

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

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

<b>Program authority:</b>	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018	<small>Place date stamp here.</small>
<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 #
Alief ISD	101-903	
Vendor ID #	ESC Region #	
1-74-6000019	4	
Mailing address	City	State      ZIP Code
4250 Cook Road	Houston	TX      77072

**Primary Contact**

First name	M.I.	Last name	Title
Zack		Ward	Grants Specialist
Telephone #	Email address		FAX #
(281) 498-8110	zachary.ward@aliefisd.net		(281) 498-4051

**Secondary Contact**

First name	M.I.	Last name	Title
Alicia		Morford	Special Education Coordinator
Telephone #	Email address		FAX #
(281) 498-8110	alicia.morford@aliefisd.net		(281) 498-4051

**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
HD		Chambers	Superintendent
Telephone #	Email address		FAX #
(281) 498-8110	hd.chambers@aliefisd.net		(281) 498-4051

Signature (blue ink preferred)

Date signed

03/02/2018

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 101-903

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: 101-903

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 3 of this schedule, and require a separate certification.**

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

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

County-district number or vendor ID: 101-903

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: 101-903

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.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
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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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 101-903			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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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101-903

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.

Alief ISD is applying for the 2018-2019 Services to Students with Autism grant to allow for the implementation of intensive applied behavior analysis (ABA) services that align with current research-based recommendations for young learners who have significant features of autism. Providing these services in-district is intended to: (a) decrease the number of students whose parents feel the need to seek private ABA services that are often costly and result in removal of the child during the school day; (b) continue building staff capacity in the skillful use of ABA procedures; (c) provide more intensive on-site training opportunities for parents and other caretakers; (d) facilitate cross-training and collaboration opportunities with community day care providers; and, (e) provide intensive instruction on specific skills shown to positively influence future learning outcomes for children with Autism Spectrum Disorder (ASD) in less restrictive settings. The goals of this grant directly support the district's motto to prepare all students for tomorrow by caring for them today, and the district's overarching goal to focus on student development and achievement. Students with autism need a controlled environment and evidence-based, differentiated instruction, infused with adaptive technology and social-emotional support to succeed, and the proposed program will provide that environment that will foster growth and development.

- The leadership team, under the direction of the Director of Special Education, built the \$1,000,000 budget. Payroll costs of \$638,210 reflects the salary and benefits of a Program Director, two certified autism coaches, a Program Coordinator, and a secretary for the program. Extra duty pay for the 144 days of a one hour extended day is also included. Contracted services of \$20,000 is budgeted for targeted professional development. The \$294,166 budget for supplies and materials include interactive whiteboards for each class, 1:1 tablets for students and staff, robot technology, sensory lab equipment, adaptive physical education equipment, manipulatives, and general supplies and materials. Transportation costs of \$30,000 are budgeted for the busing of students to the site, as opposed to their zoned campus, as well as bus costs for extended day and summer programming. Indirect costs are budgeted at the district's approved rate.
- Alief is an urban district comprised on mostly minority subpopulations – 53% Hispanic, 29% African American, 12% Asian. Furthermore, 85% of our students are economically disadvantaged, 78% are at risk, and 44% are English language learners. Many students dealing with ASD also face other challenges such as poverty and/or language barriers. Most of our families cannot afford private facilities, care, or instruction, so it is imperative that the district meets the needs of these students through initiatives such as this proposed school-within-a-school program.
- The needs assessment process is part of the continuous improvement cycle. The Director of Special Education works with the Special Education Coordinators and other central staff, as well as the Director of Curriculum & Instruction and Area Superintendents, to determine success and areas for growth each year. The team identifies and analyzes potential data sources, including the required performance measures, and builds a needs assessment based on evidence and a forward thinking mentality. The Director of Special Education determines the efficacy of the needs assessment, and works collaboratively with central instructional leaders to assess and change the process as needed.
- Alief built a strong leadership team to successfully manage this project. Key players in the management plan include the Director and Coordinator of Special Education to provide programmatic expertise, the Autism Coordinator to provide instructional, curriculum, and behavioral expertise, the Director of Federal Programs & Grants to provide fiscal and compliance guidance, and the Program Director to manage the day-to-day operations of the program. Weekly debriefing meetings and data analysis are built into the management plan to effectively deliver quality programming.
- The program will participate in the same continuous improvement cycle utilized by all of our campuses and departments. Program leaders, with the support of the project leadership team, will collect student level and program level data throughout the grant period. Data-driven decisions will ensure that our students are continually making sufficient progress toward their goals, and that staff are well-trained and equipped with strategies that effectively support students with ASD. The team will leverage the Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP) assessment tool in data collection and analysis.

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

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

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

- The proposed program completely and accurately answers all statutory requirements. The grant program is designed around the principles of ABA and incorporates the research-based recommendations that best outcomes are achieved when ABA is provided intensely for significantly affected young learners with autism. Technology serving multiple purposes will be incorporated at a variety of levels, including alternative communication systems, tablets, interactive whiteboards, and robots. Empirical data on student achievement and improvement to guide effective program implementation will be driven by VB-MAPP, including baseline data and continual growth analysis through data collection throughout the grant period. Multiple layers of parental support will include two way training, parent surveys and training sessions, child observation opportunities, on-site child care during parent trainings, individualized parent training sessions in ABA, case management, and online access to Schoology, the district's Learning Management System. Alief ISD inherently encompasses a broad range of students in terms of race and ethnicity. Due to low socio-economic status, many our families are unable to access private ABA services for their child with autism. The proposed program would offer free in-district services to support families who lack access to quality private services. With regard to replication across Texas school districts, the Alief ISD grant supported program would serve as a model training site that is developed in accordance with research-based practices specific to young learners with ASD.
- The proposed program completely and accurately answers all TEA requirements. The innovation of providing in-district intensive ABA services will effectively address the unique academic and functional needs of students with ASD. Additionally, sensory-sensitive environments, sensory motor labs, and robot technology will cater to students with these unique needs. Meaningful inclusion activities will be incorporate through discrete trial teaching and fluency rehearsals, reverse inclusion, an adaptive physical education program, transition cross-training between campuses, partnerships with local private childcare providers, and individualized community-based training options. Alief will coordinate training opportunities with local private childcare facilities and Early Childhood Intervention (ECI) providers.

Conceptually, the initial goal is to serve 40-60 Alief ISD students ages 3 through 6, who exhibit significant features of autism, who would benefit from an intensive ABA driven program, and whose parent(s) are supportive of movement into the grant program. The emphasis for acquisition level learning will be conducted through 1:1 discrete trial training in a physical environment that parallels the primary elements of existing private ABA therapy settings. The emphasis for fluency, maintenance, and generalization levels of learning will occur within teaching zones that incorporate a 1:3 ratio to: (a) facilitate continued instruction for the acquisition and fluency of new skills during one rotation; (b) facilitate fluency and maintenance levels of learning through visually structured task rehearsals at a second rotation; and (c) facilitate engagement with a guided listening or sensory activity at a third rotation. Each student would move from zone to zone, completing three rotations in each zone one or more times a day to enhance generalization across trainers and to minimize "overlearned" prompt dependencies often observed in ASD learners who are not taught beyond the discrete trial format through more sophisticated levels of learning (fluency, maintenance, and generalization). Though monthly on-site group training on topics related to autism spectrum disorders will be provided to the community at large, the program will most intensely focus on collaboration with community day care providers who are serving young children with ASD. While the grant program is intended to serve young learners diagnosed as having significant features of an autism spectrum disorder, students identified with other related disorders (e.g., Rett's Syndrome, Fragile X, Tuberous Sclerosis, Cornelia De Lang Syndrome, Williams Syndrome) who exhibit similar learning needs and who would benefit from an intensive behavior analytic program will be eligible for consideration as a participant.

Alief is fully committed to the success of this program. The Special Education Department strives to support the Board priority of preparing all students for postsecondary success. This unique, autonomous environment is crucial for kids with ASD and the success of the program could lead to reallocation of staff to continue operating the program indefinitely.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101-903

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	\$638,210	\$	\$638,210
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,000	\$	\$20,000
Schedule #9	Supplies and Materials (6300)	6300	\$294,166	\$	\$294,166
Schedule #10	Other Operating Costs (6400)	6400	\$30,000	\$	\$30,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$982,376	\$	\$982,376
Percentage% indirect costs (see note):			N/A	\$17,624	\$17,624
Grand total of budgeted costs (add all entries in each column):			<b>\$982,376</b>	<b>\$17,624</b>	<b>\$1,000,000</b>

**Shared Services Arrangement**

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

Enter the total grant amount requested:	\$1,000,000
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$150,000

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: 101-903		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	1		\$111,027
5 Project coordinator	1		\$73,716
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant	1		\$36,626
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 Certified Autism Coach	2		\$160,000
16 Title			\$
17 Title			\$
18	Subtotal employee costs:		\$381,369
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
19 6112 Substitute pay			\$
20 6119 Professional staff extra-duty pay			\$180,000
21 6121 Support staff extra-duty pay			\$
22 6140 Employee benefits			\$76,841
23 61XX Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs		\$256,841
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$638,210</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 #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 101-903		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.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
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>		\$
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Contracted services for professional development	\$20,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$20,000
<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>\$20,000</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: 101-903		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:	\$294,166
<b>Grand total:</b>		<b>\$294,166</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: 101-903		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:	\$30,000
<b>Grand total:</b>		<b>\$30,000</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: 101-903			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>\$0.00</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 #12—Demographics of Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101-903

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	20-30	12-15	
K	10-15	6-8	
1 <sup>st</sup>	10-15	6-8	
2 <sup>nd</sup>	0	0	n/a
3 <sup>rd</sup>	0	0	n/a

**COMMENTS**

**Part 2: Amount of Instruction.** Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:55-3:20	Students - 7 hours, 25 minutes/day Staff – 8 hours, 25 minutes/day
Number of days in school year	204	Students – 204 instructional days Staff – 213 contract days
Minutes of instruction per school year	90,780	

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Need

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101-903

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 is essentially the cornerstone of the continuous improvement cycle. The Special Education Department assembles annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and successes from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.

Once all strengths are identified and matched against the current goals, the discussion turns to needs. If the department did not achieve a goal, that becomes a need. New needs arise each year as education – and Special Education in particular - is a constantly moving and changing field. Changes in student population, curriculum, state and federal guidelines, staffing, and funding all impact our needs assessment. Identified needs are prioritized based on our firm belief that first line instruction is the most important factor in reaching kids and achieving success. Areas of need that are influenced by first line instruction always come first since our number one priority is student success and achievement. The team prioritizes other needs by considering feasibility, funding, staffing, and student and community impact.

Alief's demographic makeup of largely underrepresented subpopulations also impacts our needs assessment. The Special Education team always considers our high need student populations - Economically Disadvantaged (80%), At-Risk population (78%), Limited English Proficient (44%) – when making decisions. The Alief community is also highly mobile, and has many first generation college students, single parent households, and apartment dwellers. Additionally, our students and families speak more than 80 languages and dialects. Understanding our student and family population is critical in creating, choosing, and delivering programs that meet the needs of a region as diverse as ours.

The Special Education Team analyzed students and programs and identified several needs for 2017-18 and beyond. Key needs identified by district leaders include increased early identification of learning and language barriers, intensified applied behavior analysis (ABA) services in an autonomous environment, and increased staff knowledge of ABA principles. The opportunity to intensify ABA services within the district for young learners with significant features of all learning and language barriers will be identified by assessing students utilizing the Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP) assessment tool, daily data collection, and weekly data analysis. Teaching staff assessments will include a pre/post test on ABA, as well as an assessment using an ABA-aligned teaching competency document. Teachers will also be evaluated using T-TESS. Additionally, Alief needs to expand community capacity through partnerships with local private child care facilities and intensified parent collaboration.

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

County-district number or vendor ID: 101-903

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.	Intensify ABA services for young learners with Autism Spectrum Disorder (ASD) by creating an autonomous learning environment	<ul style="list-style-type: none"> <li>Provide an in-district intensive ABA training site</li> </ul>
2.	Identify learning and language barriers using a research driven assessment tool	<ul style="list-style-type: none"> <li>Each student will be assessed using the VB-MAPP upon entry and exit to the grant program</li> <li>Performance data will be collected daily and analyzed weekly</li> </ul>
3.	Increase staff knowledge of ABA principles and procedures for building longer term in-district capacity	<ul style="list-style-type: none"> <li>All staff will participate in ABA training activities prior to and during the grant period</li> <li>ABA pre/post testing to evaluate training effectiveness and identify further training needs</li> <li>Ongoing evaluation of training needs using ABA teaching competencies document</li> </ul>
4.	Expand community capacity for serving individuals with ASD through partnering with local private childcare providers and early childhood intervention (ECI) providers, and intensifying parent support opportunities	<ul style="list-style-type: none"> <li>Site cross-training for individual students</li> <li>Monthly on-site group training, per survey of needs</li> <li>Individualized parent training, per survey of needs</li> <li>Parent access to Alief ISD Schoology (learning management system)</li> </ul>
5.	Provide intensive instruction on specific skills shown to positively influence future learning for children with ASD in less restrictive settings	<ul style="list-style-type: none"> <li>VB-MAPP assessment tool given to identify prerequisite target skills found to be best indicators of success in least restrictive environment (LRE) for students with ASD</li> </ul>

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Schedule #14—Management Plan					
County-district number or vendor ID: 101-903				Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> 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	Master's Degree; valid Texas administrative certificate; 10 years of supervisory or leadership experience in Special Education			
2.	Autism Coordinator	Master's Degree; mid-management/supervisory/principalship certification; 5 years experience as a Special Education teacher; previous experience in Special Education administration or as a team leader/department chair			
3.	Teachers & Paraprofessionals	<ul style="list-style-type: none"> <li>Special Education Certification; experience working with children with ASD</li> <li>Paraprofessionals with experience working with children with ASD; currently hold in-district paraprofessional certificate</li> </ul>			
4.	Program Director	Master's Degree; Board Certified Behavior Analyst (BCBA); at least 5 years experience working with children who have ASD preferred			
5.	Director of Federal Funds	Bachelor's Degree; aptitude for mathematics and accounting; knowledge of entitlement and competitive grant processes; skills in regulation interpretation and information dissemination			
<b>Part 2: Milestones and Timeline.</b> 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.	Create autonomous environment	1. Identify campus for school-within-a-school model	05/01/2018	05/30/2018	
2. Identify staff (director, admin., teachers, paras)		05/01/2018	07/31/2018		
3. Parent information meetings and notifications		05/14/2018	07/31/2018		
4. Student recruitment, application & notification		05/14/2018	08/31/2018		
2.	Data collection and assessment	1. VB-MAPP (baseline)	06/01/2018	10/01/2018	
2. VB-MAPP (annual)		05/01/2019	07/01/2019		
3. Daily performance data collection		09/01/2018	07/01/2019		
4. Weekly data analysis		09/01/2018	07/01/2019		
3.	Increasing staff capacity re: use of ABA	1. Teacher/paraprofessional ABA training	05/01/2018	07/31/2019	
2. ABA pre/post testing		05/01/2018	07/31/2019		
3. ABA teaching competency document		05/01/2018	07/31/2019		
4. Staff supervision by BCBA		05/01/2018	07/31/2019		
4.	Parental support and collaboration	1. Monthly on-site group training	10/01/2018	07/01/2019	
2. Individual training		10/01/2018	07/01/2019		
3. Parent access to Schoology training		09/15/2018	07/01/2019		
4. Site cross-training		10/01/2018	07/01/2019		
5.	Identify prerequisite skills for accessing LRE	1. VB-MAPP to identify prerequisite skills	06/01/2018	10/01/2018	
2. VB-MAPP (annual)		05/01/2019	07/01/2019		
3. Daily performance data collection		09/01/2018	07/01/2019		
4. Weekly data analysis		09/01/2018	07/01/2019		
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>					
Schedule #14—Management Plan (cont.)					

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County-district number or vendor ID: 101-903	Amendment # (for amendments only):
<p><b>Part 3: Feedback and Continuous Improvement.</b> 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>Alief ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The plan is developed collaboratively with district and campus staff, as well as parents and community members. Included in the planning process are, among others, content-area leadership groups, community committees, the district Instructional Leadership Team, the district Educational Improvement Council, and the Superintendent's Council. The final plan is submitted to the Board of Trustees for approval. This district's continuous improvement cycle consists of an ongoing process of building readiness, collecting and analyzing data, setting goals based on data, investigating research-based practices, making action plans, implementing and monitoring plans, and evaluating effectiveness and sustaining efforts. The continuous improvement cycle is a fluid process and the district's formal plan is posted publicly on the district website.</p> <p>District instructional leaders meet annually to analyze the previous year, and set goals for the upcoming year based on collected data and results. In addition to data, goal setting and subsequent strategies are directly tied to Board priorities and feedback from the Board and Superintendent's Council. The Curriculum &amp; Instruction team formally presents their program and data to the Board annually, which gives district leadership and the community transparent access to the department.</p> <p>Performance data that is collected daily and analyzed weekly will be used to identify trends and to make necessary adjustments to program goals and objectives. Changes to program goals and objectives will be shared with staff during weekly debriefing sessions. Parents will be notified of program changes through Schoology (Alief's Learning Management System) and through monthly group trainings.</p>	
<p><b>Part 4: Sustainability and Commitment.</b> 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>Existing REACH programs currently serving 394 students across 28 campuses will remain a part of the programming continuum for serving students with significant features of ASD.</p> <p>A district level Autism Coordinator credentialed as a Certified Autism Specialist will assist with establishing and maintaining the grant program elements as coordinated with the program director.</p> <p>Extensive professional development, coaching, and collaborative support will help ensure that all project participants remain committed to the project's success.</p> <p>Alief's Federal Programs and Grants Department will oversee the fiscal aspects of the grant project to ensure accuracy and timeliness with expending all grant funds, and to ensure compliance with local, state, and federal regulations.</p>	

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101-903

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.	Initial and sustained enrollment	1.	Number of students enrolled in grant program
		2.	Number of staff participating in grant program
		3.	Number of parent/staff requests for program change
2.	VB-MAPP	1.	Given to establish baseline performance
		2.	Identify learning and language barriers to LRE
		3.	Annual administration for growth comparison
3.	ABA assessments	1.	Administer ABA pre test
		2.	Conduct autism and ABA training activities
		3.	Administer ABA post test
4.	Group training survey	1.	Participation in on-site group training
		2.	Number of parents accessing Schoology
		3.	Number of scheduled site cross-trainings
5.	VB-MAPP comparison of barriers assessment	1.	Determine LRE baseline barriers
		2.	Implement intensive ABA instruction
		3.	Determine mastery level on barriers (annual)

**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.

The grant leadership team will collaborate with the host campus attendance clerk and the central attendance staff to track enrollment in the program throughout the grant period, as the district aims to serve up to 60 students in prekindergarten through 2<sup>nd</sup> grade. Program-level data will be collected by grant program staff. All program teaching staff will meet the standards for credentialing as a Certified Autism Specialist, and a teaching competency document delineating specific expectations for maintaining program integrity will be used to guide the identification of ongoing training needs for all grant program staff. Other student-level data will be collected and measured using VB-MAPP, including baseline performance data across 16 skill areas, a learning and language barriers assessment, a transition assessment for accessing LRE, task analysis and skills tracking, and placement and IEP goals analysis. Student-level academic data will be related to the student's level of learning and acquisition to fluency. The program will also leverage technology with ABA data collection applications to compile and analyze program level and student level data.

Through consultation with the Program Director, the Autism Coordinator, and private consultants, project challenges will be identified and action plans developed to address areas of concern. Regular collaboration and communication, including weekly debriefing meetings, will allow program staff to discuss and resolve any issues with project delivery.

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

County-district number or vendor ID: 101-903

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 grant program is designed around the principles of ABA and incorporates the research-based recommendations that best outcomes are achieved when ABA is provided intensely for significantly affected young learners with autism. Instruction will occur in alignment with ABA's four levels of learning: a) Acquisition Level – A 1:1 discrete trial format during which intensive rates of reinforcement and significant prompts to ensure errorless learning are utilized; b) Fluency Level – fading prompts and lengthening reinforcement schedules to facilitate more normative rates of performance and increased independence with newly acquired skills are used; c) Maintenance Level – natural environment training opportunities to transfer skills from a contrived instructional format to more natural circumstances are established; d) Generalization Level – variations in materials, cues, settings, and people to address the generalization problems identified as a core deficit in ASD are implemented. Technology serving multiple purposes and incorporated at a variety of levels, will be supported by an Assistive Technology specialist who is knowledgeable in the use of technologies specific to the qualitative learning and communication features of ASD including: a) Alternative communication systems ranging in technological sophistication that are scientifically supported for students with complex communication needs and aligned with behavior analytic principles for teaching language; b) Use of interactive whiteboard technology to enhance students' overall skill acquisition and active participation in learning; c) Tablet technology with individually determined applications for multiple uses including: as a primary communication device, for video modeling, as reinforcement for instructional activities, during functional play; d) iPad devices with an ABA data collection and summary application for each staff member for the purposes of collecting and analyzing significant amounts of data; e) The introduction of "Milo" the social robot to teach the identification and imitation of facial expressions/emotions which may contribute to a larger body of evidence-gathering regarding its efficacy in teaching social skills to children with ASD.

**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.

Empirical data on student achievement and improvement to guide effective program implementation will be driven by the Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP) (Sundberg, 2008). Based on Skinner's 1957 analysis of verbal behavior (with "verbal behavior" referring to both oral and non-oral forms of communication), research on developmental milestones, and field test data from typically developing children, children with autism, and children with other developmental disabilities; the VB-MAPP is considered the "gold standard" for assessment and programming in intensive ABA programs for young children with autism. Given upon entry into the grant program and re-scored annually for tracking progress, The VB-MAPP is comprised of five main components including:

- a) A Milestones Assessment to establish baseline performance levels across 16 skill areas considered critical for learners with ASD.
- b) A Barriers Assessment assessing 24 learning and language barriers common in children with language delays.
- c) A Transition Assessment that provides information related to a learner's readiness for accessing less restrictive educational settings.
- d) A Task Analysis and Skills Tracking component that serves as a curriculum guide to support acquisition of identified Milestones needs.
- e) A Placement and IEP Goals section that provides recommendations for program development based on individual skills and barriers assessments.

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

County-district number or vendor ID: 101-903

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 grant program would support an expanded range of parent training, support, and collaboration opportunities including:

- a) Regularly scheduled opportunities to observe their child during on-site ABA instruction through a two-way mirror (as to not influence the instructional flow commonly observed when parents attempt to observe in the classroom).
- b) Pairing with a trainer during their child's on-site instruction to acquire ABA techniques for supporting their child's education and overall development in the home and community.
- c) Participation in developing the topics for monthly on-site group parent trainings through a training needs survey.
- d) Provision of on-site child care during group parent training sessions as to not preclude a parent's ability to participate based on child care needs.
- e) Having access to recorded parent training sessions for those who are unable to attend the live training and/or for repeated follow-up training opportunities.
- f) Participation in a thorough review of their child's VB-MAPP assessment for collaborating on the development of target skills and behaviors.
- g) Providing individualized parent training services in ABA procedures to address specific behavioral needs in the home and community settings that may not occur in the intensive intervention setting.
- h) Case management for assisting the parent with accessing community resources to enhance longer term planning such as wait listing for financial support and adult services, identifying "sensory sensitive" community activities, locating parent support groups, and assistance with multi-agency interactions that can be overwhelming for parents of young children with ASD.
- i) Establishing parent user availability for online access to the Alief ISD Schoology learning management system as a means of sharing information to support training across home and school.

**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.

With respect to state-wide diversity and potential replicability throughout the state of Texas, as an entity, the Alief ISD inherently encompasses a broad range of students in terms of race and ethnicity, many of whom are newly assimilating from other countries and/or who experience socio-economic challenges that negatively influence their ability to access intensive ABA services for their child with autism. By providing an in-district intensive ABA program for young children with significant features of ASD, parents participating in the grant program would have similar access to ABA services for their children as those who are financially advantaged and able to currently secure these services privately. With regard to replication across Texas school districts, the Alief ISD grant supported program would serve as a model training site that is developed in accordance with research-based practices specific to young learners with ASD. Texas school districts interested in expanding intensive ABA as a part of their in-district continuum would be welcome to visit the site location, observe intensive ABA instruction, have access to guidance documents with regard to staff development, gain information and processes associated with community day care and ECI collaboration, develop an understanding of how the VB-MAPP is used to assess and teach the most important skills proven necessary to achieve best learning outcomes for children with ASD, and other various elements that emerge throughout the grant supported time period.

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

County-district number or vendor ID: 101-903

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.

Based on forty years of peer-reviewed scientific research, it has clearly been established that intensive ABA is directly correlated to achieving best learning outcomes for young learners with significant features of ASD and related disabilities (National Research Council, 2001; Government Accountability Office, 2005). The innovation of providing such services as part of an in-district continuum is both salient and desperately needed given the ever-increasing number of students with severe autism school districts are charged with educating. In addition, additional innovative elements that are evidence-based will be incorporated including:

- a) Creating physical environments that are "sensory-sensitive" to allow for more comfortable learning opportunities.
- b) Creating a sensory-motor lab that is specifically designed with input from Occupational Therapists who are trained in sensory integration techniques (Pfeiffer, Koenig, Kinnealey, Sheppard, and Henderson, 2011); and, Adaptive Physical Education professionals with experience in motor development interventions for children with autism.
- c) Introducing "Milo" the social robot as an intervention for teaching facial expression, emotion labeling, and imitation skills.

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

County-district number or vendor ID: 101-903

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.

Meaningful inclusion opportunities will be addressed through multiple avenues and include a variety of innovative formats. Given the research-based protocol for evaluating readiness for learning in lesser restrictive settings, the VB-MAPP will be used to guide the selection of target skills and behaviors considered the most common barriers to meaningful inclusion in school and the community for each student. Specifically, these barriers will be addressed in the following formats:

- a) Discrete trial teaching and fluency rehearsals in the intensive setting to initially establish target skills and behaviors.
- b) Reverse inclusion in which general education students (contingent on teacher nomination and parent approval) are incorporated within specialized sensory-sensitive environments at the grant site to participate in motor lab activities, fine arts elements (Art, Music), and within the on-site classroom setting for peer exemplar training.
- c) Overview training on ASD for teaching staff, administrators, and peer partners from the "sister campus" (i.e., the "school within a school" hosting site).
- d) Transition cross-training to the receiving campus prior to exiting the grant program.
- e) An Adaptive PE program designed to develop skills and behaviors desirable for future participation in community Special Olympics events.
- f) Partnering with local day cares as a generalization setting for practicing learned language and social skills with neurotypical peers.
- g) Individualized community-based training options designed to facilitate increased community-wide inclusion opportunities (e.g., training for youth organizations, places of worship, after-school programs).

**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.

While group on-site trainings will be available to any interested member of the community, more detailed community-based partnering will focus on local day care facilities and ECI providers. These entities are selected due to their relative importance in developing a more effective wrap-around system for young children with significant features of autism; as well as to promote generalization of important skills and behaviors necessary for increased independent functioning. Specifically:

- a) A written agreement between any community partner and the grant program that delineates each party's obligation will be developed.
- b) The delineation of specific services to be provided to the community partner, whether for general training purposes on autism or as directly related to a specific student in the grant program will be agreed upon.
- c) Facilitation of the agreed upon training elements between community partners and the grant program will be led by the district Autism Coordinator in conjunction with the Program Director.
- d) Upon completion of the agreed upon collaborative activities, a feedback survey will be provided to the community partner for the purposes of evaluating variables as related to effectiveness and future needs.

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