general education setting for students with autism.
2.	Monthly review of student folders to monitor alignment of students' IEPs goals/objectives with lesson plans and activities.	1.	Increase in phonemic awareness for preschool students with autism.
		2.	Evidence of data collection and progress monitoring specific to individual students within classes that serve students with autism.
		3.	Implementation of specially designed instruction is evident in both self-contained and general education settings.
3.	Home-school connection	1.	Evidence that a system of communicating with parents on progress towards goals and objectives is in place and used daily and/or weekly.
		2.	Increased parent engagement
		3.	Parent indication of satisfaction through surveys.
4.	State and local assessments	1.	Evidence of student engagement and personalized learning.
		2.	Evidence of research-based instructional strategies and practices.
		3.	Evidence of implementation of tiered interventions as appropriate.
5.	Teacher and parent surveys	1.	Teachers engaged in pedagogy and in best instructional practices
		2.	Evidence of completion of teacher survey data specific to PD, work systems, technology and sensory integration, and instructional practices.
		3.	Evidence of completion of parent survey data on training, home-school communication, and student progress.

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.

Houston ISD will use teacher-made data collection tools for collecting data, in addition to analyzing data from state and local assessments. Teachers will continue to follow campus requirements specific to reporting attendance and participating in campus-wide assessments and other data collection points. Teachers will be required to document progress monitoring in the special education management system, called Easy IEP, which allows teachers to include student information in a safe, secure, and private online location that is accessed by teachers and school leaders to ensure the needs of all students with disabilities are properly served. Teachers participating in this grant project will be required to maintain weekly communication with parents and evidence of communication will be reviewed by special education administrator. Teachers are required to provide progress reports to parents according to each campus' reporting scheduled. In order to understand the level of impact this program will have on teachers, data will be collected from sign-in/attendance sheets and surveys regarding the effectiveness of the training and support that they received through the program. Data collection will be gathered and maintained primarily by our student information system (SIS), Chancery, and through Cognos, where student information and performance records are stored. District personnel can monitor student performances by regularly reviewing the files. To ensure that students are on track, regular monitoring of student performance in the class will be monitored by the participating schools as well as by the HISD Special Education Department. Interventions on the campus are in place to ensure student academic achievement increases if academic measures are not met. Program effectiveness will be monitored closely by district personnel and remediation to the pathways will be handled by central office and campus administrators. Any challenges specific to this grant project will be brought to the attention of the special education assistant superintendent and grant manager for resolution.

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

County-district number or vendor ID: 101912

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.

Structured teaching methodology comes from the University of North Carolina at Chapel Hill's *Teaching, Expanding, Appreciating, Collaborating, Cooperating, Holistic* (TEACCH) program. TEACCH was established in 1972 and has since been found to be valid and reliable based upon research that expands across decades. Houston ISD seeks to increase the capacity of teachers who provide services to students with autism by using this research-based approach.

This program's goals include the following:

- increasing the skill level of persons with autism through innovative education, teaching and demonstration models;
- expanding knowledge of individuals, including family members, who are responding for teaching and supporting persons with autism to ensure high quality and evidence-based services;
- appreciating and understanding the unique strengths of persons with autism
- collaborating and cooperating with colleagues specific to interactions with persons with autism and their families;
- looking at persons with autism from a holistic perspective that includes family and community life; and
- ensuring that professionals who work with persons with autism provide support that includes teaching skills that lead to well-qualified individuals who are prepared for a world of work.

The effective use of technology will be demonstrated through the Houston ISD "Power-Up" program as a means of supporting technology integration during classroom instruction. The Power Up program is a HUB that is a central platform for teachers and students, and is accessible from any device inside or outside of the district. Universal Design for Learning computer workstations will be purchased and placed in each self-contained class. Professional development for teachers will include how to use this technology to assist with skill development in domains that are impacted by autism spectrum disorder. One of the work stations within each class will be specific to computer usage, assistive technology devices, and others as needed. As students with autism continue to access the general education setting, knowing how to use their designated and visual supports will enable them to successfully participate in the curriculum.

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.

Houston ISD will measure student achievement using multiple data sources to establish the baseline and assess progress for each subsequent year. The data sources will include the following: (1) Students' current Full and Individual Evaluation information; (2) Present Level of Academic and Functional Performance; and (3) Progress monitoring data from progress reports. Students who are currently participating in the alternate curriculum will have benchmark data, as well as STAAR Alternate data to measure the academic performance of students in third grade, as part of baseline data determination. All collected data will be analyzed and reported, including baseline data for students. Teachers will also review data on the effectiveness of designated supports and/or modifications, to support this work.

To establish group assignment, a roster of students who participated in the program at all grade levels will be detailed, including identification number, school, grade level, gender, ethnicity, and economic status. Teachers will be required to collect individual student data that shows mastery of progress towards IEP goals and objectives. This data is included in progress monitoring reports that are captured in Houston ISD's Special Education Management System, EasyIEP. The student achievement data collected at the end of the project period will be used to further refine and define project goals and determine the overall effectiveness of the project. In addition, a participant survey of targeted stakeholders (i.e., students, teachers, parents, school administrators, service providers) will be developed with the Program Manager as a feedback mechanism for promoting quality service delivery and implementation. Open-ended responses will allow for collection of information for program improvement or adjustment. Progress toward meeting project goals and objectives will be reported annually by the external evaluator for the project to TEA and Houston ISD.

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

County-district number or vendor ID: 101912

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 Special Education Parent Advisory Committee will be launched during the implementation of this program. The purposes of this body are to advise the Office of Special Education Services specific to the following:

- the needs of students with disabilities and special education services in HISD;
- the development of priorities and strategies for meeting the needs of students with disabilities; and
- assist with keeping the community informed on how the needs of students with disabilities are being met.

Parents of students in the self-contained classes will be invited to participate in training that will introduce them to the structured teaching methodology. Included in this training will be resource materials that parents will learn how to use at home and that can support classroom instruction. Parents will participate in "make it and take it" activities that will illustrate how visual schedules can support their students' daily routines at home. Parents will also receive training on how sensory issues can be addressed. Parents will receive tool kits that encompass all the resources and materials of the training. Parents will complete surveys to assess their level of satisfaction with the training and resources.

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.

Students with autism are represented in every ethnicity and socio-economic status. The diversity among the skill sets of students with autism varies from students who can access and exceed general curriculum standards to students who will require assistance with every aspect of academic and adaptive instruction. The program will reflect the diversity of the state in that districts that have been invited to join the consortium for this grant request are committed to sustainable change, and have student groups that create a balance demographically with representation among participating districts. The model has the potential to become replicable because of access to professional learning through the consulting organization that will provide autism training to the teachers. Professional learning will be maximized through the use of technology. After receiving professional learning, participants will return to provide training to other teachers who will receive feedback through technology-based coaching and just-in-time feedback to refine their practice.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912

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.

Through the proposed project, a regional partnership of participating districts will collaborate to deploy a cadre of "literacy leaders" that will be cultivated to implement regionally-aligned communities of practice in tandem with on-going research-based professional development opportunities. The challenge of overcoming access to resources by leveraging technology, while guiding professional learning from remote sites, will close the opportunity gap for participating districts. Coaching and support for teachers, with feedback to participants through an online platform that records their practice, will receive feedback to refine and perfect their practice to meet the needs of students identified with autism. There is growing research that demonstrates that leveraging technology such as through online learning platforms augment both teaching and learning in 21st century classrooms at all grade levels (Bill & Melinda Gates Foundation, 2010; Moeller and Reitzes, 2011). Houston ISD's digital online learning platform, known as the HUB, will serve as the project's one-stop digital hub. The HUB will house everything the participating teachers need to support and enhance their professional development, access communities of practice, and personalize instruction and learning for their students. Examples of resources found in the HUB include digital textbooks, teacher resources, access to student, school, and district data, access to and sharing of instructional exemplars, access to student assignments and work products, and access to other resources for students that meet the needs of all learners.

According to the research, there are 12 key benefits of effective digital learning platforms; these include the following: (1) Improved organization and communication; (2) Increasing parental involvement; (3) Enhanced independent and personalized learning; (4) Enhancing the quality and range of online educational resources; (5) Better monitoring of learning and teaching (e.g., the capability to capture and analyze district-wide course usage data, as well as the capability to capture and analyze 3rd party application qualitative and quantitative data to inform decision-making); (6) More opportunities for collaboration and interaction between teachers and students; (7) Enhanced digital literacy; (8) Making best use of the teachers' time; (9) Facilitating strategic leadership and management; (10) Supporting additional needs and inclusion; (11) Increasing student behavior and attendance outcomes; and (12) Building the school identity and community (Moeller and Reitzes, 2011). Houston ISD's HUB provides a one-stop framework for teachers with access to a multi-tiered system of support—a framework integrating assessment, enrichment, and interventions within a multi-level instructional system to maximize student achievement and to reduce behavioral problems. With this framework in place, teachers will use data-based decision making, problem-solving, and professional development to focus quality instruction, identify student instructional needs, continually monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

The proposed project will align the professional development opportunities with the resources that will be accessible to all participating teachers through the use of the digital online platform. Through the proposed project, participating schools will be able to effectively integrate the following: (1) Increase the use of technology in instruction for diverse learning styles; (2) Increase the use of assistive technology to support communication; (3) Increase the use of classroom technology, such as whiteboards to engage young students identified with autism; (4) Develop exemplar videos to support professional development for teachers; (5) Develop webinars as a means to support collaboration among teachers who are participating in the proposed project; (6) Develop web-based tutorials that show teachers how to teach and implement specific skills, strategies and techniques; and (7) Design a webpage that can house the professional development videos, webinars and tutorials, as well as document project successes and opportunities for improvements.

For sustainable change, a crucial element of the proposed project will be to enhance family and community engagement. Efforts will be significantly increased to provide parents and community members with ample opportunities for training and other activities to assist parents to better support and advocate for their students identified with autism, such as Autism Awareness Family Nights, Autism simulation opportunities, October Autism Awareness Month activities, community meetings for parents of students with autism, progress monitoring reports, and parent/ family conferences. Additionally, each participating school will have a dedicated space on campus to provide a *Parent Literacy Resource Center (PLRC)* where parents will be able to communicate with each other and obtain information on community resources. Parent centers offer an excellent strategy for schools to involve culturally-diverse families in the educational process (Correa, 1989; and Padak & Rasinski, 2003).

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

County-district number or vendor ID: 101912

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.

This project will support professional development for special education and general education teachers in how to use collaborative planning and teaching models to support students with increased access to the general education setting. The research on inclusive practices by Dr. Marilyn Friend, remains strong specifically in helping teachers know and understand their roles and responsibilities. By introducing various models of collaborative teaching through training, teachers will have opportunities to practice so that implementation within the classroom setting will be more organized and structured. In addition, including information and training on how to target designated supports and accessibility features provides concrete ways teachers can structure lessons to eliminate barriers to learning.

Additionally, teachers will be trained to be intentional about creating a safe learning environment whereby they use a variety of teaching strategies, activities, and assignments so that they can accommodate the needs of all students. Universal Design for Learning and flexibility will be used to create accessible classrooms. Teachers will incorporate differentiated instructional strategies so that all students can feel valued at the point where they are. In order to ensure that students are best served, teachers will need to review and get to know their students' IEP or 504 plans. Finally, a strong behavior modification plan must be established so that the classroom environment is more conducive to being a structured environment. Coaching and follow-up support will be provided and scheduled to include weekly observations. Follow-up training will address common challenges and provide a means to problem solve both teacher teams and individual students.

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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