

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

<b>2018–2019 Services to Students with Autism</b>		
<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  2018 MAR -8 PM 1:40 RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER
<b>Submittal information:</b>	<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>	
<b>Contact information:</b>	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Amendment #	
Richardson ISD	057-916		
Vendor ID #	ESC Region #		
	10		
Mailing address	City	State	ZIP Code
701 W. Belt Line Road	Richardson	TX	75080

**Primary Contact**

First name	M.I.	Last name	Title
Cindy	M.	Lawrence	Executive Director
Telephone #	Email address		FAX #
469/593-7500	Cindy.Lawrence@risd.org		469 593-7411

**Secondary Contact**

First name	M.I.	Last name	Title
Kim		Fuller	Executive Director
Telephone #	Email address		FAX #
469 593-7466	Kim.Fuller@risd.org		

**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
Kim		Fuller	Executive Director Grants
Telephone #	Email address		FAX #
469 593-7466	Kim.fuller@risd.org		

Signature (blue ink preferred)

Date signed

*Kim Fuller*      3/7/18

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

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

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

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

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 057-916

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.

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

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

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

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

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

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

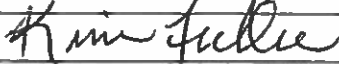
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the 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.	057-916 Richardson ISD	Kim Fuller 	469-593-7466 Kim.Fuller@risd.org	494389
<b>Member Districts</b>				
2.	043-905 Frisco ISD	Marcia Shannon	469-633-6920 shannonm@friscoisd.org	182379
3.	043-910 Plano ISD	Bethany Rogers	469-752-8958 Bethany.rogers@pisd.edu	163030
4.	091-906 Sherman ISD	Susan Whitenack	903-891-6439 swhitemack@shermanisd.net	103170
5.	043-914 Wylie ISD	Sara Roland	972-429-2365 Sara.roland@wylieisd.net	53137
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
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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057-916

Amendment # (for amendments only):


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<b>Member Districts</b>				
2.	043-905 Frisco ISD	Marcia Shannon	469-633-6920 shannonm@friscoisd.org	182379
3.	043-910 Plano ISD	Bethany Rogers	469-752-8958 Bethany.rogers@pisd.edu	163030
4.	091-906 Sherman ISD	Susan Whitenack 	903-891-6439 swhitenack@shermanisd.net	103170
5.	043-914 Wylie ISD	Sara Roland	972-429-2365 Sara.roland@wylieisd.net	53137
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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057-916

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1.	057-916	Kim Fuller	469-593-7486	494389
	Richardson ISD		Kim.Fuller@risd.org	
Member Districts				
2.	043-905	Marcia Shannon	469-633-6920	182379
	Frisco ISD		shannonm@friscoisd.org	
3.	043-910	Bethany Rogers	469-752-8958	163030
	Plano ISD	<i>Bethany Rogers</i>	Bethany.rogers@pisd.edu	
4.	091-906	Susan Whitemack	903-891-6439	103170
	Sherman ISD		swhitemack@shermanisd.net	
5.	043-914	Sara Roland	972-429-2365	53137
	Wylie ISD		Sara.roland@wylieisd.net	
6.	County-District #	Name	Telephone number	Funding amount
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	County-District Name		Email address	
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	Sherman ISD		swhitemack@shermanisd.net	
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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

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5.	043-914 Wylie ISD	Sara Roland <i>Sara Roland</i>	972-429-2365 Sara.roland@wylieisd.net	53137
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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 057-916

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>				

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

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

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

**Part 2: When an Amendment Is Required**

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

**Part 3: Revised Budget**

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

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 057-916

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: 057-916

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.

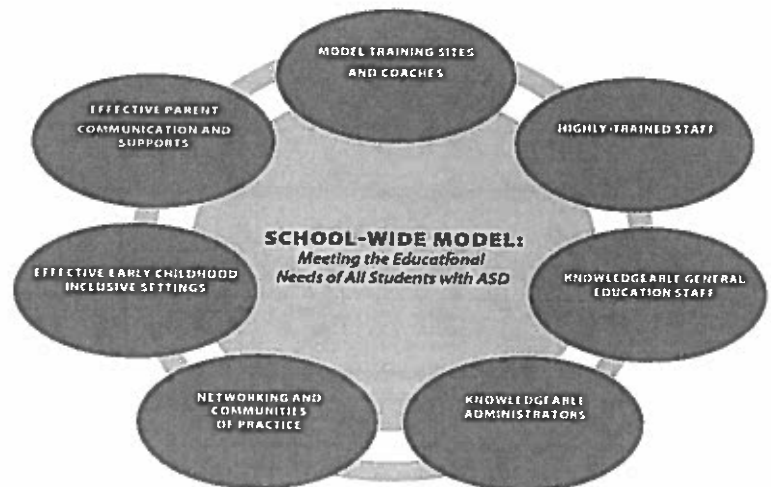
Richardson Independent School District (ISD) in collaboration with Plano ISD, Frisco ISD, Wylie ISD, and Sherman ISD are applying for the 2018-2019 Services to Students with Autism grant (RFA #701-18-107; SAS #291-18) in order to establish a school-wide model to serve all students with autism. This grant submission proposes an innovative, comprehensive model of services designed to improve cognitive, language, behavioral, social, and academic skills of students with autism between the ages of 3-9 years to insure meaningful inclusion into the general education with their general education peers. The model creates high quality, inclusive learning environments through comprehensive professional development, real-time coaching, and on-going technology-based support. Through creating effective learning environments and targeting essential student skill development, students will spend more quality time engaged in general education settings. The goals of this grant are directly aligned to district improvement goals, specifically Richardson ISD, of high quality professional development to insure highly engaged students and teacher retention and support. The training sites and coaching model, along with building networks and communities with shared practices, will provide teachers with additional support to address this need.

The model has seven components based on the research on effective practices for students with autism spectrum disorders (National Research Council, 2001; National Autism Center, 2015; National Professional Development Center, 2013). The seven components provide a school-wide approach to supporting students with autism across the spectrum. Each of the participating LEAs are working toward implementing specific components based on the district's current level of implementation. The components include: A) All campuses within a district have access to a model training site and coach; B) Special education staff are highly trained to implement evidence-based instructional practices that have specific research-based positive outcomes; C) General education teachers provide appropriate instructional supports for students to succeed in general education settings; D) Administrators have the tools to support and evaluate the implementation of research/evidence-based practices; E) Instructional staff and administrators participate in a system of networking to create a community of practice; F) Early intervention is promoted through implementing research/evidence-based practices in early childhood inclusive settings; G) Information, training, and supports are available to parents.

**Diverse Levels of Implementation**

The Local Education Agencies (LEAs) participating in this project reflect districts that are currently at various levels of implementation of the model. The districts represent the type of diverse levels of implementation that are found across our state. This project will demonstrate how to implement and replicate a school-wide model in a variety of school environments and levels of previous training/experience.

District	Components
Richardson ISD	A, B, C, D, E, F
Plano ISD	C, E, F, G
Frisco ISD	B
Sherman ISD	C, E, F, G
Wylie ISD	B

**Professional Development Plan: Overview**

An effective research-based professional development plan will be implemented in collaboration with STAR Autism Support. The professional development model includes comprehensive workshops, intensive Extended School Year (ESY) summer training, ongoing in-class coaching, online training modules, media and research/evidence-based curricula. A professional development training plan and all needed materials have been developed by STAR Autism Support for each of the professional development goals. They are described in detail as part of this proposal.

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By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 057-916

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.

**Statutory Requirements:**

1. The school-wide model incorporates strong research/evidence-based components identified by the National Autism Center and the National Professional Development Center. The STAR Program (Arick, Loos, Falco and Krug, 2004, 2012) curriculum and strategies used at the model training sites have had extensive research and are validated as effective established treatments for students with autism. The project includes an evaluation plan that is designed to produce research-based results. Many of the model components make use of effective technology, including the Links online curriculum for functional routines, online training modules, and website networking methods.
2. The plan for collecting empirical data includes appropriate student outcome-based metrics that demonstrate rigorous expectations for all students. The project goals have unique evaluation measures and criteria. In general, the student outcomes are focused on improvements in cognitive, language, behavioral, social, and academic skills that are functional and useful for the student. In addition, the student evaluation will include measures of the quality of inclusion opportunities. Other goals are focused on professional development outcomes and include staff satisfaction, fidelity of implementation of instructional practices, and usefulness of the professional development activities. Parents will provide feedback/evaluation of the parent training component and perceptions of their children's progress and generalization of skills learned at home. An independent evaluator has been identified and the measures/criteria are detailed in the proposal.
3. A key component of the model is parent communication, which includes parent training, resources, and support. Parents' training focuses on teaching families effective and practical ways to improve their children's skills during everyday home routines.
4. The LEAs implementing this school-wide model reflect the diversity of the state, and this collaboration will be a model for replicating across many sites with diverse starting points and needs. The project will be implemented in over 40 schools across five LEAs. These campuses currently reflect a wide range of educational programming for students with autism, with some campuses well on their way to implementing all components of the school-wide model while other campuses are just beginning. The campuses also reflect students who include a range of socio-economic backgrounds.

**Program Requirements:**

1. The model includes the STAR Program, research-based curricula, evidence-based strategies, detailed lesson plans, online supports, and general educator training that focus on the unique academic and functional needs of students with autism. Specific instructional lessons address the areas of cognition, communication, academic skills, social skills, and independence in daily functional routines. The curriculum has been researched and found to be effective in improving students' academic and functional performance and effective in eliminating barriers to access to general education settings for students with autism.
2. The program establishes an inclusive culture through the training of general education teachers, student improvement in skills and behavior, and the focus on generalization and teaching independence during daily functional routines.

This project is designed to build the capacity of the LEAs to implement the school-wide model once the needed components are put in place. After successful implementation, the LEAs associated with this project will have a program that is sustainable and replicable for continued support and growth of students with autism in the least restrictive environment and for meeting the families' goals for transition into a successful future.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 057-916

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	\$133,405	\$	\$133,405
Schedule #8	Professional and Contracted Services (6200)	6200	\$755,175	\$	\$755,175
Schedule #9	Supplies and Materials (6300)	6300	\$84,232	\$	\$84,232
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$23,294	\$23,294
Grand total of budgeted costs (add all entries in each column):			<b>\$972,812</b>	<b>\$23,294</b>	<b>\$996,106</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$492,449	\$9,267	\$501,716
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$996,106
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:	\$149,416

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

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

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

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By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 057-916			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				\$
2	Educational aide				\$
3	Tutor				\$
<b>Program Management and Administration</b>					
4	Project director/administrator				\$
5	Project coordinator				\$
6	Teacher facilitator				\$
7	Teacher supervisor				\$
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist				\$
<b>Auxiliary</b>					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator				\$
<b>Other Employee Positions</b>					
15	Title				\$
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112	Substitute pay			\$56,395
20	6119	Professional staff extra-duty pay			\$57,360
21	6121	Support staff extra-duty pay			\$19,650
22	6140	Employee benefits			\$
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$133,405
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$133,405</b>

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: 057-916		Amendment # (for amendments only):
<b>NOTE:</b> 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:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	On-Site training and coaching support	\$679,500
2	Technology-web-based training and support	\$60,675
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$755,175
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$755,175</b>

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

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 057-916		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:	\$84,232
<b>Grand total:</b>		<b>\$84,232</b>

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

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 057-916		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
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:		\$
<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.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 057-916			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	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
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				\$
<b>Grand total:</b>				<b>\$0</b>

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

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By TEA staff person:



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

County-district number or vendor ID: 057-916

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	427	65	6.6
K	136	87	6.03
1 <sup>st</sup>	146	87	6.03
2 <sup>nd</sup>	131	87	6.03
3 <sup>rd</sup>	112	87	6.03
<b>COMMENTS</b>	These numbers are aggregate across all participating districts. Program classrooms have students in K through 3 <sup>rd</sup> grade. The student teacher ratio reflects total numbers across those grade levels.		

**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	7:50 to 3:00	Pre-k students attend from 7:50-10:50, and 12-3, times will change for next year to meet the instructional minutes below.
<b>Number of days in school year</b>	174	
<b>Minutes of instruction per school year</b>	77,740	Pre-k minutes for next year will be 32,400

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057-916

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 Richardson ISD has identified several specific needs regarding services for students with autism through a variety of sources including student academic performance and least restrictive environment data, teacher retention surveys, teacher and principal needs assessments, parent inquiries and concerns, and parent/community organization input. Student academic data indicate students with disabilities are performing significantly below same grade peers, and students with autism are more likely to be considered for alternate assessments causing the district to recommend alternate assessments at higher than expected rate. Additionally, students with autism are more likely to be in more restrictive settings. Teacher and staff surveys identify struggles with students with disabilities as one of their top reasons for considering leaving the district and/or profession. In a district survey of teacher and administrator competencies related to serving students with autism, 70 to 80% rated the following as significant district needs: trainings sites and coaches to provide high quality learning environments that model implementation of research/evidence-based practices with fidelity, highly trained special education staff implementing research/evidence-based instructional strategies with fidelity (discrete trial training, pivotal response training, task analysis, joint attention training, reinforcement, positive behavior supports, computer-aided instruction, prompting), general education staff who are knowledgeable about the learning characteristics of students with autism and provide effective environmental and academic supports for students in general education settings, administrators who have the tools to support both general and special educators in addressing the unique educational needs of students with autism (observational checklist of evidence-based strategies), and parent communication and training to support children's learning at home. In addition, over 60% of respondents rated instructional content for students with autism that focuses on communication skills (receptive, expressive and spontaneous language) and social and play skills, in addition to academic content as a significant need. In the district data regarding parent and ARD committee concerns, appropriate learning environments and appropriate opportunities for inclusion in the general education settings are common themes. In exit data from previous professional development on the STAR program and other strategies for students with autism, staff consistently indicate a need for more and deeper training for themselves, paraprofessionals and other staff in their schools. Lastly, the Special Education Advisory Council consisting of parents, district staff, and community members, and the Special and Gifted Education Committee of the PTA both endorse better programming for students with autism, better supports for students with autism in the general education settings, and better training and outreach for parents of students with autism as top priorities for the district.

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By TEA staff person:

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

County-district number or vendor ID: 057-916

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.	Improving outcomes for students with autism in the areas of academics, cognition, social skills, communication, and functional routines to insure meaningful inclusion in the school community.	Using a research-validated comprehensive curriculum that includes detailed lesson plans, teaching materials, data systems and a curriculum-based assessment for teaching in the six curricular areas of receptive language, expressive language, spontaneous language, functional routines, academics, and play & social skills.
2.	Supporting teachers	Providing comprehensive professional development, real-time coaching, fidelity checklists, and on-going technology-based support using targeted research based strategies.
3.	Modeling sustainable research-based programming	Building local training sites, real-time coaching, and district based local coaches to provide high quality learning environments.
4.	training and supporting parents	Transferring skills across environments by providing parent training, resources and support. The focus would be on teaching families effective and practical ways to improve their children's skills during everyday home routines by collaborating and modeling strategies and interventions used at school.
5.	Building campus administrator capacity	Training and modeling from district coaches on research and evidence based strategies to provide support and effective feedback to teachers working with all students on the autism spectrum.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 057-916

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Special Education Directors	Special Education Teaching Certification, Extensive experience with students with Autism ages 3 to 9, Masters and doctorates in special education and related fields specific to the needs of students with autism, Experience managing program implementation including monitoring and assessment of program fidelity and outcomes, budget (including grants) and personnel management
2.	Coaches	Special Education Teaching Certification or Speech Language Pathologist License, Extensive experience with students with autism in an educational setting, BCBA, School administration certifications and doctorate in special education
3.	STAR Autism Support (SAS) Trainers	SAS employs over 25 consultants. Consultants have Ph.D. degrees, Masters' degrees, Speech and Language Certifications, Board Certified Behavior Analyst (BCBA) Certification and have between 10-30 years of experience working with students with ASD and collaborating with educators and families. All SAS Trainers have extensive experience in developing district-wide model training sites.
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Establish district coaches to support teachers	1. Coaches attend evidence-based practice workshop	05/15/2018	05/30/2018
		2. Coaches participate in on-site training with students	06/01/2018	07/15/2018
		3. Coaches practice training others in ABA methods	07/15/2018	07/30/2018
		4. Coaches meet competencies for STAR Coaches	06/01/2018	03/30/2019
2.	Establish district model training sites	1. Instructional staff attend evidence-based workshop	06/01/2018	06/07/2018
		2. Instructional staff participate in on-site training	06/08/2018	03/30/2019
		3. Instructional staff meet competencies for teachers	06/01/2018	02/28/2019
		4. Staff meet competencies for training others	03/01/2019	05/31/2019
3.	Educators serving students with ASD implement EBP	1. Staff attend evidence-based practice workshop	08/27/2018	08/31/2018
		2. Staff participate in on-site training at training sites	03/01/2019	08/15/2019
		3. Sped staff meet competency for implementing EBP	03/01/2019	07/31/2019
		4. Gen Ed staff meet competency in on-line modules	01/01/2019	05/31/2019
4.	Training/support for parents & early Childhood (EC) Staff	1. Staff attend evidence-based practice workshop	08/27/2018	08/31/2018
		2. Staff participate in on-site training at training sites	03/01/2019	07/31/2019
		3. Sped staff meet competency for implementing EBP	03/01/2019	08/15/2019
		4. Gen Ed staff meet competency in on-line modules	01/01/2019	07/31/2019
5.	Administrators trained/networking systems in place	1. Administrators view webinar on EBP	08/01/2018	10/31/2018
		2. Administrators use EBP checklist to support staff	09/01/2018	05/31/2019
		3. Project website with needed resources available	07/01/2018	08/01/2018
		4. On-line networking between staff & LEAs available	07/01/2018	08/31/2019

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By TEA staff person:

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

County-district number or vendor ID: 057-916

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.

Currently, the attainment of goals and objectives is monitored through district improvement plan data collection, students' progress in curriculum through local and state data collection, measurements of effective instruction through Texas Teacher Evaluation and Support System (T-TESS) and staff survey data regarding teacher needs and perceived success. For this program, in addition to the measures currently in place, The Schoolwide Model will measure outcomes and attainment of goals through collection of data on all components of the model. Specifically, goal attainment will be measured through the collection of the following data: A) number of training sites developed, number of coaches completing certification, number of educational staff trained at training sites; B) number of special educators trained at workshops, workshop evaluations, fidelity of implementation after one year in selected classrooms, student outcome data; C) number of general education staff participating in workshops and trainings, workshop evaluations, number of students accessing inclusive settings, number of preschool students successful in transitioning to general education settings when entering kindergarten; D) number of administrators participating in training activities, results from administrator survey of program effectiveness; E) number of staff participating in online and onsite networking activities; F) number of early childhood staff participating in workshops and trainings, student outcome data; G) number of parents participating in workshops and trainings, parent survey of program effectiveness.

When data shows a need for adjustment, feedback and continuous improvement will be addressed through the Networking and Communities of Practice component of this model. Participants will have access to a project specific website to share information within and between districts. This interactive webpage will allow educators to share successes and challenges of project components. Quarterly onsite meetings will bring representatives of all districts to share outcome data and monitor/revise project components. Project changes/additions will be disseminated to instructional staff and administration through the Networking and Communities of Practice online webpage.

**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.

Currently, each LEA is providing professional development in various ways to address the academic, communication, and social skills needs of students with autism. The Schoolwide Model proposed by this project will integrate with current practices in all districts. Implementation of research/evidence-based practices is a focus of current efforts in all districts and aligns with district and campus school improvement plans. The project reflects diverse levels of implementation already in each of the participating districts. In order to maximize grant funds, only the components not yet in place for each district will be addressed through these grant funds. In addition, the collaboration of several districts provides an opportunity to maximize grant funds. For example, Plano ISD currently has developed training sites. These training sites will be used to train educators in other districts which will expedite the implementation time needed to develop training sites in the collaborative districts. Whereas, Richardson ISD has begun using the STAR curriculum and will focus on the development of model training sites and coaches. Wylie is in the beginning stages of implementation, so their teachers will benefit from the interactions with current Richardson staff who have implemented this year. By focusing on the components that address the unique needs of each district, commitment to the project will be achieved through the districts having identified the specific components they need. Through the SSA they agree to provide resources and administrative supports to accomplish grant goals. By working together using the same strategies and curriculum, the districts involved will strengthen each other's knowledge base through a larger networking and community group. The project will be sustainable as the model develops training sites and coaches that will continue and support each district's goals.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 057-916

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.	STAR Program Student Learning Profile (SLP) assessment (Arick et. al, 2015)	1.	Increase over baseline in academic skills and concepts measured by SLP
		2.	Increase over baseline in communication skills measured by SLP
		3.	Increase over baseline in social and play skills measured by SLP
2.	Links Curriculum Functional Routine independence data (Arick et. al, 2012)	1.	Increase over baseline in transition skills measured by FR data
		2.	Increase over baseline in group learning skills measured by FR data
		3.	Increase over baseline on identified routine goal for each student
3.	Vineland Adaptive Behavior Scale (Pearson, 2015)	1.	Increase over baseline in adaptive behavior skills as measured by VABS
		2.	Increase over baseline in developmental age as measured by VABS
		3.	Increase over baseline communication skills as measured by VABS
4.	Inclusion Survey (SAS, 2017), Individual Student Schedule, school-wide measures	1.	Increase over baseline engaged in general education activities
		2.	Increase over baseline in percent of time in general education
		3.	Increase over baseline on general education school-wide measures
5.	Participant evaluation on usefulness, satisfaction and knowledge surveys	1.	Positive participant ratings for usefulness of each project component
		2.	Positive participant ratings for satisfaction on each project component
		3.	Increase over baseline on knowledge level of participant on strategies

**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.

A rigorous evaluation design will collect and analyze data in three main areas: student outcome data; educator's ability to implement instructional strategies with fidelity; and teacher, administrator and parent perception of the success of the project.

**Student outcome data** collected will include, but not limited to, the following. All students served in the district model training sites will be assessed at baseline and updated weekly using the STAR Student Learning Profile (SLP) to measure academic, communication, social and cognitive skills. These data are collected daily as part of student instruction. If needed, adjustments will be made in student lessons based on the data collected. Functional routine (FR) task analysis data will be collected to measure improvement in student behavior and independence in a variety of environments. These measurements will provide quantitative data on the ability of the student to perform needed skills and activities in a variety of environments. All students in the district training sites will be assessed with the Vineland Adaptive Behavior Scale at the beginning of the project and again at the end of the school year. Both an Inclusion Survey and review of student schedules will be used to collect data on student access to more inclusive settings. The survey will be distributed in September, January and May. Data from this survey will identify if the project is achieving the goal of increasing inclusion opportunities for students. If movement towards this goal has not been met by January, the networking team will evaluate project data and make recommendations for adjusting activities to address inclusion opportunities.

**Fidelity of implementation of instructional strategies.** During in-class coaching, consultation forms will be completed providing instructors with immediate feedback on instructional practices. Both self-assessment and consultant rating scales will be used to evaluate when instructional staff are implementing with fidelity. Additional support will be provided for instructors who do not meet fidelity, as measured by the fidelity checklists.

**Participation levels and participant survey of usefulness, satisfaction and knowledge.** Throughout the project, data will be collected on the number of educational staff participating in training activities, students impacted and family participation. Additional data collected will include student attendance and behavioral referrals. Participant knowledge and satisfaction with the project will be collected January 2019. Data from the surveys will be analyzed to determine modifications that might need to be made to achieve project goals.

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

County-district number or vendor ID: 057-916

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 proposed model has seven evidence-based components based on the research of effective practices for students with autism spectrum disorders (National Research Council, 2001; National Autism Center, 2015; National Professional Development Center, 2013). The seven components provide a school-wide approach to supporting students with autism across the spectrum. To ensure consistent implementation of evidence-based practices at the district training sites and by district coaches across all LEA participants, the STAR Program (Arick, Loos, Falco and Krug, 2004, 2012) will be implemented. The STAR Program is a research-validated curriculum that uses the instructional strategies identified by the National Autism Center and the National Professional Development Center. Research on the STAR curriculum includes four federally funded studies, including two randomized control trial studies (Mandell, D. 2014; Young, H., Falco, R. and Makoto, H., 2015; Stahmer, A, Rieth, S, Reisinger, E., Mandell, D. and Connell, J., 2015; Bacon, E., Dufek, S., Schreibmann, L., Stahmer, A., Pierce, K. and Courchesne, E. 2014). Each of these studies found the curriculum to be effective when implemented with fidelity. The Links Curriculum (Arick, Hoffman and Magee-Arick, 2012) will be implemented to provide evidence-based instruction to students who are included for a portion of their day in general education and at community settings. This curriculum is a web-based curriculum that allows teachers to track student progress across settings and during academic and functional routines. All special education staff will have access to the STAR Media Center. The STAR Media Center is an online platform that will provide instructors with video training, monthly theme units that include academic content at each student's level, visual resources and an electronic scheduling system. All of the school-wide model components make use of effective technology, including the Links online curriculum, online training modules, and website networking methods. The project will also implement a comprehensive evaluation plan that is designed to produce research-based results.

**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 plan for collecting empirical data includes appropriate student outcome-based metrics that demonstrate rigorous expectations for all students. The project will collect a variety of empirical data on student achievement and improvement and use that data to support effective implementation. These procedures are detailed below along with the baseline process: **1) Student achievement and skills measured by a curriculum-based assessment.** All students served in the district model training sites will be assessed at baseline and updated weekly using the STAR Student Learning Profile (SLP). This is a research-validated (Bacon, et. al. 2014) curriculum-based assessment that measures student skills in the areas of expressive, receptive and spontaneous language, academic skills, social and play skills and independence on functional routines. The SLP is used to track student progress and identify the appropriate lessons to be taught. **2) Level of independence measured by functional routine task analysis.** The STAR Program and the Links curriculum both include functional routine (FR) assessments. These FR assessments have been used in several research studies and were found to be effective in measuring changes in a student's level of independence. This project will use FR assessment to measure improvement in student behavior and independence in a variety of environments. The FR assessment will be conducted during transitions, inclusion, academic work times, and group participation. **3) Participation in general education.** This will be measured by reviewing a student's individual schedule over time and via an Inclusion survey. It is important to determine if the instruction provided is making a difference in the student's ability to participate with general education peers. Each student's amount of inclusion will be measured at baseline, midpoint, and end of year. The quality of inclusion will also be measured by collecting the FR data described above while the student is participating in a general education classroom. **4) Student achievement and improvement as measured by the Vineland Adaptive Behavior Scale.** The Vineland is a standardized norm-referenced assessment. This measure will provide standard scores and age norms for each of the curriculum areas. **5) District school-wide measures.** Students will participate in general education districtwide assessments, when appropriate. Data will be collected and summarized for students who are participating in general education assessments.

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

County-district number or vendor ID: 057-916

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.

A key component of the model is parent communication, which includes parent training, resources, and support. Parent training focuses on teaching families effective and practical ways to improve their children's skills during everyday home routines. This project incorporates parent training and communication into professional development activities. As students learn new skills in the classroom setting, it is imperative that those skills are generalized in a variety of environments including school, home and community. Teachers will be able to choose from a variety of ways to share parent information and refer parents for further training, when appropriate. Parent communication and training will include both low tech and digital technology solutions. In addition to parent communication, a team from each LEA will be trained to implement the parent training program "Teaching Social Communication to Children with Autism: A Parent Training Program" (Ingersol and Divorchak, 2012). This curriculum provides instructors a curriculum tool for parent training. The curriculum includes a series of classes with all the materials needed to conduct the parent training, including a manual for parents. In addition to group parent training sessions, the manual also describes how to provide parents with 1:1 coaching to help them implement both direct and indirect instructional procedures. In addition, the coaching staff will include in-home parent training personnel to further support the transfer of skills across school, community, and home settings.

**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.

This school-wide model reflects the diversity of the state and can be replicated statewide. The project will be implemented in over 40 campuses across five LEAs. These campuses currently reflect a wide range of educational programming for students with autism, with some campuses well on their way to implementing all components of the school-wide model while other campuses are just beginning. The LEAs participating in this project represent the type of diverse levels of implementation that are found across our state. This project will demonstrate how to implement and replicate a school-wide model in a variety of school environments and with a variety of levels of previous training/experience.

The campuses also reflect students who include a range of socio-economic backgrounds. Both Richardson ISD and Sherman ISD demographics look very similar to the state in ethnic/racial diversity as well as socio-economic status. Richardson ISD student body is 40% Hispanic, 29% White, and 21% African American with an economically disadvantaged population of 54% while Sherman ISD student body is 41% Hispanic, 36% White, and 13% African American with an economically disadvantaged population of 68%. Richardson ISD represents a model implementation in an urban/suburban district in the heart of the DFW metroplex while Sherman ISD represents a model implementation for small, rural districts with less access to ESC resources.

The other 3 districts, Plano ISD, Frisco ISD, and Wylie ISD represent suburban schools districts where the numbers of students with autism has grown significantly.

All 5 cooperating districts represent the LEAs across the state in growing numbers of students with autism and high expectations from families and communities to provide high quality programs and successful outcomes. Additionally, they represent districts across the state that are working to implement and sustain effective programs with fidelity on limited budgets.

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

County-district number or vendor ID: 057-916

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 school-wide model proposed in this application will use new and innovative practices as well as new and innovative ways to implement those practices. One innovative approach to remove barriers to effective implementation of accepted research/evidence based practices will be to establish model training sites and coaches for each LEA. Online training and resource tools will provide a new and innovative approach to professional development to expand the use of research/evidence-based instructional strategies that address the unique academic and functional needs of students with autism in LEAs' campuses. Unique aspects of this model are a) addressing the needs of *all* students with autism b) including multiple components that provide students, families, general and special educators, and administrators the resources and training needed, and c) all components are integrated and relate to each other to ensure collaboration between educators and efficiency of getting to targeted outcomes.

To address the academic and functional needs of students with autism, the STAR Program and Links Curriculum will be used as foundational curricula. Specific instructional lessons address the areas of cognition, communication, academic skills, social skills, joint attention, adaptive and vocational skills identified by the National Professional Development Center on Autism Spectrum Disorders (Wong et al, 2013). These skills are essential to student success in gaining access to the general education curriculum and progress toward meeting academic benchmarks and standards. The national research provides educators with an excellent framework. This project transfers research into practice by providing teachers with the tools to implement a comprehensive program that includes the teaching strategies shown to be most effective for students with significant learning challenges.

An effective research-based professional development plan will be implemented in collaboration with STAR Autism Support. The professional development model includes comprehensive workshops, intensive Extended School Year (ESY) summer training, ongoing in-class coaching, online training modules, media and evidence-based curricula. The training is sustained by establishing model training sites and district coaches in each LEA.

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

County-district number or vendor ID: 057-916

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 program will establish an inclusive culture through the training of general education teachers who are currently serving students with autism. The focus of this project is *meaningful inclusion*. Student participation in inclusive settings will increase as student gain the academic, communication, social and behavioral skills to be successful in general education settings. As the students gain new skills and the general education staff become proficient at implementing research/evidence-based practices, meaningful inclusion will begin to occur. In addition, functional routines will be taught in the general education classroom to teach students appropriate social, behavioral and academic skills.

Common barriers to meaningful inclusion include collaboration between all stakeholders, administrators, teachers, and parents, Knowledge of and access to resources, including curriculum, behavior support, and functional routines, school readiness skills in the areas of behavior, academics, and social skills, and attitudes about inclusion. The School-Wide Model addresses these barriers through on-going training and modeling from district coaches on research and evidence based strategies for all staff working with students with autism which will prepare them to work with all aspects of educating students with autism. Administration will be prepared to provide support and effective feedback to teachers working with all students on the autism spectrum, and parents will be included in the effective planning and support of students with autism in the general education setting.

**TEA Program Requirement 3:** Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☒ NA – Program will not coordinate with private or community based providers.

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