

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

**2018-2019 Services to Students with Autism**

<b>Program authority:</b>	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017	<b>FOR TEA USE ONLY</b> Write NOGA ID here
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

<b>Organization name</b>	<b>County-District #</b>	<b>Amendment #</b>	
Sheldon ISD	101924		
<b>Vendor ID #</b>	<b>ESC Region #</b>		
746002290	4		
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>
11411 C.E. King Parkway	Houston	TX	77044
<b>Primary Contact</b>			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Susan	J	Pansmith	Executive Director
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
281-727-2060	susanpansmith@sheldonisd.com		2817272093
<b>Secondary Contact</b>			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Quyen		Tieu	Coordinator
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
281-727-2041	quyentieu@sheldonisd.com		281-727-2093

**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
King	R	Davis	Superintendent
Telephone #281-727-2006	Email address kingdavis@sheldonisd.com		FAX # 281-727-2085

Signature (blue ink preferred)

Date signed



3/7/18

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

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

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101924

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

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

**Part 2: Acceptance and Compliance**

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

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

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101924

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with autism.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
12.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101924

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
<b>Fiscal Agent</b>				
1.	101924 Harris-Sheldon ISD	Mr. King R. Davis	281-727-2006 kingdavis@sheldonisd.com	\$392,144
<b>Member Districts</b>				
2.	101-921 Harris-Tomball ISD	Dr. Martha Salazar-Zamora	281-357-3100 x 2005 Msalazar-zamora@tomballisd.net	\$77,831
3.	101-913 Harris-Humble ISD	Dr. Elizabeth Fagen	281-641-8001 efagen@humbleisd.net	\$131,611
4.				
5.				
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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101924

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
<b>Fiscal Agent</b>				
1.	101924 Harris-Sheldon ISD	Mr. King R. Davis 	281-727-2006 kingdavis@sheldonisd.com	Funding amount
<b>Member Districts</b>				
2.	101-921 Harris-Tomball ISD	Dr. Martha Salazar-Zamora	281-357-3100 x 2005 Msalazar-zamora@tomballisd.net	Funding amount
3.	101-913 Harris-Humble ISD	Dr. Elizabeth Fagen	281-641-8001 efagen@humbleisd.net	Funding amount
4.				Funding amount
5.				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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101924

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
<b>Fiscal Agent</b>				
1.	101924 Harris-Sheldon ISD	Mr. King R. Davis	281-727-2006	Funding amount
<b>Member Districts</b>				
2.	101-921 Harris-Tomball ISD	Dr. Martha Salazar-Zamora <i>Martha Salazar-Zamora</i>	281-357-3100 x 2005 msalazar-zamora@tomballisd.net	Funding amount
3.				
4.				
5.				
6.				
7.				
8.				

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID:

Amendment # (for amendments only):

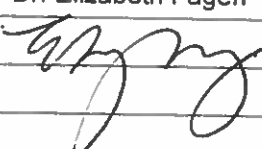
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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
<b>Fiscal Agent</b>				
1.	101924 Sheldon ISD	Mr. King R. Davis	281-727-2006	
<b>Member Districts</b>				
2.	101-921 Tomball ISD	Dr. Martha Salazar-Zamora	281-357-3100 x 2005 Msalazar-zamora@tomballisd.net	
3.	101-913 Humble ISD	Dr. Elizabeth Fagen 	281-641-8001 efagen@humbleisd.net	\$131,611
4.				
5.				
6.				
7.				
8.				

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



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

County-district number or vendor ID: 101924

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
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	
<b>Grand total:</b>				

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101924

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.

**Needs Assessment Process:** The members of the SSA (Tomball, Sheldon, Humble ISDs), conducted a needs assessment to determine barriers to the successful and meaningful inclusion of students with autism. The assessment identified a need to more greatly and intentionally engage parents and family members in collaboration around the needs of their child, further teacher and staff training, increased social and communicative skills for students with autism and the need for emotional regulation. Information was obtained from interviews with stakeholders, review of IEP and student performance data, surveys and observation.

Each participating district has developed a district improvement plan. Components of the project will support the implementation of those plans. The plan can also be located on the district's website for each participating district. Integrated leadership opportunities for students with autism age three through nine are essential to building self-determination skills at an early age. This SSA is proposing a partnership with Special Olympics Texas to develop Unified Champion Schools (UCS) in every school with specialized autism support classrooms (i.e., Structured living, life skills, etc.). Unified Champion Schools is program that promotes acceptance and inclusion among students with and without intellectual disabilities. The program focuses on advocacy, leadership, fitness and sports opportunities through character development and leadership teamwork. This program operates throughout the school year by an identified campus facilitator. Activities of UCS schools include students with and without disabilities planning and hosting events that support the community. Special Olympics Texas describes UCS as, "Set in a fun, interactive, unified environment, the participants will engage in advocacy, leadership, fitness and sports opportunities – together."

This SSA is seeking funding to expand UCS to establish summer program for each collaborating district for students with Autism during the summer of 2019 and 2020. This opportunity will serve as an opportunity for all participating school districts to create authentic social environments to focus on social, self-determination and leadership skills associated with UCS for students with autism and students without disabilities. During this summer program all students will participate in leadership activities at selected sites in northwest and northeast Houston. Collaborating districts not able will establish a local summer program within the district. The proposed curriculum for this leadership campus to enhance UCS will be written in partnership with Sam Houston State University and local regional education staff. Eligibility for students participating in this summer program is not limited to extended school year (ESY) eligibility and is open to all students with autism, in which the parent consents to participation.

**Training for Special Education Teachers Serving Students with Autism**

Prior to and during the implementation of UCS, teachers in every collaborating district as part of the SSA will be directly trained in various skills needed to produce positive change with students with autism. Training sessions will be done at a variety of times to accommodate schedules and allow for observation within the classroom and natural settings. Trainings will be conducted through professional development sessions in small and large groups, and also individually within the classroom setting. In addition to face-to-face trainings, videos of each skill will be posted online for staff and parents to view at their leisure when they are interested in learning additional information.

Behavioral skills training (BST) is a competency-based staff training procedure used to teach staff, caregivers, and teachers performance-based skills that can be implemented with children with autism. BST utilizes four components: instructions, modeling, rehearsal, and feedback (Miltenberger, 2016). During the instructions portion, written and verbal instructions regarding how to perform the skill are distributed and reviewed with the trainer. The trainer then models correct performance of the skill, either through an in-vivo model or video model while the staff observe. Staff are then given the opportunity to practice the skill with other staff and the trainer, while receiving constructive feedback and praise over their performance. BST has been used extensively to teach multiple skills and has been shown to be an effective and efficient procedure (Drifke et al., 2017; Gianoumis et al., 2012; Giles et al., 2018; Gunn et al., 2017; Hogan et al., 2015; Homlitas et al., 2014; Maffei-Almodovar et al., 2017; Nuernberger et al., 2013; Sarakoff & Sturmey, 2004).

**Schedule #5—Program Executive Summary (cont.)****For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 101924

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.

BST will be utilized to train teachers who serve students with autism how to teach social skills. Examples of social skills will include initiating, responding to, and sustaining conversations with peers, sharing, turn taking, sportsmanship, and requesting. In addition, BST will be used to teach basic principles and strategies of applied behavior analysis (ABA). ABA is the scientific application of behavioral principles to applied situations, and has strong evidence demonstrating its effectiveness in improving the lives of individuals with autism. Examples of ABA topics that may be taught simultaneously with social skills and subsequently utilized throughout the school day by teachers include reinforcement, preference assessments, functional behavior assessment, discrete trial teaching, daily schedules, functional communication training, and generalization and maintenance. Additionally, BST may be used throughout the program to teach typically-developing peers and family members (e.g., parents, siblings) how to interact with children with autism, as well as how to assist in teaching social skills.

### Interactive Website Exchange

Collaborating districts in this SSA are proposing an interactive website exchange to capture video, digital print guidance and discussion forums associated with Behavior Skills Training (BST). This interactive website will be developed in collaboration with a production team identified by the fiscal agent of the SSA following the award of the grant and a public bid procedure. The interactive website will serve as a replicable product that will expand over time can be used by districts across the state.

Each member of the SSA will have the opportunity to create a parent advisory counsel that will meet regularly to address needs of students with autism.

### Augmentative and Alternative Communication

Collaborating districts in this SSA are proposing integrating the use of aided augmentative communication devices to enhance behavior skills training (BST) and the implementation of the SCERTS curriculum for students with autism. Pointing or gesturing to pictures cues and accessing high tech devices are essential to ensuring the student with autism through BST is able to initiate, respond, and sustain conversations. Aided augmentative communication devices in the proposal includes the use of such devices as an i-pad, DynaVox or other aided communication device. Each district within this SSA will identify a speech and language pathologist (SLP) or SLP team to integrate the use of the district selected communication device with students receiving BST. The augmentative communication devices will also be used within the leadership opportunities described as part of the Unified Champion School program during summer programming in authentic environments.

The team reviewed and discussed the TEA requirements to determine how they will be addressed to ensure overall program effectiveness and to adhere to all required guidelines. The team will convene quarterly to review the expectations of the grant requirements. Each district executive/director of special education will be responsible for ensuring the validity of all implementation processes and data collection to ensure program quality. The Director of Federal Programs of the fiscal agent's district will establish a monitoring process to ensure compliance to all TEA requirements.

### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85<sup>th</sup> 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	\$90,000	\$11,664	\$101,664
Schedule #8	Professional and Contracted Services (6200)	6200	\$424,892	\$0	\$424,892
Schedule #9	Supplies and Materials (6300)	6300	\$35,100	\$0	\$35,100
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$24,000	\$0	\$24,000
Total direct costs:			\$573,992	\$11,664	\$585,656
Percentage% indirect costs (see note):			N/A	\$15,930	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$573,992</b>	<b>\$27,594</b>	<b>\$601,586</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$573,992	\$27,594	\$601,586
------	---	-----------	----------	-----------

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$585,656
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:	\$87,848

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$0
2	Educational aide			\$0
3	Tutor			\$0
<b>Program Management and Administration</b>				
4	Project director/administrator			\$0
5	Project coordinator			\$0
6	Teacher facilitator			\$0
7	Teacher supervisor			\$0
8	Secretary/administrative assistant			\$0
9	Data entry clerk			\$0
10	Grant accountant/bookkeeper			\$0
11	Evaluator/evaluation specialist			\$0
<b>Auxiliary</b>				
12	Counselor			\$0
13	Social worker			\$0
14	Community liaison/parent coordinator			\$0
<b>Other Employee Positions</b>				
15	Title			\$0
16	Title			\$0
17	Title			\$0
18	Subtotal employee costs:			\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
19	6112	Substitute pay		\$42,000
20	6119	Professional staff extra-duty pay		\$48,000
21	6121	Support staff extra-duty pay		\$0
22	6140	Employee benefits		\$0
23	61XX	Tuition remission (IHEs only)		\$0
24	Subtotal substitute, extra-duty, benefits costs			\$90,000
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$90,000</b>

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 101924

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	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	Curriculum Writing –Provide specialized curriculum to support the summer camp	\$50,000
2	UCS Staff Contract – To provide afterschool social opportunities	\$56,000
3	Interactive Website – Capture video and digital support for parents and teachers	\$65,000
4	Printing – To support programming and parent forums	\$292
5	Summer Camp Contract-Ssummer campus for autistic and typically developing peers	\$160,000
6	Behavioral Skills Training-Provide support for teachers with students with autism	\$93,600
7		
8		
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$424,892
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$424,892

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 101924		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$35,100
<b>Grand total:</b>		<b>\$35,100</b>

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 101924		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.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
<b>Grand total:</b>		<b>\$0</b>

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

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 101924		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2	Augmentative Devices	3	\$8,000	\$24,000
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$24,000</b>

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

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101924

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	1615	62	26 to 1
K	4420	232	19 to 1
1 <sup>st</sup>	4740	244	19 to 1
2 <sup>nd</sup>	5052	261	19 to 1
3 <sup>rd</sup>	4963	256	19 to 1
<b>COMMENTS</b>	The numbers for PreK show a higher ratio as some programs are halfway days.		

**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
<b>School day hours</b> (ex) 8:30am – 4:30pm	8 -3:30	Varies by campus
<b>Number of days in school year</b>	177	
<b>Minutes of instruction per school year</b>	75,600	

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Need

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101924

Amendment # (for amendments only):

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

The school districts entering into this combined application support in 235 students with Autism between the ages of 3 and 9. These students receive support through a continuum of service delivery models from inclusion with support from co-teaching, in-class support, consultation and social skills to highly structured and individualized self-contained programs and combinations of multiple models. Students in self-contained and centralized service delivery models have significant behavioral needs that were not successfully addressed in less restrictive settings. Their lack of social/communication understanding results in a greater need for highly specialized instruction and intensive support. Students in less restrictive programs also demonstrate deficits in social/communication understanding which prevents them from fully participating in the classroom setting like their same age peers.

Participating districts conducted a needs assessment that resulted in the identification of key areas to increase the opportunities for meaningful inclusion for all students with autism in the various settings. Information gathered from Individual Education Plans, teacher and staff feedback, parent surveys and observations and walk-throughs yielded the need to create more meaningful opportunities for parent engagement and intentional opportunities for family members to be included as collaborators and partners in all efforts. This includes providing parents and family members opportunity to review intervention outside the traditional school day and to be an active part of social/communication skills across settings.

Additional needs included educator training to address social communication skills and emotional regulation issues for students in all settings. Educators and family members frequently identified that students with autism, even those fully included in the general education setting, demonstrated significant deficits in social skills that limited their ability to be fully included. Social skill lessons delivered in the school setting often did not translate well into settings outside of school and were often conducted in settings with peers with similar deficits making transfer and generalization difficult. For students with more significant language issues, the grant would allow the incorporation of augmentative and alternative communication devices such as iPads or Dynavox to enhance the activity.

In response to the identified needs, this SSA is seeking funding to increase integrated leadership, and social opportunities for students with autism and their non-disabled peers as well as providing training to teachers working directly with students with autism. Additionally, we are proposing opportunities for social/communication skills training and application in settings that are natural social stimuli for both students with autism and their non-disabled peers. We are seeking funding so that we may build and provide a virtual video library for both parents and teachers that would demonstrate instructional techniques and responses for a variety of behavior that what would be housed on a website giving 24 hour a day access to staff and family.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101924

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.	<b>Increased Parent Engagement and Collaboration:</b> Needs assessment across the partnering districts identified the need to deliberately involve parents and family members as collaborators and partners. Stakeholders identified needs specifically in the areas of advocacy, training and socialization events.	Partnering districts would provide a variety of opportunities for parents and family members to be directly involved as partners in their child's education by providing social events (summer day camp, afterschool clubs, school sports activities) that would include active learning for all participants. The districts may opt to provide a Parent Advisory Council to serve as a source of advocacy for parents of students with autism. A website with video capturing how to intervene or teach a new behavior that would be accessible to both parents and staff 24 hours a day.
2.	Increase integrated leadership and social communication opportunities for students with autism	The Unified Champion Schools (UCS) will promote acceptance and inclusion among students with and without intellectual disabilities. The program focuses on advocacy, leadership, fitness, and sports opportunities through character development and leadership teamwork with typically developing peers. Districts will host a summer "camp" program focused developing social/communication skills with typically developing peers in a natural social setting. Curriculum will be developed for this program in partnership with Sam Houston State University. Students with significant language challenges will participate in the UCS program with an Augmentative and Alternative Communication device to enhance their participation.
3.	Increase the skill set of teachers serving students with autism	Teachers serving students with autism will receive training in Behavioral Skills Training that will include how to teach social skills as well as how to teach basic principles and strategies of applied behavior analysis (ABA).
4.	<b>Emotional Regulation Skills:</b> Partner districts identified problem behaviors as a continued barrier to full inclusion and acceptance in the general education setting. Students with autism need strategies to exert social control through socially acceptable means.	Teachers, staff and family will be provided opportunities to learn basic principles and strategies of applied behavior analysis especially in applied situations. BST will be used to effectively deliver instruction. Additionally, families and school staff will be provided access to a website used to house a video library and other digital print to quickly access potential intervention when faced with a new behavior.
5.	<b>Support in non-school settings:</b> Partnering districts recognize the need to ensure that skills learned in the school setting are generalized and transferred to social settings beyond the school building. In order for students with autism to meaningfully engage in the community, they need opportunity to practice their skills in more natural social settings.	The districts in the SSA would propose that expansion of the United Champions Schools to all campuses that support students with autism and to a summer program beyond the traditional school year and ESY. Students would engage in a club that focuses on leadership, advocacy, sports and well-being with their typically developing peers in both settings.

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID:

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.	Executive Director of SpEd	Experience in special education administration in excess of 5 years, certified in both Special Education and General Education.
2.	Curriculum Writers	Experience designing and writing lessons and curriculum for students with autism in integrated settings. Must be familiar with social and communication needs for students with autism.
3.	BST trainers	BCBA familiar with BST and capable of training parents, staff and teachers in it's use when implementing social skills in a natural setting.
4.	Web Developer	Must be capable of building and maintaining a website that can house videos.
5.	Site Liaisons	Must be a certified teacher familiar with working with students with autism and be willing to implement program and attend associated trainings.

**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.	Increase parent engagement and collaboration	1. Establish Parent Advisory Council	09/01/18	09/01/20
		2. Provide BST training for parents	08/01/18	09/01/20
		3. Launch Interactive website	08/01/18	08/01/20
		4.	04/01/19	09/01/20
2.	Training for teachers, staff and students	1. Provide BST training for teachers	08/01/18	09/01/20
		2. BST training for students in UCS	10/01/18	08/01/20
		3. UCS training for students and teachers	09/25/18	08/01/20
		4.	08/01/18	08/01/20
3.	Create USC schools and programs at targeted campuses	1. Identify participating campuses	09/01/18	08/01/20
		2. Establish clubs and meeting dates	9/25/18	08/01/20
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
4.	Summer Program	1. Work with Sam Houston State University and regional service center to develop curriculum	08/01/18	09/01/18
		2. Identify location for each district	03/01/19	03/15/19
		3. Train personnel	05/01/19	06/01/1906
		4. Host program for both students with Autism and typically developing peers	06/01/19	08/01/19

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101924

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.

Districts participating in the SSA maintain electronic management systems, such as eStar, to monitor achievement related to individual goals and objectives of students with an IEP. ARD meetings and IEP progress are accessed for each student and analyzed both in aggregate and individual form for monitoring purposes and to inform instruction. The need assessments identified areas of need for each student that translate into goals and objectives written for individual students with autism in their personal IEP. Monitoring and review is conducted routinely to ensure students continue to make progress and successfully navigate their least restrictive environment.

Campus staff routinely meet and review student data to plan and determine next steps in classroom instruction. They review student work and behavior, identify barriers and develop strategies to ensure short term goals are achieved. Participating districts have a variety of settings and supports for students with autism that range from in class support, consultation, co-teaching, pull out services, social skills groups and classes to self-contained settings with intensive support. Campus level teams review student progress and determine what additional supports are needed. Campuses can access district personnel to provide additional support or guidance on different settings.

**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 majority of the components of this project are sustainable and replicable. As staff, students and families are trained in BST, the districts in the SSA will create a cohort of teachers skilled in the delivery of Applied Behavior Analysis. These exemplar teachers will serve as coaches to new teachers entering the field and serving students with autism. They will also continue to support parents and families with the skills they will have received via the training. District level staff will also attend training with the expressed purpose of becoming future trainers.

The partnerships with Special Olympics Texas and Sam Houston State University will help maintain the designation as Unified Champion Schools and will allow staff to remain current on training in the field. Districts part of the SSA will look for means to sustain the Leadership Clubs throughout the students stay in public education with expansion to upper grades as student friendships are formed.

The interactive website, once created, will be updated routinely as more areas of interest and information becomes available. Once built, district staff throughout the SSA, can assume responsibility for keeping it current and accessible.

Partnering districts will pursue corporate sponsorships for summer programming beyond the scope of the grant.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101924

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.	IEP goals and objectives (each grading period)	1.	Percent of students making progress on goals and objectives in related areas vs. percent of student making progress not in program
		2.	Increase in number of students moving to LRE
		3.	
2.	Data from parent meetings	1.	Parent attendance
		2.	Parent survey/interview
		3.	Website traffic
3.	Participation in UCS events and other school events	1.	Attendance at UCS meetings
		2.	Students with autism attendance at other school events
		3.	
4.	Teacher training	1.	Impact on student performance on goals and objectives
		2.	Impact on student movement to LRE
		3.	
5.	Progress assessment tool and progress monitoring	1.	Impact on individual student performance based on IEPs
		2.	
		3.	

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

BST views assessment as an on-going process rather than an end in itself. The districts involved in the SSA will use a variety of different assessment approaches, including interviews and questionnaires, observational data, behavior sampling and progress data from IEPs to determine a student's current developmental profile and to determine meaningful goals and objectives. Data from those goals and objectives as noted above will be the primary source of evaluating the impact of both trainings and interventions on students performance.

Attendance at USC events will be used to determine how often students with autism are using social communicative skills outside of the classroom settings with typically developing peers. Attendance at USC clubs will provide students a natural setting to use skills taught in isolation. As the program develops, the SSA will look at USC students extended involvement in other school social events to further encourage generalization and transfer of skills into ordinary social situations. Additionally, since the needs assessment indicated that the ability to control behavior and use social communication appropriately were the among the biggest barrier to students being meaningfully included in the general education classroom, LRE data will be collected annually to determine if students participating in the program are matriculating into less restrictive environments.

Lastly, parent participation and engagement is a critical component of this proposal. Opportunity for feedback will include parent interviews, focus groups, surveys, websites and comments in webbased discussion groups. The feedback provided here will allow the SSA to refine and determine next steps in the project.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101924

Amendment # (for amendments only):

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

The National Research Council (2001) has recognized that there is no evidence that one categorical approach is more effective than other approaches and has recognized that approaches are likely to overlap. Our project incorporates research and evidence-based practices from BST. BST is a competency-based staff training procedure used to teach staff, caregivers and teachers performance-based skills that can be implemented with children with autism. BST utilizes four components: instructions, modeling, rehearsal and feedback (Miltenberger, 2016). During the instructions portion, written and verbal instructions on how to perform the skill are distributed and reviewed with the trainer. The trainer then models correct performance while the staff observe. Staff are then given the opportunity to practice the skill and get constructive feedback. BST has been used extensively to teach multiple skills and has been shown to be an effective and efficient procedure (Drifke et al., 2017; Gianoumis et al., 2012; Giles et al., 2018; Gunn et al; 2017). BST will be utilized to train teachers with autism how to teach social skills and will be used to teach basic principles and strategies of applied behavior analysis. Additionally, BST may be used throughout the program to teach typically developing peers and family members how to interact with children with autism, as well as how to teach social skills.

Additionally, the project will incorporate both elements in the afterschool program of UCS by training both students and teachers in the components of both approaches. Augmentative and Assistive Communication devices will be used as appropriate to enhance the social communication skills of students participating in the program.

The last and most significant use of technology in this project will be the creation of a website that will house video representations of best practices for both intervention and social communication skills. Parents and school district staff will have 24 hour access to a complete library of video and digital resources to consistently support their child.

**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.

The Assessment Process consists of multiple levels of assessments, including direct observation in a number of contexts and reports from and interviews with caregivers. Initial and ongoing assessment data will be entered into a database for monitoring short- and long-term progress and making informed programmatic decisions. This systematic process provides objective data for a child's team to make program adjustments and modifications. Additional information related to the student's achievement, as identified in his or her Individual Education Plan (IEP), will be reviewed on an ongoing basis. This data will be analyzed each grading period, with the first grading period serving as a baseline of the established metrics for review. Student progress data will be monitored four times per school year, with adjustments to program dynamics made in accordance with the findings of the aggregate information.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



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

County-district number or vendor ID: 101924

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 districts in the SSA will intentionally incorporate parental support and collaboration through its Parent Advisory Council and BST training across multiple elementary campuses. The collaborative will also create and maintain and interactive website exchange to capture video, digital print guidance and discussion forums related to the needs of students with autism. This interactive website will serve as replicable product accessible to both school staff and to parents residing within the collaborating districts.

The SSA will specifically address the provision of educational and emotional support for family members. Using a family-centered philosophy, services are not imposed on families. Families are offered services and supports from a menu of possibilities, and therefore, the best match may be made between a family's needs and family members' ability to gain access to and benefit from specific support services. Families will have 24 hour a day access to an interactive website that will allow them to address immediate needs within their personal timeline.

**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 districts composing the SSA are reflective of a diverse population of students and representative of the student population typically found in the state of Texas. Interventions are designed to support all levels of students and could easily be replicated throughout the state. The website and it's contents can be replicated and reproduced in a variety of languages making it accessible to all. Parents and other stakeholders will be involved in providing feedback so that the program developed will reflect the needs and perspectives of the diverse population served throughout our state.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101924

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.

The program will be designed to increase integrated leadership opportunities for students with autism and non-disable peers and increase collaborative training for Special Education teachers serving students with autism. Integrated leadership opportunities for students with autism are essential to building self-determination skills at an early age. This SSA is proposing a partnership with Special Olympics Texas to develop Unified Champion Schools (UCS) in every school with specialized autism support classrooms (i.e., Structured living, life skills, etc.) with a primary focus on students ages three to nine. Unified Champion Schools is a program that promotes acceptance and inclusion among students with and without intellectual disabilities. The program operates throughout the school year by an identified campus facilitator focusing on advocacy, leadership, fitness and sports opportunities through character development and leadership teamwork. These activities include students with and without disabilities planning and hosting events that support the community. Special Olympics Texas describes UCS as *"Set in a fun, interactive, unified environment, the participants will engage in advocacy, leadership, fitness and sports opportunities – together."* This SSA is seeking funds to expand UCS to the extended school year (ESY) program for students with autism during the summer of 2019 and 2020. This opportunity will lengthen the ESY for all participating school districts up to 25% to allow time to create authentic social environments to focus on social, self-determination and leadership skills associated with UCS. During this expanded time allocated for ESY, students without disabilities will also participate in leadership activities along with students with autism served through the ESY program. Each district will identify their unique method of extending ESY through campus, community based field trips, and other authentic environments.

I  
Special Education teachers will be directly trained in various skills before and during the implementation of USC. The specific training components were selected based on the ability to produce positive change with students with autism. Trainings will be conducted through professional development sessions in small and large groups, and also individually within the classroom setting. In addition to face-to-face trainings, videos of each skill will be posted online for staff and parents to view to gain additional information at their leisure.

Behavioral skills training (BST) is a competency-based staff training procedure used to teach staff, caregivers, and teachers performance-based skills that can be implemented with children with autism. BST utilizes four components: instructions, modeling, rehearsal, and feedback (Miltenberger, 2016). During the instructions portion, written and verbal instructions regarding how to perform the skill are distributed and reviewed with the trainer. The trainer then models correct performance of the skill, either through an in-vivo model or video model while the staff observe. Staff are then given the opportunity to practice the skill with other staff and the trainer, while receiving constructive feedback and praise over their performance.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 101924

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.

Integrated leadership opportunities are for students with autism age three through nine are essential to building self-determination skills at an early age. This SSA is proposing a partnership with Special Olympics Texas to develop Unified Champion Schools (UCS) in every school with specialized autism support classrooms. UCS is a program that promotes acceptance and inclusion among students with and without disabilities. The program focuses on advocacy, leadership, fitness and sports opportunities through character development and leadership teamwork. This program would operate throughout the school year with an identified campus facilitator. Activities of UCS schools include students with and without disabilities hosting events that support the community.

The SSA is seeking funding to expand the UCS to establish a summer program for participating districts during the summer of 2019 and 2020. Students participating in the summer program would not have to qualify for ESY and would include both students with and without disabilities. Curriculum for the summer program would be developed in cooperation with Sam Houston State University and local regional education service centers and would focus on natural social opportunities and activities to deliver the curriculum similar to those students enjoy in summer camp.

The overriding goal of the SSA is to enable children with autism to participate more successfully in developmentally appropriate activities with family members, adult partners and peers in a variety of settings.

**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.

The members of the SSA will look to provide the summer program at local community facilities and will work both with higher education and regional service providers to create, implement and maintain program components.

The SSA will also contract with private and community-based providers to develop, and maintain an interactive website.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: