

**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><br>Write NOGA ID here: |
| <b>Grant Period:</b>          | May 1, 2018, to August 31, 2019   |  |
| <b>Application deadline:</b>  | 5:00 p.m. Central Time, March 8, 2018   | Place date stamp here.                         |
| <b>Submittal information:</b> | <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<br/>Texas Education Agency, 1701 North Congress Ave.<br/>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 # |          |
| Seguin ISD        | 094901            | N/A         |          |
| Vendor ID #       | ESC Region #      |             |          |
| 74-6002287        | 13                |             |          |
| Mailing address   | City              | State       | ZIP Code |
| 1221 E. Kingsbury | Seguin            | TX          | 78155-   |

**Primary Contact**

|              |                        |             |                               |
|--------------|------------------------|-------------|-------------------------------|
| First name   | M.I.                   | Last name   | Title                         |
| Halcy        |                        | Martin-Dean | Director of Special Education |
| Telephone #  | Email address          |             | FAX #                         |
| 830-401-8651 | hdean@seguin.k12.tx.us |             | 830-379-4821                  |

**Secondary Contact**

|              |                           |           |                                 |
|--------------|---------------------------|-----------|---------------------------------|
| First name   | M.I.                      | Last name | Title                           |
| Peter        |                           | Silvius   | Director Whole Child Initiative |
| Telephone #  | Email address             |           | FAX #                           |
| 830-401-8628 | psilvius@seguin.k12.tx.us |           | 830-379-4821                    |

**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          |
| Matthew                        |                             | Gutierrez   | Superintendent |
| Telephone #                    | Email address               |             | FAX #          |
| 830-401-8614                   | mgutierrez@seguin.k12.tx.us |             | 830-379-2003   |
| Signature (blue ink preferred) |                             | Date signed |                |



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

**701-18-107-027**

RFA #701-18-107; SAS #291-18  
2018–2019 Services to Students with Autism

Page 1 of 27

**Schedule #1—General Information**

County-district number or vendor ID: 094901

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"/>        |                          |
| 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  |                          |
| 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: 094901

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   |
|---|---|
| X | I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .  |
| X | I certify my acceptance of and compliance with the program guidelines for this grant.   |
| X | I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.  |
| X | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements. |

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

County-district number or vendor ID: 094901

Amendment # (for amendments only): N/A

### Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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### Schedule #3—Certification of Shared Services

County-district number or vendor ID:

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

| County-district number or vendor ID: |                            |  | 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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|   |                      |
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**Schedule #4—Request for Amendment**

County-district number or vendor ID:

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/<br>Object<br>Code | Grand Total from<br>Previously<br>Approved Budget | Amount<br>Deleted | Amount<br>Added | New Grand<br>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. | <a href="#">Indirect cost</a> ( %): |                          | \$  | \$                | \$              | \$                 |
| 8. | Total costs:                        |                          | \$  | \$                | \$              | \$                 |

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By TEA staff person:

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

County-district number or vendor ID:

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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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 094901

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.

Seguin ISD (SISD) along with community partners seek resources to develop the Whole Child Learning Center (WCLC). This program will implement an innovative approach to early learning and engagement for students aged 3-5 with autism. This flexible, full day program will provide center based, outdoor classroom and community based intervention and learning activities for preschool children with autism, children identified with other developmental disabilities or concerns and same age peers who have not been identified with disabilities. During year one the WCLC plans to serve approximately 50 children and their families. In addition, all families of children with autism ages 6 – 9 enrolled in SISD will be provided opportunities to be involved in parent center and community activities designed to increase understanding, skills and build capacity to serve children with autism. The top priority of the parent/community center will be to foster a culture of acceptance and integration of all children with differences and to develop the valuable resources and experiences they can contribute to the community as a whole.

The curriculum and activities will be based on the whole child approach and will integrate activities that address: communication, early literacy, social emotional learning, community enrichment, movement, music, rhythmic impact, nutrition, mindfulness, interactive learning, collaborative voice and self advocacy. The Unique curriculum will be utilized to provide for the specific individual goals and objectives along with the flexibility to adjust and tailor activities on a daily basis to best meet each students' needs and add value to their learning experience. This curriculum is aligned with Texas grade level standards and incorporates an assessment feature: Goals, Preferences, Skills (GPS) that will track student work in alignment with IEP goals and grade level standards. This allows for teachers and parents to evaluate progress on a daily, formative basis as well as long term progress over time.

The program will be housed at Ball Early Childhood Center (Ball ECC). Ball is an ideal environment to house this unique program. It is located in the heart of Seguin, Texas and is surrounded by the neighborhoods of students served. All eligible Prekindergarten three and four year olds for the entire Seguin independent school district are currently served there. The program includes a collaboration with the local Headstart program and currently serves seven Headstart classes alongside district prekindergarten students for an enhanced prekindergarten experience. Ball Early Childhood Center focuses on the whole child emphasizing social and emotional wellbeing and partnerships with parents, with the goal of continuing that relationship through to their high school graduation and beyond! Ball currently has strong parent advisory committees, parenting classes, a campus social worker and family specialists that work directly with families to support their goals for their students.

At Ball ECC, we ensure every child's needs are being met by providing an engaging and innovative curriculum. High Quality certified prekindergarten teachers provide instruction that is aligned with the state's early childhood outcomes and guidelines and goes beyond to provide the skills necessary for success later in their school career. Teachers provide authentic early literacy and math experiences to promote the joy of reading and learning in all students. Equipped with a hands-on, explorative, science lab, students are able to use inquiry, student centered learning to explore their environment. Learning does not end with the students, teachers are always participating in professional development to offer our students the best practices to ensure their successes, through book studies, professional learning communities and early childhood education courses. The WCLC will expand and enhance professional learning for teachers, staff and community members.

Ball ECC has a group of four classrooms to dedicate to the WCLC as well as an adjacent space that will be designated as the parent/community center. There is a separate entrance to this portion of the building to enable entrance and exit to the outdoor learning area as well as the community based activities. At the same time, participants will have access to campus resources and be integrated into campus activities and common learning areas as appropriate. This will enhance the WCLC program as well as contribute new and valuable learning experiences to the entire early childhood program. The WCLC will incorporate principles and research based models based on early childhood growth and development and the unique needs of each child with the ultimate goal of preparing the student to benefit from inclusion in all learning environments (school, home and community) upon exiting the program. The critical components of the whole child approach as defined by the ASCD Whole School, Whole Community, Whole Child model will be embraced. The learning environments and activities will be designed to ensure: physical and emotional **safety**, active **engagement** in school and the broader community, personalized learning that is **supported** by caring adults and **challenging**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 094901

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.

activities that will prepare each student for transition to the next phase of their learning experience as well as for long success in life experiences.

The WCLC will be staffed with 5 full time teachers/learning facilitators and 6 paraprofessional educators, one full time speech/language pathologist, a part time occupational therapist and a part time behavior therapist providing direct services to enrolled students. A project Coordinator and parent /community liaison will be responsible for leading program design for student, parent and community learning, overseeing all phases of implementation, providing support and instruction to staff and community partners, working to expand the program to regional schools, and ensuring that program is compliant with all grant requirements and all program evaluation is completely in a timely and effective manner. In addition, support will be provided by Ball ECC Principal, the Director of Special Education and the Director of Whole Child Initiatives as well as a consultant from IHE partner, Texas State University.

The WCLC will be established as a training and observation site to facilitate the development of innovative practices and the establishment of a culture of support for students with diverse backgrounds and needs. Program staff will provide outreach and support to school programs in SISD and to community organizations. At the same time, outcome and program data will serve as a springboard for programs across the state to develop and provide innovative and effective programs for preschool learners with autism and other developmental disabilities at the most critical time of their learning and development. The integration of the parent/community center provides the critical piece of fostering a culture of acceptance and integration of all children with differences into the school environment and the community at large.

As communities and families begin to look at each individual learner through the lense of the whole child model, existing barriers for children with callenges and developmental disabilities will become more easily navigated and recognition of the value of ALL children will become central to school and community culture.

Seguin ISD appreciates the opportunity to seek resources for this most important and exciting project and we thank you for consideration of this proposal.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

| County-district number or vendor ID: 094901   |   |                          | 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 |                 |                        |
| <b>Budget Summary</b>   |   |                          |   |                 |                        |
| Schedule #  | Title   | Class/<br>Object<br>Code | Program Cost  | Admin Cost      | Total Budgeted<br>Cost |
| Schedule #7   | Payroll Costs (6100)  | 6100                     | \$649,750   | \$0             | \$649,750              |
| Schedule #8   | Professional and Contracted<br>Services (6200)                  | 6200                     | \$40,100  | \$30,000        | \$70,100               |
| Schedule #9   | Supplies and Materials (6300)                                   | 6300                     | \$18,200  | \$0             | \$18,200               |
| Schedule #10  | Other Operating Costs (6400)                                    | 6400                     | \$15,000  | \$0             | \$15,000               |
| Schedule #11  | Capital Outlay (6600)   | 6600                     | \$26,000  | \$0             | \$26,000               |
| Total direct costs:   |   |                          | \$749,050   | \$30,000        | \$779,050              |
| Percentage% <u>indirect costs</u> (see note):   |   |                          | N/A   | \$              | \$                     |
| Grand total of budgeted costs (add all entries in each column):   |   |                          | <b>\$749,050</b>                                    | <b>\$30,000</b> | <b>\$779,050</b>       |
| <b>Shared Services Arrangement</b>  |   |                          |   |                 |                        |
| 6493  | Payments to member districts of shared services<br>arrangements |                          | \$0   | \$0             | \$0                    |
| <b>Administrative Cost Calculation</b>  |   |                          |   |                 |                        |
| Enter the total grant amount requested:   |   |                          |   |                 | \$779,050              |
| Percentage limit on administrative costs established for the program (15%):   |   |                          |   |                 | x .15                  |
| Multiply and round down to the nearest whole dollar. Enter the result.  |   |                          |   |                 | \$116,857              |
| This is the maximum amount allowable for administrative costs, including indirect costs:                            |   |                          |   |                 |                        |

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

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

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

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**Schedule #7—Payroll Costs (6100)**

| County-district number or vendor ID: 094901       |   | 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   | 3   | 2   | \$180,000             |
| 2 Educational aide                                | 4   | 2   | \$100,000             |
| 3 Tutor   |   |   | \$                    |
| <b>Program Management and Administration</b>      |   |   |                       |
| 4 Project director/administrator                  |   |   | \$                    |
| 5 Project coordinator                             | 1   |   | \$70,000              |
| 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           | 1   |   | \$65,000              |
| <b>Other Employee Positions</b>                   |   |   |                       |
| 15 Speech Therapist                               | 1   |   | \$65,000              |
| 16 Occupational Therapist                         |   | 1   | \$35,000              |
| 17 Behavioral Therapist                           |   | 1   | \$35,000              |
| 18  | Subtotal employee costs:  |   | \$550,000             |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b> |   |   |                       |
| 19 6112 Substitute pay                            |   |   | \$                    |
| 20 6119 Professional staff extra-duty pay         |   |   | \$10,000              |
| 21 6121 Support staff extra-duty pay              |   |   | \$5,000               |
| 22 6140 Employee benefits                         |   |   | \$84,750              |
| 23 61XX Tuition remission (IHEs only)             |   |   | \$                    |
| 24  | Subtotal substitute, extra-duty, benefits costs   |   | \$99,750              |
| 25  | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): |   | \$649,750             |

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: 094901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

| Expense Item Description   |   | Grant Amount Budgeted |
|--|---|-----------------------|
| 6269   | Rental or lease of buildings, space in buildings, or land                 | \$0                   |
|  | Specify purpose:  |                       |
| <b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b> |   | <b>\$0</b>            |
| <b>Professional and Contracted Services</b>  |   |                       |
| #  | Description of Service and Purpose  | Grant Amount Budgeted |
| 1  | Drumtastics – program that promotes movement, social emotional learning   | \$10,000              |
| 2  | Seguin Outdoor Learning Center – Outdoor classroom/exploration instructor | \$6,000               |
| 3  | Kids Yoga Rocks 3-6 promotes whole child learning                         | \$5,000               |
| 4  | Community based instruction and activities                                | \$3,600               |
| 5  | Music Therapy   | \$2,700               |
| 6  | Art Therapy   | \$27,00               |
| 7  | Professional Development  | \$7,500               |
| 8  | Independent Evaluator   | \$30,000              |
| 9  |   | \$                    |
| 10   |   | \$                    |
| 11   |   | \$                    |
| 12   |   | \$                    |
| 13   |   | \$                    |
| 14   |   | \$                    |
| <b>b. Subtotal of professional and contracted services:</b>  |   | <b>\$67,500</b>       |
| <b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b> |   | <b>\$2,500</b>        |
| <b>(Sum of lines a, b, and c) Grand total</b>  |   | <b>\$70,100</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 #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 094901

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

| <b>Expense Item Description</b> |   | <b>Grant Amount Budgeted</b> |
|---------------------------------|---|------------------------------|
| 6300                            | Total supplies and materials that do not require specific approval: | \$18,200                     |
| <b>Grand total:</b>             |   | <b>\$18,200</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 #10—Other Operating Costs (6400)**

| County-District Number or Vendor ID: 094901                                 |  | Amendment number (for amendments only): |
|---|--|---|
| Expense Item Description  |  | Grant Amount Budgeted                   |
| 6411  | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$0                                     |
| Subtotal other operating costs requiring specific approval:                 |  | \$0                                     |
| Remaining 6400—Other operating costs that do not require specific approval: |  | \$15,000                                |
| <b>Grand total:</b>   |  | <b>\$15,000</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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**Schedule #11—Capital Outlay (6600)**

| County-District Number or Vendor ID: 094901   |  | 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   | Mobile Interactive white board   | 1                                       | \$6,000   | \$6,000               |
| 3   | Robotic Language System (MILO)   | 2                                       | \$5,000   | \$10,000              |
| 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  | Addition of bathroom space to classroom center with changing area/adaptive equipment |   |           | \$10,000              |
| <b>Grand total:</b>   |  |   |           | <b>\$26,000</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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**Schedule #12—Demographics of Participants to Be Served with Grant Funds**

County-district number or vendor ID: 094901

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              | 50                 | 6                  | 8.3/1                 |
| K               |                    |                    |                       |
| 1 <sup>st</sup> |                    |                    |                       |
| 2 <sup>nd</sup> |                    |                    |                       |
| 3 <sup>rd</sup> |                    |                    |                       |

**COMMENTS**

Student teacher ratio include 1 Speech Therapy FTE which will be assigned to the program.

**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><br>(ex) 8:30am – 4:30pm | 7:50 a.m.-3:15 p.m. | Full Day Schedule that Mirrors Ball EEC |
| <b>Number of days in school year</b>            | 171                 |   |
| <b>Minutes of instruction per school year</b>   | 76,095              |   |

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Need

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 094901

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 Comprehensive Needs Assessment(CNA) drives our campus and district goals and spending. This process is ongoing with Needs Assessment being an agenda item for most district, campus, and community meetings. SISD Superintendent, Dr. Matthew Guiterriez, hosts a book study /blog with staff and community stakeholders to discuss key issues and get informed input into district needs and solutions for continuous growth. In addition, face to face community stakeholder meetings are held where public education issues are shared and discussed with the community, ideas are conceived, and input from all stakeholders is solicited. Providing innovative programs that meet the needs of diverse learners is a priority for Seguin ISD(SISD). Under Dr. Guiterriez's leadership Seguin has begun the process to become a District of Innovation. SISD has an active District Educational Improvement Council (DEIC), and Campus Educational Committees made up of educators, parents, students, and community representatives including business and political leaders, members of faith based organizations, and law enforcement. In addition, SISD has a very active and involved School Health Advisory Committee (SHAC) which meets monthly and advises and oversees the district Whole Child Initiatives.

In the Spring of each school year, the Needs Assessment process becomes more formal with district and campus meetings dedicated specifically to developing a CNA affecting decisions for the following year. Planning groups meet to solicit input from as many stakeholders as possible including instructional staff, parents, students, and community. Program evaluations are done to determine what worked and did not work so that district needs and resources are appropriately addressed. SISD uses online staff and parent surveys to gain useful information to improve its programs including special education services annually. In March/April a district summary of needs is developed using data from all campuses and groups, and needs are prioritized by Campus and District Advisory Committees. This summary is presented to the Superintendent, School Board, and Campuses. It becomes the backbone of the District and Campus Improvement Plans for the following academic year. Seguin ISD has just begun a **Strategic Planning Process** in order to provide critical information to stakeholders and get input with regards to processes and existing systems and their effectiveness. This will assist the district with short term and long term planning providing standards,goals and objectives to serve as a compass to navigate growth and continuous improvement of learning opportunities for ALL students. Seguin has already established critical need task forces to specifically evaluate and oversee continuous improvement of programs for students with special needs including Early Childhood Education, English Language Learners, and Special Education students. In addition, The Texas Education Agency completed a site visit in February 2018 and will be providing comprehensive evaluation and recommendations for continuous improvement of special education programs. Services for children with autism is one priority area of focus and as soon as this information is received, it will be incorporated into goals and objectives for the WCLC as appropriate.

This program will address critical needs identified by staff, parents and community. It will be highly structured to meet the needs of young learners specifically children with autism while being flexible and innovative in order to respond in a timely manner to continuous feedback, diverse student development and individual needs.

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

County-district number or vendor ID: 094901

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. | Provide an innovative early childhood program to meet the unique needs of children ages 3-5 with autism and developmental disabilities.   | Will provide a separate program with an interdisciplinary team including school district and community partners that provides latest research based interventions along with innovative activities in multiple settings that is located on a early childhood campus for easy inclusion and integration into campus and community based activities with nondisabled peers as appropriate. |
| 2. | Increase capacity of parents, families and the community to engage in early childhood education activities that will contribute to a positive culture of value and inclusion.   | Will include a parent center/program that will provide training, support and engage families with other families, community resources and school district staff. This program will be available and provide opportunities to all families of children with autism ages 3-9.  |
| 3. | Develop a model program that can serve as a professional learning site for teachers, university students and community representatives and be replicated across the region and the state.   | Will serve as hands on observation and training site for teachers, staff and community organizations, as well as a volunteer site to engage intergenerational volunteers and mentors.  |
| 4. | Expand the program by seeking to engage other districts in the area to form shared service arrangements that will allow for participation by preschool children in neighboring school districts.  | Seguin ISD program staff as well as the parent/ community engagement council will develop a program plan to invite and recruit neighboring districts to enter a shared services arrangement and enroll students in the program.  |
| 5. | Integrate non disabled peers into the program with a long term goal of developing young citizens who are self advocates, life long learners, problem solvers and a voice for the value of acceptance and appreciation of diverse friends and coworkers. | Program slots and a registration process will be established for nondisabled preschool peers to enroll in and attend center based and community based activities.  |

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**Schedule #14—Management Plan**

County-district number or vendor ID: 094901

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. | Project Manager              | Masters degree in special education and/or early childhood education, 5 plus years experience in early childhood education. Experience with community programs and adult learning preferred. Principal or administrative certification preferred.                                    |
| 2. | Teacher/Learning Facilitator | Special education/early childhood Texas certification, experience with PPCD and/ or early childhood education. Experience with community based learning preferred. Knowledge of Unique curriculum, Floor time and other evidence based curriculum designed for children with autism. |
| 3. | Parent/community Liaison     | Masters degree in education, social work or a related field. Experience with case management, parent family education, small group counseling, and community projects/partnerships.  |
| 4. | IHE Liaison/Consultant       | Representative from IHE partner who can commit resources, provide program consultation and outcome evaluation as well as serve as a member of the parent/community engagement council.   |
| 5. | Speech/Language Pathologist  | Masters degree with Texas certification as a speech, language pathologist. Five plus years experience with early childhood education, experience providing services to students with autism.   |

**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. | Provide an innovative program for children with autism.                   | 1. Hire project manager and program staff      | 05/01/2018     | 07/31/2018   |
|    |   | 2. Identify students, inform parents, register | 05/01/2018     | 08/01/2018   |
|    |   | 3. Provide professional dev./planning          | 08/01/2018     | 08/15/2018   |
|    |   | 4. Review ind. plans/develop program           | 05/01/2018     | 08/31/2019   |
| 2. | Increase capacity to engage in a positive culture of value and inclusion. | 1. Hire project manager/community liaison      | 05/01/2018     | 07/31/2018   |
|    |   | 2. Establish community center                  | 05/01/2018     | 08/01/2018   |
|    |   | 3. Train/engage staff and community            | 05/01/2018     | 08/31/2019   |
| 3. | Develop a model that can be replicated.                                   | 1. Hire project manager and program staff      | 05/01/2018     | 07/31/2018   |
|    |   | 2. Develop/Implement program                   | 05/01/2018     | 08/31/2019   |
|    |   | 3. Evaluate for continuous improvement         | 05/01/2018     | 08/31/2019   |
|    |   | 4. Serve local and regional schools            | 05/01/2018     | 05/01/2018   |
| 4. | Engage districts in the area to participate in program.                   | 1. Establish marketing/communication           | 05/01/2018     | 09/30/2018   |
|    |   | 2. Invite area districts to tour/visit program | 10/01/2018     | 01/31/2019   |
|    |   | 3. Develop shared service arrangements         | 02/01/2019     | 04/30/2019   |
|    |   | 4. Open enrollment to partner districts        | 05/01/2019     | 08/31/2019   |
| 5. | Integrate non disabled peers into the program.                            | 1. Hire project manager and program staff      | 05/01/2018     | 07/31/2018   |
|    |   | 2. Establish procedure for enrollment          | 05/01/2018     | 05/31/2018   |
|    |   | 3. Enroll/Register non disabled peers          | 06/15/2018     | 08/31/2018   |

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

County-district number or vendor ID: 094901

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.

Seguin ISD undergoes a continual needs assessment process to inform the district and campus improvement plans. We use data (surveys, formative and summative assessments, parent feedback, and teacher/student input) to make adjustments to the improvement plans through our site based decision team meetings. Dr. Matthew Gutierrez, Sisd Superintendent strives to solicit input from all stakeholders. This includes employee and community surveys, face to face meetings with district leadership staff as well as community leaders and business owners, meetings with the newly established Superintendent's Student Advisory panel, and established parent organizations. A book study and focus group was also established in the fall of 2017 and is conducted via blog as well as occasional face to face forums. Our needs vary greatly and are individualized by campus and program to include professional development needs, curricular materials for intervention, enrichment and community based programs. Aside from the campus and district processes for needs assessment regular district meetings are held to support campus level personnel in making informed decisions for student programming. District personnel provide assistance to inform scheduling process, provide professional learning and support to campus instructional, support and intervention staff as well as campus administrators so they can better support their teachers and students.

In addition, Seguin ISD monitors and adjusts the individual programs and plans for students with special needs through daily and weekly formative assessment including but not limited to direct observation, staff and parent report, multi-disciplinary team input, work samples, and student engagement. Comprehensive review of the Individual Education Plan (IEP) is completed as needed but at least annually. Individual progress and student needs continually inform and determine learning activities and program structure.

**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.

Seguin ISD has a long history of collaboration with community partners and organizations. Ball ECC has a full partnership with the local Headstart and currently houses seven headstart classrooms. Ball ECC and Seguin Headstart have successfully integrated programs and services to maximize joint resources and nourish a culture of community and engagement for children and families.

SISD has a 20 year partnership with the Seguin Outdoor Learning Center which allows students at all levels to experience learning activities in an outdoor setting. Children greatly benefit developmentally from being outdoors. Outdoor education and play support emotional, behavioral and intellectual development. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, problem solving skills, empathy towards others, motor skills and self-discipline. Collaboration to develop relative outdoor lessons for the WCLC will enrich the experiential base of young learners, provide opportunities for engagement, movement, fitness and sensory activities. The HEB Family Foundation has had an ongoing partnership with SISD over the past 8-10 years. Joint initiatives include: providing a weeklong camp to all 5<sup>th</sup> graders in the district which serves to not only enrich their learning but engage them in activities to facilitate a successful transition to 6<sup>th</sup> grade and secondary education. Additionally, the local HEB grocery store and Dole Produce has provided salad bars at Seguin schools. Most recently SISD received an X3E grant from TDA to support coordinated school health. The City of Seguin is the partner in this initiative and training and equipment has been provided. The Special Education Department works collaboratively with the Seguin Autism Society to provide equipment and support to students and families at home and in school. SISD business department fully supports initiatives and partnerships that enhance student and family services and support and has the resources and experience to provide expert financial management and oversight. The WCLC will have full access to current partners and district resources and will be able to build on these relationships to establish a model program that is not only sustained but expanded each year.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 094901

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. | Quantitative              | 1.                                     | Attendance Rates  |
|    |                           | 2.                                     | Hours of Service Provided Daily in center, community and outdoor settings |
|    |                           | 3.                                     | Hours of Curriculum Services Provided Daily Per Student                   |
| 2. | Quantitative              | 1.                                     | Number of Students with IEP Developed                                     |
|    |                           | 2.                                     | Number of Students with IEP progress Reviewed on schedule                 |
|    |                           | 3.                                     | Number of parents, teachers and community engaged in program              |
| 3. | Outcome                   | 1.                                     | % Of Students Achieving Targeted Growth Per IEP                           |
|    |                           | 2.                                     | % of Students Reaching Targeted Milestones Established In IEP.            |
|    |                           | 3.                                     | % of Students making progress toward targeted Texas Pre-k standards       |
| 4. | Fidelity                  | 1.                                     | % of Staffing Requirements Meeting Curriculum Fidelity                    |
|    |                           | 2.                                     | % of Program Components Meeting Fidelity Requirements                     |
|    |                           | 3.                                     | % of Academic Program Components Meeting Fidelity Requirements            |
| 5. | Qualitative               | 1.                                     | Results of Annual Focus Groups  |
|    |                           | 2.                                     | Results of Satisfaction Surveys   |
|    |                           | 3.                                     | % of Action Plans Implemented for Program Improvement Achieved.           |

**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 Program will utilize an Independent Evaluator for Program Evaluation. Quantifiable program-level data specific to attendance, participants served, hours of curriculum-based services received will be tracked on a daily basis. These data will be reviewed monthly by the Evaluator to ensure equitable delivery of services and that all services are being implemented at the level of frequency and intensity as proposed and designed to achieve fidelity. Outcome data will be determined based-on the IEP of students. Baseline will be established at the time of enrollment into the Program. Utilizing the selected researched-based curriculum each IEP will have targeted goals for student academic attainment. The level of achievement of students towards these identified critical success factors identified in the IEP will be aggregated to determine the progress towards the targeted outcome of 75% of all students placed in the Program will achieve the goals set within their IEP. In addition to these data the Evaluator will utilize the identified curricula's fidelity measures to complete annual fidelity monitoring to determine if the Program is being delivered with fidelity and as proposed. This will include all areas of fidelity requirements established by the developers.

In addition to quantitative data, academic outcomes based-on IEP progress, and fidelity; the Evaluator will utilize qualitative data measurement to assist the Program in evaluating its performance and progress. Qualitative data will include focus groups with direct staff (teachers and paras), parents, partners, and administrators to identify areas for Program growth or on-going improvement. Satisfaction Surveys will be utilized each semester to measure parent and direct staff satisfaction with the Program to determine if there are areas for improvement or other needs within the Program. The Evaluator will provide a monthly report of quantitative data to the Program Director to ensure that the Program is aware of its real-time progress towards its targeted output levels for number of students, attendance rates, hours of services, hours of curriculum delivery and those achieved in specific settings and overall. A semi-annual report will be developed and delivered to the management team that includes all quantitative, qualitative, fidelity, and outcome data available to date. The intent of the semi-annual report is to identify Program accomplishments and areas for improvements. The report will include recommendations for improvements and action plans for implementation to ensure that all targeted output measures and outcome measures are met on-time as originally proposed or approved.

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

County-district number or vendor ID: 094901

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.

Evidence and current research supporting whole child learning is overwhelming. Seguin ISD's whole child initiative is based in this evidence and is supported by district leadership and staff, Seguin families and the community as a whole. Ball ECC employs evidence based curriculum which addresses: early literacy in math and reading, an interactive science lab, community based activities, and family engagement and involvement activities. The Special Education Department incorporates evidence based strategies in social thinking, social emotional learning, positive behavioral supports, Floor time activities, strategies in language, sensory development and cognitive behavioral interventions. SISK Technology Department promotes their vision of establishing community and global connections and developing respect and value toward diverse cultures. Their number one priority is to ensure equitable access to technology for all students in order to enable them to fully engage in 21<sup>st</sup> century culture and achieve their life dreams and goals. Interactive technology such as white boards for group work, tablets for individual goals, robotic language development resources and software specifically designed to meet unique learning needs will be integrated into the WCLC.

The establishment of the parent community center will focus on the priority of fostering a culture of acceptance and integration of all children with differences into the school environment and the community at large. Under the leadership of the Parent Community Liason, new information about effective strategies and practices for each individual child will be provided to parents and appropriate community providers. This will provide the opportunity for parents and families to better understand effective ways to communicate successfully, encourage and live happily with their loved one.

The WCLC outcome and program data will provide a springboard for programs across the state to develop and provide innovative and effective programs for preschool learners with autism and other developmental disabilities at the most critical time of their learning and development.

**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.

All children with disabilities will have a full individual assessment as a foundation along with individual goals and objectives established by their Individual Education Plan (IEP). In addition, all children in the program will be given beginning of year (baseline), middle of the year and end of year assessments to determine progress and inform program planning. Formative assessment data will be collected on a minimum of a weekly basis to evaluate student engagement and adjust activities to maximize learning. Parents and caregivers will be provided information daily regarding student engagement and progress and will provide structured feedback on out of school time to ensure skills are being applied, generalized and the capacity to integrate students into all environments is being developed.

Like goals and objectives will be evaluated and data collected across settings (center based, community based, during outdoor activities) to ensure activities and learning opportunities are being facilitated to ensure generalization. Seguin ISD currently uses CLI Engage for progress monitoring of 3 and 4 year olds. This system includes aligned resources, progress reporting and data reporting features that will be critical in program planning and adjustments during the first year of the WCLC. In addition, parent input forms are available to provide feedback in all areas of the state pre-k standards. Training to support parents is available through this on line system and can be incorporated into the activities and training in the parent support center.

WCLC will contract with an independent evaluator during the first year of operation to assist with data collection and specifically to help set up systems to integrate individual student IEP data and progress, daily classroom formative data and observations with CLI data collected to document progress toward pre-k standards and kindergarten readiness. This summary information will be reviewed at least quarterly with program leadership, program staff and the Parent Engagement Council.

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

County-district number or vendor ID: 094901

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 WCLC will establish a parent/community engagement council (PCEC) which will include core members from SISD, each community partner, and parents of students in the program. Advisory members will be invited to participate in monthly meetings as appropriate to address program and community needs and issues. As with the students, center based and community based activities will be established for parents, families and community members. The PCEC will be a working council and will be responsible for providing input and advising the Community/parent Liaison, making recommendations for program activities, assisting with program evaluation, recruiting volunteers and community partners and making connections with community resources.

The Community/Parent liaison will design and deploy marketing strategies and communication tools to engage program parents in learning communities, interactive activities with their children at home and at school, as well as volunteer and mentoring activities as appropriate. These strategies will utilize technology (website, blogs, texting, email, listserves) as well as person to person contact (home visits, conference calls, focus groups).

**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.

Seguin ISD is a diverse school district in Guadalupe County serving the city of Seguin and outlying rural areas. The targeted Campus, Ball Early Childhood Center, serving approximately 500 children ages 3-5, reflects the area's growing Hispanic population with approximately 80% of the enrollment. African American students comprise over 5% while 97% of the students are considered economically disadvantaged. Approximately 24% of students are English Language Learners. Ball has an established program that has provided successful intervention to the district's youngest learners. Experience with a diverse population approaching 100% economically disadvantaged that is highly mobile has provided unique opportunities for the campus and staff to address barriers, provide quality learning opportunities, and engage families and the community in the important work of providing equity and innovative experiences. The diverse and significant needs of these children as well as other students currently enrolled in SISD has been a catalyst for the district to fully embrace the whole child learning initiative.

The WCLE center will serve as a center of innovative practices, enhance the overall district program for early childhood intervention and will be integrated into the Ball program as appropriate. In addition, it will serve as a model for these practices for teachers from other campuses within Seguin ISD, for neighboring school districts in Guadalupe County, and will be made available as a teacher training center for teachers in the region and throughout the state.

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

County-district number or vendor ID: 094901

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.

This program will implement an innovative approach to early engagement for students aged 3-5 with autism by providing a flexible, full day program across multiple environments. Learning activities will be provided in an early childhood center, outdoor classroom and various community based settings. Intervention and learning activities will include an emphasis on addressing the whole child.

Although children with autism are often more different than they are alike, most experience significant difficulty with social emotional learning and language development. Extensive research has established that the biggest key factor in a child's educational and life success centers around establishing meaningful relationships with significant adults as well as their same age peers. This program will be designed to provide engagement and exposure on a daily basis that supports these children in this area. Technology integration with programs like Milo and robots4autism, Floor time activities, face to face social stories and strategic engagement across settings at a young age will provide early intervention necessary to overcome and compensate for barriers to communication and establishing meaningful relationships. Supplemental activities such as music therapy, art therapy, sensory motor lab, Drumtastics, yoga, school gardens, and behavioral therapy will address other barriers related to autism and developmental disabilities while also providing exploration of individual student strengthes, interests and effective interventions.

The curriculum and activities will be based on the whole child approach and will integrate activities that address: communication, early literacy, social emotional learning, community enrichment, movement, music, rhythmic impact, nutrition, mindfulness, interactive learning, collaborative voice and self advocacy. The Unique curriculum will be utilized to provide for the specific individual goals and objectives along with the flexibility to adjust and taylor activities on a daily basis to best meet each students' needs and add value to their learning experience. This curriculum is aligned with Texas grade level standards and incorporates an assessment feature: Goals, Preferences, Skills (GPS) that will track student work in alignment with IEP goals and grade level standards. This allows for teachers and parents to evaluate progress on a daily, formative basis as well as long term progress over time.

The establishment of the parent community center will focus on the priority of fostering a culture of acceptance and integration of all children with differences into the school environment and the community at large. Under the leadership of the Parent Community Liason, new information about effective strategies and practices for each individual child will be provided to parents and appropriate community providers. This will provide the opportunity for parents and families to better understand effective ways to communicate successfully, encourage and live happily with their loved one.

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

County-district number or vendor ID: 094901

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 be housed on Ball Early Childhood center. The students will be included in campus wide activities and special events as well as have access to all common areas such as the library and cafeteria. Outdoor learning activities will be established and integrated into the daily schedule to include diverse groups of preschool students. Non disabled peers will be enrolled in the program and will be completely integrated into each learning group. Community based activities will be provided on a daily basis and will serve to engage children in authentic activities in multiple settings. Families will be provided opportunities to engage in every aspect of the program with a priority to provide the skills and resources needed to eliminate barriers to meaningful participation in community events and activities by children with autism and developmental disabilities. The program will follow a dual language model with access to bilingual staff in Spanish and English and vocabulary and language support provided in both languages. The parent center will ensure all training and materials can be provided in both languages. English as a second language strategies will be implemented to better serve all language learners but specifically those whose primary language is not English nor Spanish. WCLC staff, under the leadership of the Program Coordinator will become a resource and serve as an experts to elementary campuses with regards to transisiton of young students with autism and other disabilities into their campus programs. The WCLC along with the parent center will become a training and observation site to facilitate the development of innovative practices and the establishment of a culture of support for students with diverse backgrounds and needs. They will provide outreach and support not only to school programs but to community organizations and service agencies to foster and duplicate the culture of support throughout the community.

**TEA Program Requirement 3:** Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ NA – Program will not coordinate with private or community based providers.

The WCLC will collaborate with current partners including the Seguin Outdoor Learning Center, The City of Seguin, the Seguin Autism Society, and Any Baby Can. These partners will be critical participants in the Parent Community Engagement Council, as well as work with Center staff to design specific activities in community based settings to enhance and engage young learners. Texas State University will work with SISD to incorporate Drumtastics program as well as Kid Yoga Rocks into the program. Texas State also will be available to provide yoga to parents and staff through the parent center. The City of Seguin is committed to providing community space for activities in the public library, city parks as well as valuable visits to city facilities and service providers such as police and fire departments. Pete Silvius, Director of Whole Child Initiative has established partnerships between SISD Guadalupe County Master Gardeners and Texas A&M Ag extension. WCLC plans to establish an outdoor classroom garden which will incorporate pre-k exploration standards with nutrition education and physical activity. Parent and community volunteers have also expressed a willingness to assist with the development of the school garden and outdoor classroom. Resource Development and engagement of community partners will be a primary responsibility of the Parent Community Engagement Council under the leadership of the WCLC Project Coordinator.

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**Independent School District**

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Dr. Matthew Gutierrez ★ Superintendent

March 6, 2018

Ms. Amy Kilpatrick  
Grants Administration Division  
Texas Education Agency  
1701 North Congress Ave.  
Austin, TX 78701-1494

Dear Ms. Kilpatrick:

I am pleased to write this letter of support for the grant proposal to fund the Whole Child Learning Center that will serve students with Autism and other disabilities, their families, and the educators who serve these students. This program will provide much needed resources and supports for our students as well as providing valuable resources for the community. Seguin ISD is proud to be working on developing innovative and creative programs in order to best meet the needs of all students. We look forward to working with educators and community members to ensure that we form collaborative partnerships that lead to long term successes for all. The City of Seguin is working on becoming a destination city and Seguin ISD is committed to ensuring that our schools are providing high quality programs to help achieve this goal.

Thank you for considering our grant proposal.

Sincerely,

Dr. Matthew Gutierrez  
Superintendent, Seguin ISD

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

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