

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	Place date stamp here
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="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR - 8 PM 1: 38 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </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 #	
Bay City ISD	158901		
Vendor ID #	ESC Region #		
1746000236	3		
Mailing address	City	State	ZIP Code
		TX	-
Primary Contact			
First name	M.I.	Last name	Title
Sonya	A	Sonia	Director of Special Education
Telephone #	Email address		FAX #
(979) 401-1040	ssoniam@bcblackcats.net		(979) 245-3905
Secondary Contact			
First name	M.I.	Last name	Title
Lisa		Moya	Chief Academic Officer
Telephone #	Email address		FAX #
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Sonya		Sonia	Director of Special Education
Telephone #	Email address		FAX #
(979) 401-1040	ssoniam@sbcglobal.net		(979) 245-3905
Signature (blue ink preferred)			Date signed

Sonya Sonia

Only the legally responsible party may sign this application.

701-18-107-023

Schedule #1—General Information

County-district number or vendor ID: 1746000236 Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1746000236 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
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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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 three of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
X	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: 1746000236 | Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X 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: 1746000236

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 because 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.	158901	Dr. Marshall Scott	(979) 401-1000	337,802.50
	Bay City ISD	<i>[Signature]</i>	msscott@bcblackcats.net	
Member Districts				
2.	158904	Susan Phillips	(979) 863-7693	13,512
	Matagorda ISD	<i>[Signature]</i>	sphillips@matagordaisd.org	
3.	158905	Dr. Alejandro Flores	(361) 972-5491	155,389.15
	Palacios ISD	<i>[Signature]</i>	aflores@palaciosisd.org	
4.	158902	Dr. Andrew Seigrist	(979) 841589063-4300	67,560.50
	Tidehaven ISD	<i>[Signature]</i>	aseigrist@tidehavenisd.com	
5.	158906	John O'Brien	(979) 245-8518	101,340.75
	Van Vleck ISD	<i>[Signature]</i>	jobrien@vvisd.org	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 1746000236				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: 1746000236 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, and 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to of the following fax numbers: either (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	\$354,555	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$176,822	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$80,790	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$12,000	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$67,938	\$	\$	\$
6.	Total direct costs:		\$692,105	\$	\$	\$
7.	Indirect cost (2.384%):		\$16,500	\$	\$	\$
8.	Total costs:		\$675,605	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 1746000236		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 1746000236

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.

Bay City ISD in collaboration with Matagorda ISD, Palacios ISD, Tidehaven ISD and Van Vleck ISD (Matagorda County Educational Services), is seeking a grant to expand services related to autism spectrum disorders. The funding from the grant will allow us to focus on early interventions as well as direct education for children, parents and teachers. The Matagorda County Autism Project's (MCAP's) objective is that by the end of the grant period, through active engagement in intensive instructional programming that is characterized by systematically planned and developmentally appropriate educational activities, personnel preparation and parent engagement a sustainable infrastructure for research based early interventions will be implemented. As a result, the program will increase the quality of education that students identified with Autism Spectrum Disorder are afforded. .

The Matagorda County Autism Project's (MCAP'S) objectives are with the assistance of this grant, manageable and achievable during the grant period. These include:

- Develop and implement active engagement during intensive instructional programming for all students.
- Improve our process of systemically planned and developmentally appropriate educational activities.
- Effectively utilize personnel preparation and parent engagement in a sustainable infrastructure using research based early interventions to ensure that the grant is sustainable.
- Increase the quality of education that is coordinated with post-secondary goals through early intervention.

Matagorda County Educational Services has 69 students with identified Autism Spectrum Disorders. Thirty-one (31) students range in age from 3-9 years. The 5 school districts have 10 classrooms in which the students spend all or part of their day. Evaluation of administrator surveys, teacher surveys and parent surveys indicate a need for teacher training, para educator training, as well as parent training. It also indicates a strong need for the creation of classrooms that include functional spontaneous communication, social interaction delivered throughout the day in various settings, cognitive development and play skills and proactive approaches to behavior problems. Folder audits of a representative sampling indicated that teachers needed training in aligning goals to the PLAAFP. In addition, these audits indicate a need for enhanced student performance with and without accommodations/modifications and information from a variety of sources in a variety of different settings.

The Matagorda County Autism Project will enable students with Autism Spectrum Disorders to receive innovative technology such as SMART Boards, iPad for students and teachers to be used in their classrooms, as well as the use of various forms of technology in the home setting. A sensory profile on each identified student will be conducted, and sensory diet options planned throughout the student's daily schedule will be implemented. A social skills inventory will also be conducted for each student. Social skills lessons will be planned and taught in small group settings. An after – school program for students with Autism Spectrum Disorders will be developed and implemented to enhance social skills, as well as fine and gross motor skills that are taught during the school day.

Training will be provided for all teachers and para educators in special education classrooms that service students with Autism Spectrum Disorders ages 3-9. Stipends will be provided for teachers and para educators to attend regional and state trainings and conferences. All staff will be trained on classroom structure following *10 Critical Components for Success in the Special Education Classroom* and social skills training. A Master Para educator Program to include training in autism and leadership skills will be implemented for sustainability. Stipends will be provided for teachers to attend or provide summer trainings to fellow educators.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 1746000236

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.

A Family Training and Resource Center (FTRC) with computers will be enabled utilizing paid staff to provide guidance and training to parents and family members will be developed and implemented. Guidance and training for parents and family members will occur through online training for families and guardians on autism, communication, self-help skills, and social skills. Parents and family members will also be taught educational best practices for students with autism utilizing workshops, which will be provided in the evenings, twice each semester. Parents of students with early signs of Autism who attend these workshops will have opportunities to follow-up with professionals who can provide specific help for behavioral challenges until the decision is made that the child is NOT on the spectrum or the student is evaluated and found to be AU.

Administrators, Community Agencies and State Agencies will provide training to staff and parents regarding students with Autism, social skills instruction, and how to address communication needs. Administrators will also provide oversight of ARD documents such as the AU supplement, provide stipends for members to attend regional and state trainings and conferences, create a document to evaluate teachers and para educators' execution of the *10 Critical Components for Success in the Classroom*. An Autism Specialist will be hired to support the grant proposal.

Student progress will be tracked at the beginning at the beginning of the year using standardized assessments, rubrics and surveys. The Unique Learning Curriculum will also provide progress measures for students. End of year surveys for administrators, parents and staff will be used in conjunction with progress measures to determine program effectiveness.

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1746000236

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 1746000236			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	\$354,555	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$176,822	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$807,790	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$12,000	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$67,938	\$	\$
Total direct costs:			\$692,102	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$692,102	\$	\$
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$692,102
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$103,815
This is the maximum amount allowable for administrative costs, including indirect costs:					\$103,815

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 1746000236		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	1		\$30,000
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	1		\$30,000
11 Evaluator/evaluation specialist	1		\$75,000
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator	1		\$25,000
Other Employee Positions			
15 Autism Specialist	1		\$65,000
16 Title			\$
17 Title			\$
18	Subtotal employee costs:		\$225,005
Substitute, Extra-Duty Pay, Benefits Costs			
19 6112	Substitute pay		\$12,750
20 6119	Professional staff extra-duty pay		\$90,000
21 6121	Support staff extra-duty pay		\$10,800
22 6140	Employee benefits		\$16,000
23 61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs		\$129,550
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$354,555

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: 1746000236		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Organize and arrange all self-contained classrooms and materials to provide visual structure, increase time on task for students, improve efficiency of staff and decrease student down-time	\$48,000
2	Developing and aligning classroom schedules, staff schedules, and student schedules to optimize educational opportunities, and maximize staff resources to support the students in achieving their academic and behavioral goals	\$56,800
3	Train a Master para to provide extra support in the classroom with an exceptionally challenging student.	\$ 800
4	Provide the District support as a temporary Autism Specialist and/or Behavior Specialist 4 days per month until a suitable full-time person can be hired	\$25,000
5	Staff Development for teachers and paras to include the 10 Critical Components for Success in the Special Education Classrooms, Autism Spectrum Disorders101, data collection, sensory needs of students, teaching social skills, and a variety of evidence based strategies which have been shown to be effective with students on the spectrum	\$14,625
6	Staff Development for principals, assistant principals, LSSPs and SLPs to include the overview of the 10 Critical Components for Success in the Special Education Classroom, Unique Learning, and ASD 101	\$2,000
7	Parent Training to include Autism Spectrum Disorders 101, transition resources they should learn about while their children are young, strategies to help with sensory needs, writing Expectation Stories to improve behavior, managing meltdowns, and goal-setting for parents.	\$4,000
8	Parent meetings twice a semester to explain to parents characteristics of ASD, "soft signs" of which they should be aware, explanation of the assessment process, and how to access screenings and assessments from the District.	\$1600
9	Staff consultation on classroom management, the various components of Unique Learning and News2You by phone and/or in person	\$5,000
10	Train district team to provide in-home /parent training assessments and to provide in-home and/or parent training to parents to improve consistency between home and school	\$1,785
11	Train the Parent Resource Center staff on available resources for parents and provide them with information about helpful websites, blogs and organizations.	\$ 400
b. Subtotal of professional and contracted services:		\$176,822
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$176,822

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: 1746000236		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:	\$80,790
Grand total:		\$80,790

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: 1746000236		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$12,000
Grand total:		\$12,000

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: 1746000236			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	Personalized iPad Wi-Fi 128 GB – Space Gray	50	\$399	\$19,950
3	Promethean 88 inch Active Board and Epson Projector	10	\$3,183	\$31,825
4	Chrome Books	30	\$285.86	\$ 8,576
5				
6				
7				
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	3 year Apple Care Plus for IPAD	50	\$99	\$ 4,950
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Chrome Education	30	\$26	\$ 780
20	Dell Mobile Computer Cart Unmanaged	1	\$1334	\$ 1,334
21	Dell Unmanaged Cart-Docking kit for Latitude 3180 and Chromebook 3189	1	\$523	\$ 523
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$67,938

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: 1746000236		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:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit <input type="checkbox"/> Private For Profit <input type="checkbox"/> Public Institution
Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	17	7	
K	7	6	
1 st	4	3	
2 nd	1	1	
3 rd	2	2	
COMMENTS	The numbers of students are a compilation of classrooms in all five Districts serviced by Matagorda County Educational Services. Typically, the pupil teacher ratio is 7 students per teacher.		
Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.			
Amount of Instruction		COMMENTS	
School day hours (ex) 8:30am – 4:30pm	8:00am – 3:30pm		
Number of days in school year	170		
Minutes of instruction per school year	73,535		

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 1746000236

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 needs assessment process included collecting information through the Matagorda Co-Op about educational services offered to children with Autism Spectrum Disorders, determining what needs are currently being met and what needs are not being addressed with the existing educational program. Several methods were used to conduct the needs assessment, which included administering surveys, key informant interviews and IEP folder audits.

Surveys were used to document needs of Administrators, staff and parents of children with Autism Spectrum Disorders ages 3-9 in order to collect information that would help to improve services offered to students. Teacher surveys indicated a need for training and support at the classroom level and increased parent participation. Parent surveys, while overall satisfied with the existing program, indicated a need for more communication and information from the schools regarding their children. Administrator surveys indicated a need for teacher support with behavior problems and the instructional program for students with Autism Disorders.

Intensive interviews were held with diagnosticians, speech pathologists, occupational therapists, licensed school psychologists and a community agency to gather information about the educational needs of children identified with having an Autism Spectrum Disorder. These interviews consistently identified teacher training and parent training as needs.

A folder audit was conducted of a sample population of student's ages 3-9 identified with Autism Spectrum Disorder to create a statistical summary of how IEPs for children with Autism Spectrum Disorders are developed and monitored. Again, staff training and parent training emerged as a dominate need as both staff and parents participate in the IEP process.

As a result of the needs assessment, Parent /Family Training, Progress Monitoring, Personnel Preparation and Classroom Redesign have been identified as needs.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 1746000236		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.	Parent/Family Training	The implemented grant program would support families' participation through consistent presentation of information through ongoing consultation, individualized problem solving and through the opportunity to learn techniques for teaching their children new skills and reducing behavioral problems.
2.	Monitoring of children's progress	The implemented grant program would support the ongoing measurement of objectives and progress to documented frequently across a range of skill areas in order to determine whether a child is benefiting from a particular interventions and that the intervention be adjusted accordingly, pre and post test data to monitor student overall progress and stake holder surveys to determine program effectiveness.
3.	Personnel Preparation	The implemented grant program will build capacity of teachers and other professionals with best practices for providing services to a wide range of IQs and verbal skills associated with autism spectrum disorders, multiple immediate and long-term needs of individual students for behavior support and for instruction across areas.
4.	Classroom Redesign	The implemented program would support students actively engaging in intensive instructional programs.
5.		

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Schedule #14—Management Plan		
County-district number or vendor ID: 1746000236		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.	Director of Special Education	Holds a Master's Degree in Leadership and Supervision. Has extensive experience working at the Elementary, Middle School and High School Levels as a campus principal. Experience working as Special Education Director of a single District and of a Co-Op. Certified in teaching K-4, Special Education, K-12, and Principal K-12. Proficient in conducting staff development activities. Is responsible for implementing a New Teacher Academy for Special Education Teachers new to the profession, which is a yearlong teacher support system, designed to encourage teacher retention. Will serve as grant program manager.
2.	Autism Specialist	Hold a Master's degree in Special Education or a related field, Board certified Behavior Analyst certification, knowledge of and experience working with students with ASD, experience in setting up and using data monitoring systems for student outcomes related to social skills progress, experience in coaching school based staffing behavioral strategies, experience in providing professional development to teachers and other school staff, documented competencies in working with students with ASDs in the school setting.
3.	Special Education Supervisor	Holds a Master's Degree in Leadership and Supervision. Former Life Skills teacher and certified Diagnostician. Works with coaching and modeling in the classroom and will coordinate participation of classroom teachers.
4.	ESC Autism Specialist	Holds a Master's Degree in Special Education-Autism. Proficient in all areas of supporting students on the Autism Spectrum and providing professional development to staff and parents.
5.	Community Agency Consultants	Extensive training and experience with students on the spectrum in the areas of behavior, sensory issues, social skills, and experience with designing and implementing a district-wide program of instruction and support for students of all ages with ASD. All consultants have on-the-ground experience working in public schools with students with autism spectrum disorders and their families.

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.	Develop and implement active engagement for intensive instructional programming	1. Train a Master Para	August 1, 2018	August 31, 2019
		2. Staff Development for Teachers and Paras	August 1, 2018	August 31, 2019
		3. Staff Development for principals, assistant principals LSSps and SLPs	August 1, 2018	August 31, 2019
		4.	XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 1746000236	Amendment # (for amendments only):
<p>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.</p> <p>Currently, the Matagorda County Educational Service center comprised of Superintendents of Bay City ISD, Matagorda ISD, Van Vleck ISD, Palacios ISD, Tidehaven ISD and its Special Education Director meet at least five times per year to ensure that the SSA agreement of the Co-Op are being adhered, establish policies and to provide oversight to the Special Education program. Goals and objectives are established base on needs and input from all stakeholders. Professional Development is provided for key staff involved in the implementation of goals and objectives. Administrative staff provide monitoring of the fidelity of the implementation as a result of professional development. Coaching and modeling for clarity and refinement are provided. The Administrative staff of MCES meet with principals and District curriculum progress to discuss progress. The Management Board is kept abreast of attainment of the goals through monthly meetings with the Director of Special Education through either a formal Management Board Meeting or a face-to-face meeting with District Superintendents.</p>	
<p>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.</p> <p>Building staff and parent capacity to implement best practices over time involves creating a supportive implementation infrastructure with several components. These include initial and ongoing training, designating and supporting supervisory staff to help teachers, Para educators and parents problem solve together around challenges and designing a permanent process and fidelity of implementation evaluation system.</p> <p>Using communication to inform others about the program goals and successes will create a base of support that can contribute to sustaining the program. This communication will target key community members, stakeholders, and decision –makers.</p>	

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 1746000236		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.	Surveys	1.	Stakeholder feedback
		2.	
		3.	
2.	Testing Instrument	1.	Pre and post test data to track progress
		2.	
		3.	
3.	IEPS	1.	Mastery of Behavioral goals
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		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.			

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 1746000236	Amendment # (for amendments only):
<p>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.</p> <p>Software apps that target social skills, social functioning, social functioning and communication as a means of assistive technology for communication will be used. Programs such as the LAMP app have shown to be effective with Autism students displaying significant communication deficits and needs. Related services such as speech and occupational therapy will utilize applications to aide in development in use of language, communication and fine motor skills.</p>	
<p>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.</p> <p>Behavior Specialists will gather and record data through surveys of parent, teachers and administration. Identification of student strengths and needs will be assessed with the Brigance. Growth and Progress can be monitored by Mastery of IEP goals.</p>	

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

County-district number or vendor ID: 1746000236

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 Matagorda County Autism Program allows parents the opportunity to be involved in their child's education and be active partners in extending what is taught in school to the home and the community. Parents will receive information on effective teaching methods and access to information about Autism Spectrum Disorder.

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 proposed Matagorda County Autism Program addresses significant issues relevant to educational interventions for young children with autistic spectrum disorders. The interventions are practical applications with staff training, parent training and systems of support built into the program. More significant is that the numbers of students identified with Autism Spectrum Disorders ages 3-9 are small. The small numbers will allow for closer monitoring and more proficient tweaking of the program to produce quality results for children that is evidenced through data collection

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 1746000236	Amendment # (for amendments only):
<p>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.</p>	
<p>While, our proposed program may not be innovative to larger Districts, the research-based interventions proposed in our grant is innovative to a small, rural district. Training at the classroom level is needed and is reflective of most rural districts that do not have access to many of the resources that larger districts have</p>	

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

County-district number or vendor ID: 1746000236

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the program will incorporate meaningful inclusion. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The manifestations of autistic spectrum disorders can differ considerably across children identified with Autism Disorders. Students in Matagorda County are educated with their age appropriate peers. As a result, students are educated with students who have varying disabilities. All students will benefit for the classroom redesign, and staff training at the camps level.

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.

Bay City ISD has a partnership with Head start/Up Bring. The Director of Matagorda County Education Services is a member of its Policy Council. Students ages 3-5 identified as non-categorical with the suspicion of Autism Spectrum Disorders are dually enrolled at the Head start/Up bring Center and Cherry Elementary. A Special Education certified teacher employed with BCISD provides inclusion support inside of the Head start Up Bring classroom.

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2.	Improve process of systematically planned and developmentally appropriate educational activities	1.	Organize and arrange classrooms	September 25, 2018	January 3, 2019
		2.	Develop and align classroom schedules and student schedules	September 1, 2018	November 1, 2018
		3.	Hire Autism Specialist	June 1, 2018	July 1, 2018
		4.		XX/XX/XXXX	XX/XX/XXXX
3.	Effectively utilize personnel preparation and parent engagement in a sustainable infrastructure using research based early interventions.	1.	Parent Training	September 1, 2018	May 1, 2019
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
4.	Increase the quality of education that is coordinated with post-secondary goals	1.	Administer Pre Test	August 31, 2018	September 30, 2019
		2.	Administer Post Test	April 1, 2019	May 31, 2019
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

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