

# Texas Education Agency Standard Application System (SAS)

## 2018–2019 Services to Students with Autism

<b>Program authority:</b>	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 <sup>th</sup> Texas Legislature, 2017	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">             RECEIVED TEXAS EDUCATION AGENCY 2018 MAR -8 PM 2:15 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION DIVISION           </div>
<b>Contact information:</b>	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

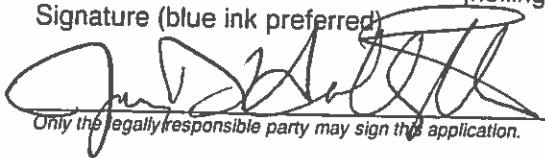
### Schedule #1—General Information

<b>Part 1: Applicant Information</b>				
Organization name	County-District #			Amendment #
Burleson ISD	126-902			
Vendor ID #	ESC Region #			
	11			
Mailing address	City	State	ZIP Code	
1160 SW Wilshire Blvd	Burleson	TX	76123	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Paul		Des Jardins	Special Services Coordinator	
Telephone #	Email address		FAX #	
817-245-1061	Jeffrey.desjardins@bisdmail.net		(817) 447-5737	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Lucretia		Gartrell	Executive Director of Special Services	
Telephone #	Email address		FAX #	
817-245-1000	Lucretia.gartrell@bisdmail.net		(817) 447-5737	
<b>Part 2: Certification and Incorporation</b>				

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
Jerry	D	Hollingsworth	Associate Superintendent
Telephone #	Email address		FAX #
817-245-1122	jhollingsworth@bisdmail.net		(817) 447-5737
Signature (blue ink preferred)	Date signed		



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

701-18-107-029

**Schedule #1—General Information**

County-district number or vendor ID: 126-902

Amendment # (for amendments only):

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

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

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

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

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

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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: 126-902	Amendment # (for amendments only):
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**Part 1: Required Attachments**

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

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

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

**Part 2: Acceptance and Compliance**

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

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

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

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

County-district number or vendor ID: 126-902

Amendment # (for amendments only):

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

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

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

County-district number or vendor ID: 126-902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID:			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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 126-902

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**

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

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

County-district number or vendor ID: 126-902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 126-902	Amendment # (for amendments only):
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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The proposed program consists of several components that address the unique needs of students ages 3-9 across the autism spectrum. We have broken down each classroom and instructional design to align with age-appropriate curriculum as well as developmental appropriateness. We would like to enrich some of our existing programs that primarily serve students with autism as well as create two new fully inclusive classrooms. A detailed breakdown of each class can be found in TEA program requirement 1. We propose implementing the Social Thinking Curriculum and Methodology into several pre-existing centralized classrooms in which our students with Autism (as well as other students) are served. Social Thinking is a social skills curriculum developed by Michelle Garcia Winner. The curriculum is intended for students with social learning disabilities, especially those with autism spectrum conditions. Its main focus is on teaching students to think about how others perceive them.

In addition, we would like to supplement the Social Thinking Curriculum with one-to-one iPads for our students being supported by this grant. For our students with more severe communication needs, we are proposing using the "Coughdrop" app, which acts as a customizable communication board. We will begin by providing each teacher a classroom account, which will be used to establish a common communication board for the setting. Once the student has become independent in their use of the app, we are recommending the creation of a student account, which can be customized independent of the classroom, and used to generalize communication skills outside of school. For our identified students with more developmentally appropriate communication skills, the iPads can be used to supplement the Social Thinking Curriculum by increasing independence through self-instruction utilizing video modeling or sequenced steps to complete tasks.

To address our identified need of Social Skills regression over summer, we are proposing that we implement a yearly social skills camp that takes place over the final two weeks each summer to help our students to more effectively transition into the new school year. This offers us an opportunity not only to address a critical area of need, but an opportunity to collaborate with parents and community stakeholders, as well as offer a chance to collaborate with surrounding districts. We are proposing that a portion of the grant funding go toward surrounding districts being able to provide staff support for their students to participate in the social skills summer camp.

Our demonstrated needs are aligned with our district needs, which are established by our District's Educational Improvement Committee (DEIC). Given the information obtained through the 2016-2017 Needs Assessment within the context of the TEA Autism Grant, our needs were driven by the implementation of Tier 1 and RtI not "working at the desired level" for Special Education students as well as the identified improvement of differentiation through the use of one-to-one technology. The need for a robust social skills curriculum is driven by a desire for our students with social skills deficits to be better able to navigate the general education setting, and that our students with limited communication ability be able to navigate a more inclusive environment through the use of the one-to-one AAC tool.

Our budget was developed by first identifying the areas of need we could support by utilizing pre-existing staff or procedures. Given the size of our district and the credentials and experience of our Special Services staff, it was felt that a half-time coordinator/autism specialist would be the most effective use of funds, and that said staff member would fit well within the administrative structure of the Special Services department. After creating a specific breakdown of how each classroom would be created or supplemented using the proposed plan, we identified the level of staff that would be necessary to implement that effectively. We have budgeted for an accountant/data clerk to help maintain efficient use of funds. We have also budgeted for duty pay for the social skills camp which will occur in the summer. The remainder of our budget items were generated by identifying the materials, curriculum, and training that would be required in order to effectively implement our objectives by the milestone dates we've identified.

We will ensure the plan's fidelity by establishing a "Grant Review Panel" comprised of a combination of grant-funded and non-grant funded staff, including but not limited to the Executive Director of Special Services, the Social Thinking Coordinator (lead grant administrator), an Autism Specialist, a Speech Language Pathologist, an LSSP, a campus

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administrator, a grant-funded teacher, and a parent of a student whose instruction is supplemented by grant funds. The Social Thinking Coordinator will provide a monthly summary to the panel based on structured meetings with the teacher and AAC facilitator that review program objectives and data. Three times per year, the Social Thinking Coordinator will review benchmark/progress monitoring data with the panel, identify needs, and enact action plans to correct any problems that arise.

The use of an established curriculum such as the Social Thinking Curriculum allows for some degree of embedded data collection. The Social Thinking Social Communication Profile will be used to gather baseline data in Fall and then provide ongoing progress monitoring throughout the year. The STAR learning profile will be updated a minimum of 3 times per year to guide instruction and intervention while ensuring targeted lessons are developmentally appropriate for individual students. In addition, Surveys will be sent to parents, teachers, and community stakeholders in Fall, Winter, and Spring to gauge fidelity of implementation, generalization of students skills, and effective use of grant data on a Likert Scale, to provide us with ongoing quantitative data, as well as supplementary anecdotal input.

This data will be reviewed and summarized monthly by the Social Thinking Coordinator, and tri-annually by the Grant Review Panel. Program effectiveness will be monitored across a number of indicators related to the objectives identified in this application, as well as fidelity of implementation, stakeholder, perception, and effective use of funds. This information will be gathered tri-annually through quantitative/qualitative surveys submitted to parents, teachers, and community members. Objectives may shift as supported by relevant data.

If awarded the grant, we will pursue several means of allowing for replication of our program: Creating a Google Site that allows for access to docs, program materials (set up files and non-copyrighted materials), etc. We would pursue opportunities to present at various technology and special education conferences including Technology In Action (TIA), Region 11 eMerge, Region 10 Technology conference, TCEA annual convention, TCASE, etc. In addition, The Coughdrop AAC app is open source and boards created for this grant (such as replicating the Region 4 Classroom Communication Board) can be made public and shared to any user.

In this application we demonstrate adherence to Statutory requirements by demonstrating evidence-based and research-based design through our peer-reviewed curriculum and evidence-based integration of one-to-one technology in the classroom to support communication and supplement social skill support, the use of empirical data collection tools through norm-referenced standardized measures, and by demonstrating a multi-pronged approach to parent collaboration. While the demographics of Burleson do not necessarily reflect the diversity of the state, our demographics are shifting rapidly, and the emphasis of our proposal on inclusion and diversification of instruction through one-to-one technology support may have a profound impact on the rate with which districts across the state place certain student groups in more restrictive settings.

The TEA requirements are demonstrated via an innovative curriculum in Social Thinking, and by removing barriers to student participation in their Least Restrictive Environment by utilizing one-to-one technology support. Our proposed classroom model is designed explicitly for inclusion and for supporting our students in more restrictive placements to move along the spectrum of support to participate with their general education peers.

We appreciate your consideration.

Burleson Independent School District

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

County-district number or vendor ID: 126-902

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.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 126-902      Amendment # (for amendments only):  
 Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85<sup>th</sup> Texas Legislature, 2017  
 Grant period: May 1, 2018, to August 31, 2019      Fund code/shared services arrangement code: 429/459

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$471,710	\$35,000	\$506,710
Schedule #8	Professional and Contracted Services (6200)	6200	\$38,500	\$	\$38,500
Schedule #9	Supplies and Materials (6300)	6300	\$640.93	\$	\$640.93
Schedule #10	Other Operating Costs (6400)	6400	\$10,500	\$	\$10,500
Schedule #11	Capital Outlay (6600)	6600	\$48,977	\$	\$48,977
Total direct costs:				\$	<del>\$605,227.93</del> PD
Percentage% indirect costs (see note):			N/A	\$	\$
<b>Grand total of budgeted costs (add all entries in each column):</b>			<b>\$570,327.93</b>	<b>\$35,000</b>	<b>\$605,327.93</b>

**Shared Services Arrangement**

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

Enter the total grant amount requested:	\$605,327.93
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$90,798

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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<b>Schedule #7—Payroll Costs (6100)</b>			
County-district number or vendor ID: 126-902		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
			Grant Amount Budgeted
<b>Academic/Instructional</b>			
1	Teacher	2	\$100,000
2	Educational aide	4	\$80,000
3	Tutor		\$
<b>Program Management and Administration</b>			
4	Project director/administrator		\$
5	Project coordinator – recommending combined AU Spec.	.5	\$35,000
6	Teacher facilitator		\$
7	Teacher supervisor		\$
8	Secretary/administrative assistant – 8,9,10, combined	1	\$24,000
9	Data entry clerk		
10	Grant accountant/bookkeeper		
11	Evaluator/evaluation specialist – co-funded LSSP		1 \$30,000
<b>Auxiliary</b>			
12	Counselor		\$
13	Social worker		\$
14	Community liaison/parent coordinator		\$
<b>Other Employee Positions</b>			
15	Autism Specialist	.5	\$25,000
16	AAC Facilitator		1 \$25,000
17	Speech/Language Pathologist	2	\$110,000
18	Subtotal employee costs:		\$429,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
19	6112	Substitute pay	\$1,360
20	6119	Professional staff extra-duty pay	\$12,000
21	6121	Support staff extra-duty pay	\$
22	6140	Employee benefits	\$64,350
23	61XX	Tuition remission (IHEs only)	\$
24	Subtotal substitute, extra-duty, benefits costs		\$77,710
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$506,710</b>

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 126-902		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Extended Training x 2	\$18,000
2	Social Thinking Consults every 6 months with refresher	\$2,500
3	Full Day training for key staff	\$15,000
4	15 hours (60 min. mini training sessions plus 30 mini coaching sessions	\$3,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>38,500</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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 126-902		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$640.93
<b>Grand total:</b>		<b>\$640.93</b>

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

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By TEA staff person:

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

County-District Number or Vendor ID: 126-902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$10,500
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$10,500</b>

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

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

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 126-902			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	iPad	60	700	\$42,000
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12	Coughdrop Teacher Account	6	\$200	\$1200
13	Coughdrop Student Account	20	\$200	\$4000
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19	Desks (teacher)	2	\$386.95	\$773.90
20	Chairs (teacher)	6	\$75	\$450
21	Tables	4	\$162.88	\$651.52
22	Chairs (student)	12	\$31.95	\$383.40
23	Desks (student)	12	\$180.95	\$2171.40
24	Bookshelves	4	\$236.88	947.52
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$48,977.74</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: 126-902

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	8	2	4:1
K	9	2	4:1
1 <sup>st</sup>	6	2	3:1
2 <sup>nd</sup>	10	2	5:1
3 <sup>rd</sup>	19	3	6:1

**COMMENTS**

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

Amount of Instruction	COMMENTS
<b>School day hours</b> (ex) 8:30am – 4:30pm	7:45-1:45 7:30-3:30  Pre-K School Age
<b>Number of days in school year</b>	172
<b>Minutes of instruction per school year</b>	30,960 61,920  Pre-K School-Age

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Need

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 126-902

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.

Burleson's Needs Assessment process is governed by the District Educational Improvement committee (DEIC). In May 2016, the staff assessed the district processes and programs. Results identified three school-wide processes needing improvement: (1) campus-based common assessments and analysis of the results (2) Tier 1 instruction (with emphasis on reading instruction) and (3) the Response to Intervention (RtI) program.

These 3 areas of improvement were prioritized and supported by the Demographics and Student Achievement data for 2016-17. The implementation of RtI and Tier 1 instruction is not working at the desired level for the identified student groups of Special Education, English Language Learners, and At-Risk. Gaps were analyzed and strategies were implemented to close them using improved vertical planning and communication. Programs across the district also better utilized 1:1 in technology for the improvement of differentiation and extensions in instruction.

Given the information obtained through the 2016-2017 Needs Assessment within the context of the TEA Autism Grant, our needs were driven by the implementation of Tier 1 and RtI not "working at the desired level" for Special Education students as well as the identified improvement of differentiation through the use of 1:1 technology. The need for a robust social skills curriculum is driven by a desire for our students with social skills deficits to be better able to navigate the general education setting, and that our students with limited communication ability be able to navigate a more inclusive environment through the use of the 1:1 AAC tool. The needs for the summer skills camp was driven by qualitative input from our transition coordinator and parent input related to the inability of students with high functioning Autism not being able to retain jobs due to difficulty navigating social situations in the workplace.

While our grant is a district level grant, it will not only serve specific campuses. Students are placed in classrooms according to the level of need expressed in the ARD. The classrooms identified in our proposal are distributed throughout the district, with many at schools of choice.

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

County-district number or vendor ID:

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.	A robust social skills curriculum for students identified with Autism and/or demonstrating social language or social skill deficits.	<p>Early Childhood:</p> <ul style="list-style-type: none"> <li>• The use of Social Thinking curriculum for preschoolers</li> <li>• Peer-mediated instruction</li> <li>• More opportunities for learning opportunities with non disabled peers</li> </ul> <p>Kinder-3rd grade</p> <ul style="list-style-type: none"> <li>• The use of Social Thinking curriculum</li> <li>• Peer-mediated instruction</li> <li>• More opportunities for learning opportunities with non disabled peers</li> </ul>
2.	Communication Needs	<p>Early Childhood:</p> <ul style="list-style-type: none"> <li>• SLP as in class support daily</li> <li>• Through Augmentative and Alternative Communication (AAC),</li> <li>• ABA training for staff and SLPs to shape verbal behavior as appropriate</li> </ul> <p>Kinder-3rd grade</p> <ul style="list-style-type: none"> <li>• Through Augmentative and Alternative Communication (AAC)</li> <li>• ABA training for staff and SLPs to shape verbal behavior as appropriate</li> <li>• Discrete trial training for vocabulary acquisition (mands and tacts)</li> </ul>
3.	The need for 1:1 instructional and communicative technology for increased differentiation	<p>Nonverbal/Limited Language</p> <ul style="list-style-type: none"> <li>• Core communication boards will be implemented on an iPad using the AAC app "Coughdrop"</li> <li>• Classroom instruction will focus on using the device to increase receptive, expressive and social communication as well as beginning sight words. Additional benefits include utilizing links on the communication board for video modeling to increase functional communication, life skills, independent with completing tasks.</li> </ul> <p>Verbal</p> <ul style="list-style-type: none"> <li>• Will be used to increase independence through self-instruction utilizing videos or sequenced steps to complete tasks.</li> </ul>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 126-902 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.	Social Thinking Coordinator	Masters in Autism or related field, at least 5 years teaching experience, Experience working with
2.	Teacher	Special Education Certification, Bachelor's Degree, ESL Certification, at least 3 years experience working with students with Autism.
4.	SLP	CCC-SLP, experience in Assistive Technology evaluations and implementation of using AT equipment and in working with students on the autism spectrum
5.	LSSP	Licensed Specialist in School Psychology, Experience working with Autistic population and students with social language deficits

**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.	Implement Social Thinking Curriculum	1. Hire/Establish New Classrooms	07/22/18	08/01/2018
		2. Begin Staff Training	08/05/18	08/10/18
		3. Establish Grant Oversight Panel	09/01/18	09/15/18
		4. Extended training for lead staff	09/13/18	09/22/18
2.	Roll Out 1-to-1 AAC tools	1. Order iPads and AAC apps	05/25/2018	08/05/2018
		2. Begin staff training. iPads Prepped for 1 <sup>st</sup> day	08/05/2018	08/17/2018
		3. in-class observation/training	08/20/2018	08/31/2018
		4. Coughdrop Data/Teacher Conference – 6 weeks	10/01/2018	02/15/2018
3.	Establishment of Social Skills Training Camp	1. Establish Organizational Committee	01/06/2018	01/10/2018
		2. Begin Screening Students	03/01/2018	03/05/2018
		3. Flyers sent to parents/community	05/06/2018	05/10/2018
		4. Social Skills camp	08/05/2018	08/17/2018
4.		1.		
		2.		
		3.		
		4.		
5.		1.		
		2.		
		3.		
		4.		

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

County-district number or vendor ID: 126-902

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.

Our current process and procedures in place for monitoring goals and objectives is through progress reports in eStar. The district has a system for case managers to progress report on every 6, 9, or 12 weeks increments. That information is available to staff and administrators, along with a copy sent home to parents. Data is collected through individualized data sheets, discipline records, observations, portfolios, student conferences, and teacher consults. Depending on the method of data collection it is can be taken daily, weekly, or biweekly. If the student shows no progress on a goal or objective then at their annual Admission Removal or Dismissal (ARD) meeting they can be adjusted when necessary or through an amendment at any point throughout the year if needed. If the student shows mastery of a goal or objective then steps are taken to add other goals and objectives to take their place. Staff are trained by trainers from an Individualized Education Plan team on writing appropriate goals and objectives. Teachers, parents, staff with an educational need to know, and sometime the student all attend the ARD meetings to collaborate what is best for the student. Staff meetings will be held weekly to communicate any changes or concerns with the procedures relating to goals and objectives.

In regard to program related changes in objectives, The Social Thinking Coordinator act as a go-between for the program staff and the Grant Review Panel. At each benchmark period, the Grant Review panel will meet, review the appropriate progress monitoring data, and make adjustments to project objectives based on relevant data. That information will then be communicated and facilitated by the coordinator.

**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.

Burleson ISD has recently become and is committed to sustaining a one-to-one technology agreement with our students above third grade. Currently, each student in that range has access to a Chromebook. The proposed addition of one-to-one iPads for our identified population would support that commitment and provide technological continuity for some of our younger students.

To ensure the project's success, we're proposing an administrative structure that fits within the scope of our existing Special Services Department. We are recommending a half-time coordinator that will report directly to the Executive Director of Special Services. That coordinator will be responsible for meeting with each program affiliated teacher monthly, reviewing program objectives and data, and submitting a report to an established Grant Review Panel. The Grant Review Panel will meet three times per school year to review benchmark data, progress monitoring, program objectives and stakeholder input. This panel will be comprised of a combination of grant-funded and non-grant funded staff, including but not limited to the Executive Director of Special Services, the Social Thinking Coordinator (lead grant administrator), an Autism Specialist, a Speech Language Pathologist, an LSSP, a campus administrator, a grant-funded teacher, and a parent of a student whose instruction is supplemented by grant funds. The inclusion of a diverse group of stakeholders will reduce the likelihood of the program becoming limited in scope and increase the likelihood that participants remain committed throughout. We are requesting a bookkeeper position to work in tandem with the review panel in order to ensure effective use of funds.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 126-902

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.	Social Thinking Social Communication Profile	1.	Social Communication
		2.	Modulated Eye Gaze
		3.	Social Anxiety
2.	STAR Program Student Learning Profile	1.	Expressive/Receptive Language
		2.	Functional Routines
		3.	Play Skills
3.	Staff, Parent, and Community Stakeholder Survey	1.	Fidelity of Implementation
		2.	Generalization of Skills
		3.	Effective use of grant funds
4.	Augmented and Alternative Communication Assessment	1.	Most Common Words
		2.	Total Words
		3.	Time of Day
5.		1.	
		2.	
		3.	

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

It is recommended that a grant implementation panel be assembled utilizing a combination of grant-funded and non-grant funded staff, including but not limited to the Executive Director of Special Services, the Social Thinking Coordinator (lead grant administrator), an Autism Specialist, a Speech Language Pathologist, an LSSP, a campus administrator, a grant-funded teacher, a parent of a student whose instruction is supplemented by grant funds.

The use of an established curriculum such as the Social Thinking Curriculum allows for some degree of embedded data collection. The Social Thinking Social Communication Profile will be used to gather baseline data in Fall and then provide ongoing progress monitoring throughout the year. Using this type of embedded assessment will allow for streamlined evidence based instruction using the Social Thinking Curriculum. We are projecting that this program will be serving up to 60 students between the ages of 3 and 9 during the first year of implementation. Standardized student-level academic data will be gathered 3 times a year using MAP testing, which will be able to provide us with a national norm-reference and a district and campus wide comparison groups. It is proposed that the Social Thinking Coordinator and AAC Facilitator meet monthly with each classroom teacher supported by the grant to review attendance, academic progress, progress through the Social Thinking curriculum, and continued rollout of AAC technology. They will provide a monthly written summary to the Grant Implementation Panel highlighting broad data trends and data related to the grant management plan. The Social Thinking Coordinator will meet three times a year with the Grant Implementation Panel to review ongoing progress, including updated classroom data on the Social Thinking Communication Profile, STAR Program Student Learning Profile, the Parent, Community, and Teacher stakeholder survey input, and any AAC evaluation data. The Grant Implementation panel will utilize the district's needs assessment/root cause analysis to identify problems with project delivery, make recommendations for improvement, which can be monitored through this system's continuous feedback loop.

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

County-district number or vendor ID:

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.

Our standard for implementation requires that we emphasize methodology that is evidence-based within curriculum that is empirically sound. The peer-reviewed publications on Social Thinking Curriculum, to date, are largely focused on components of the methodology (Crooke, Winner, & Olswang, 2016; Crooke & Olswang 2015; Winner & Crooke 2014; Winner & Crooke 2009). Four pilot outcome studies (Bolton, 2010; Clavena-Deane, 2010; Taylor, 2011; Yadlosky, 2012) have established preliminary data about the potential benefits of individual components of Social Thinking (Crooke & Winner 2016). While being a fairly new approach, the data available to support it, and the initial training received by members of our staff, met our criteria for both innovative and research-based. The Social Thinking curriculum will be incorporated through modeling, naturalistic intervention, reinforcement, and visual supports, which in turn will establish baselines for specific strategies like establishing reciprocity, initiating social contact, and utilizing problem solving.

Technology usage will be implemented in the form of aided augmentative assistive communication devices for our significantly challenged social communicator. We are proposing to utilize the grant funds to purchase 1-to-1 iPads to supplement the curriculum with our identified population. For our students with more severe communication needs, we are proposing using the "Coughdrop" app, which acts as a customizable communication board. We will begin by providing each teacher a teacher account, which will be used to establish a common communication board for the classroom. Once the student has become independent in their use of the app, we are recommending the creation of a student account, which can be customized independent of the classroom, and use to generalize communication skills outside of school. For older students with more established communication skills, the iPad could be used to increase independence through self-instruction, utilizing videos or sequenced steps to complete tasks.

**Statutory Requirement 2:** Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Empirical data on student achievement and improvement will be collected through the Social Thinking Social Communication profile as baseline data. The profile's "double interview" will also help collect data drive strategies for student needs. There are 6 categories on types of social communicator, each involving specific categories and opportunities for fluctuation. Qualitative outcomes can be established with the parent, stakeholder, and staff questionnaires on skills that generalize from classroom to "real world"

The STAR Program (Strategies for Teaching based on Autism Research, Arick, Loos, Falco, Krug, 2004) teaches children with autism the critical skills identified by the 2001 National Research Council and uses many of the evidence-based practices identified in the 2009 National Standards Report and 2014 National Professional Development Report. The STAR program targets receptive language, expressive language, spontaneous language, teaching of functional routines, pre-academic concepts, and play and social interaction. The learning profile is an assessment that relies on previous data using this or another curriculum as well as direct assessment of students to identify their current level of achievement. This information guides instruction using a developmental scope and sequence to build on skills and continue to increase skill sets using the verbal behavior approach. The learning profile should be updated a minimum of 3 times per year to guide instruction and intervention while ensuring targeted lessons are developmentally appropriate for individual students.

In addition, Surveys will be sent to parents, teachers, and community stakeholders in Fall, Winter, and Spring to gauge fidelity of implementation, generalization of students skills, and effective use of grant data on a Likert Scale, to provide us with ongoing quantitative data, as well as supplementary anecdotal input.

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

County-district number or vendor ID: 126-902

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.

Prior to the submission of this application, we submitted a survey to the parents of all students identified as having a primary or secondary disability of Autism or Non-categorical Early Childhood disability, seeking input on what they would find meaningful in a social skills curriculum for their child, as well as gathering input for the implementation of a social skills summer camp, designed to offset prior concerns that parents have voiced about regression and recoupment of social skills over the summer. As part of that survey, we sought information related to parent interest in being a part of a planning committee or a volunteer for said event.

Parent collaboration is built into the social skills assessments that are given throughout the year. We are proposing taking social skills assessment data at 4 points throughout the year, giving parents the opportunity to provide frequent feedback on the development of their child's social skills as the curriculum is implemented.

As part of our ongoing program progress monitoring, we are proposing developing a parent survey that gathers information related to how well they think the program is being implemented, whether or not their student is generalizing skills outside of school, and whether they have recommendations for continued implementation.

We would also propose providing parent training on teaching/reinforcing social skills, resources, and support which can be offered through our Special Services Hot Spot which includes pre-recorded videos, self-paced and teacher led online courses, and live webinars. This medium could also be utilized to provide parent training on any curriculum, apps, software, or digital programs offered to students during the day to encourage continued use/understanding in the home. Static resources for use (how-to's, printable instructions with screenshots) can also be offered. We would also propose integrating this information into current "parent university" or "parent expo" opportunities that are offered.

**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.

Although white students make-up the predominant student group at 69%, the district student population is growing more ethnically diverse. The two student groups making up the next highest percentage are Hispanics at 21% followed by African-Americans at 6%. The remaining 4% of students include those who are classified as 2 or more races and Asian. Students who are economically disadvantaged make-up 37% of the enrollment. Approximately 40% of all students enrolled are considered At-Risk. The last published mobility rates for Burleson ISD indicate an average of 12.5% of students, which is lower than the state average of 16.5%.

While the demographics of Burleson do not necessarily reflect the diversity of the state, the emphasis of the program on inclusion and diversification of instruction through one-to-one technology support may have a profound impact on the rate with which districts across the state place certain student groups in more restrictive settings.

If awarded the grant, we will pursue the following means of replication of our program: Create a Google Site that allows for access to docs, program materials (set up files and non-copyrighted materials), etc. We would pursue opportunities to present at various technology and special education conferences including Technology in Action (TIA), Region 11 eMerge, Region 10 Technology conference, TCEA annual convention, TCASE, etc. In addition, The Coughdrop AAC app is open source and boards created for this grant (such as replicating the Region 4 Classroom Communication Board) can be made public and shared to any user.

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By TEA staff person:



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

County-district number or vendor ID: 126-902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with autism. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program consists of several components that address the unique needs of students ages 3-9 across the autism spectrum. We have broken down each classroom and instructional design to align with age-appropriate curriculum as well as developmental appropriateness. We would like to enrich some our existing programs that primarily serve students with autism as well as create two new fully inclusive classrooms.

At age 3, all students that meet eligibility criteria as a student with autism or with similar social language needs would be placed in a community setting, housed at our district child care facility that serves our teachers' children. This is a natural environment for a 3 year old and allows students to be served alongside typically developing peers. The program would be staffed with daycare staff, a certified special education teacher, an SLP and paraprofessionals. Heavy emphasis will be placed on the use of peer-mediated instruction. The team will work together utilizing best practices for serving students with autism and focusing on language development and social skills.

When students reach age 4, the ARD committee will determine which program best fits the individual students' needs through evaluation and data collection. The two programs that would most likely be recommended at this point would be our existing Preschool Development Learning Center-Communications (PDLC Comm) or our existing PreK Inclusion program. PDLC Comm operates on a continuum of fully self contained students to some general education preK time as appropriate for individual students with the goal to push out into the general education setting as much as possible. The PreK inclusion class is a fully inclusive environment and is driven by the standard PreK curriculum with specialized instruction as needed. Grant funds would be utilized to enrich both of these programs by providing technology aided instruction through the use of augmentative and assistive communication devices and use of video modeling for daily functional routines with a focus on communication, self care and student independence. Further enrichment would include incorporating social narratives, visual supports, and extinction strategies using ABA methods for interfering behaviors.

When student reach Kindergarten age, the ARD committee will determine which program best fits the individual student needs through evaluation and data collection. Existing programs that would potentially be appropriate would be our existing Communications class (K-5th grade) or our Structured Learning Class (K-5th grade). The communications class focuses heavily on teaching functional communication at a prerequisite level. Students served in this classroom range from fully self contained to 1/2 day programming in the general education setting depending on their level of need. The Structured Learning Class ranges from fully self contained to being in the general ed setting all day, with the option of returning to the classroom for a break as needed. This classroom utilizes the general curriculum with a high focus on visual structure in a sensory friendly environment. The goal for all students served in SLC is to be in the general ed setting the maximum extent possibly, with the ultimate goal to be out all day.

The grant would allow for an additional program to be created similar to the PreK Inclusion classroom setup. This new classroom would operate as a fully inclusive environment and utilize curriculum outlined by the Kindergarten TEKS. Kindergarten age students with functional or emerging communication skills would be served in this classroom. The social thinking curriculum would be introduced and used daily in the classroom to work on social competencies. Peer-mediated instruction will be used in this inclusive environment throughout the day with heavy emphasis on the utilization of the Social Thinking curriculum with all students. Instructional strategies for shaping behavior, visual supports, video modeling and reinforcement will be utilized throughout the program

1st grade students would then move into one of several programs determined by the ARD committee and outlined by evaluation and data. With a focus on identifying the least restrictive environment possibly, students would move into a full gen ed setting, Collaborative Teaching in the gen ed setting, the SLC classroom, or the Communications classroom. All students will be served in the general education setting to the maximum extent possible.

**For TEA Use Only**

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

County-district number or vendor ID: 126-902

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.

Each piece of our proposed plan is designed to maximize meaningful inclusion through fully inclusive classrooms. One of the factors that prompted us to do a needs analysis this year was qualitative data that suggested that our high-functioning students with Autism were frequently unable to retain employment due to difficulty navigating the social landscape of their work environment. By implementing a Social Skills curriculum that focuses on Theory of Mind and taking others' perspective, and by coupling that instruction with regular interaction with gen ed peers throughout the day, we would be giving our students a greater opportunity to practice and generalize those skills.

By providing Augmented and Assistive Communication devices to our students with poor functional communication skills, we are giving them an opportunity to engage in a more meaningful way with their peers in an inclusion setting, through tools like the Coughdrop app.

In addition to these programs, we have piloted a Least Restrictive Environment panel this year that reviews the progress of students in Special Education and makes proposals to the campus as to whether or not it is appropriate for the student move along the continuum of support, with the goal of providing the required support to move students into a more inclusive setting. This process results in campuses having the knowledge and confidence to educate students with disabilities in the gen ed setting.

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

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

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