

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Autism				
Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	May 1, 2018, to August 31, 2019			Place date stamp here
Application deadline:	5:00 p.m. Central Time, March 8, 2018			
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Del Valle ISD	227910			
Vendor ID #	ESC Region #			
	13			
Mailing address	City	State	ZIP Code	
5301 Ross Road Suite 105	Del Valle	TX	78617	
Primary Contact				
First name	M.I.	Last name	Title	
Irma		Guerra-Scott	Grant Administrator	
Telephone #	Email address		FAX #	
512-386-3004	Irma.Guerra-Scott@dvisd.net		512-386-3045	
Secondary Contact				
First name	M.I.	Last name	Title	
Jena		Gonzalez	Grant Specialist	
Telephone #	Email address		FAX #	
512-386-3040	Jena.gonzalez@dvisd.net		512-386-3045	
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
Kelly	K.	Crook	Superintendent
Telephone #	Email address		FAX #
512-386-3010	Kelly.crook@dvisd.net		512-386-3015
Signature (blue ink preferred)		Date signed	

3/8/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227910

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 General and Fiscal Guidelines .
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 General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 227910

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
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
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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By TEA staff person:

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

County-district number or vendor ID: 227-910

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name	N/A	Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

N/A

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227910

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.

Del Valle Independent School District Autism program will offer Individualized curricula; Collaborative team approach; Team meetings; Family trainings; Data based decision making; Systematic assessment of each child's skills; Integrated socialization groups; Family support groups; Speech therapy, occupational therapy, and physical therapy as indicated on each child's education plan; Summer camp opportunities; and Education Team Professional Development.

The DVISD will kick off their schoolwide autism program by offering scholarships and transportation for students ages five through nine to attend an Autism Summer Camp hosted by San Marcos CISD and Texas State University Department of Health and Human Performance. The Autism Summer Camp provides children with Autism Spectrum Disorders (ASD) access to quality summer camp experiences, ensuring their safety and enjoyment while being sensitive to each child's unique abilities. Trained camp counselors will incorporate therapeutic and educational goals into recreational activities and provide support, nurturing interactions, and instruction. Assisting campers through fun-filled experiences will also encourage development in important communication and socialization skills. Camp Sessions will be held July 9 – August 2, 2018.

Studies have revealed that iPads may be particularly useful devices for children with autism due to the relative low cost, portability, adaptability via easily downloadable software applications (i.e. "apps"), and potential to be less socially stigmatizing than other forms of assistive technology that are not as widely used by typical developing peers. Every student will have a mini iPad assigned to them. Various educational apps, designed for autism support, will be downloaded onto the iPads. In addition, grant funds will allow for the purchase of TAPit Interactive Learning Station which allows multiple students to simultaneously access a wealth of activities, tools, and resources. Supporting simultaneous touch points allows students to work together (or individually), collaborating, and moving towards accomplishing a common goal. It also allows the teacher and student to work together more closely to enhance learning and understanding. The entire screen surface is a collaborative workspace. Benefits include improving fine motor control, improving gross motor control, improving visual attention, and increase learning capacity.

All teachers working with ASD disorder will be trained to incorporate elements of several established and research based approaches into the curriculum. Since no single intervention has been proven effective for every individual student with autism, this program will use a variety of interventions/strategies to best serve each student. Each teaching method and strategy will be evaluated by collecting and reviewing data on a continuous basis. Different modalities of professional development, such as, group settings, online, job embedded, and individual coaching will be available to meet the diverse needs and schedules of teachers.

Parents can learn to use a scientifically validated autism therapy with their own children by taking a short series of group classes, a new study by researchers at the Stanford University School of Medicine and Lucile Packard Children's Hospital Stanford has found. Our Program will empower parents and/or family members by providing monthly group parent trainings utilizing services from various community resources. Childcare will be provided for families attending the meetings. A sibling's class will be held twice during the year to ensure support for all family members. A Family Needs Assessment Survey will be given to the families at the beginning of the grant program period to determine what monthly group topics/trainings will meet their needs. According to Grace Gengoux, PhD, clinical assistant professor of psychiatry and behavioral sciences and a psychologist specializing in autism treatment, "There are two benefits: The child can make progress, and the parents leave the training better equipped to facilitate the child's development over the course of their daily routines". In addition, Parents will have access to the ONEder Parent Portal to view their child's progress toward the predefined goals created for them by their teachers.

Since no single intervention has been proven effective for every individual student with autism, this program will use a variety of interventions/strategies to best serve each student. Based on the student's need, the District will provide a variety of enrichment services described below.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227910

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.

Applied Behavior Analysis (ABA) is an intensive, structured teaching program. Lessons to be taught are broken down into their simplest elements. These elements are taught using repeated trials where the child is presented with a stimulus (like "do this" or "touch object" or "look at me"). Correct responses and behaviors are rewarded with LOTS of positive reinforcement. When incorrect responses occur, they are ignored and appropriate responses are prompted and rewarded.

Discrete Trial Teaching (DTT) targets skills and behaviors based on an established curriculum. Each skill is broken down into small steps, and taught using prompts, which are gradually eliminated as the steps are mastered. The child is given repeated opportunities to learn and practice each step in a variety of settings. Each time the child achieves the desired result, he receives positive reinforcement, such as verbal praise or something that he finds to be highly motivating.

Pivotal Response Treatment (PRT) is a child-directed intervention that focuses on critical, or "pivotal," behaviors that affect a wide range of behaviors. The goal of PRT is to produce positive changes in the pivotal behaviors, leading to improvement in communication, play and social behaviors and the child's ability to monitor his own behavior.

Music Therapy will deepen avenues for relatedness, communication, expression and emotional processing. According to Nordoff-Robbins Music Therapy, the belief is that there is an inborn musicality residing in every human being that can be activated for personal growth and development. *Classroom Group Music Therapy* sessions provide a variety of music making experiences to allow students opportunities for peer interaction. Focus on shared attention, social-problem solving, development of creative ideas and collaborative music making.

Floortime, or Difference Relationship Model (DIR): The premise of Floortime is that an adult can help a child expand his circles of communication by meeting him at his developmental level and building on his strengths. Therapy is often incorporated into play activities – on the floor – and focuses on developing interest in the world, communication and emotional thinking by following the child's lead.

The Picture Exchange Communication System (PECS) is a tried-and-tested approach that uses pictures to develop communication skills. PECS has a clear program to follow, divided into six phases Beginning with using single pictures to communicate their needs, students are then taught to discriminate, or choose, between a variety of pictures and then to construct increasingly complex sentences.

Social Thinking: Social Thinking is a teaching process that helps student learn social skills in order to improve interactions with others. These goals often include sharing space effectively with others, learning to work as part of a team, and developing relationships of all kinds: with family, friends, and classmates.

Circle of Friends: Circle of Friends (CoF) is a social and language skills program of inclusion. It is based on the establishment of friendships between students with disabilities and their trained, non-disabled peers as both interact meaningfully in the natural environment.

Therapeutic Listening: Therapeutic Listening is a program designed to help students with issues with sensory integration. It is a research-based program that uses sound-based listening. The studies identify multiple positive gains including improved attention, handwriting, ability to perceive and move through space, enhanced interaction with peers, greater ability to attend to and follow directions, improved sleep and wake cycles, and enhanced communication.

STAR program: Strategies for Teaching based on Autism Research (STAR) uses ABA (Applied Behavior Analysis) instructional methods of discrete trial training, pivotal response training and teaching functional routines.

Sensory Therapy: Students will need sensory items and areas to help regulate proprioceptive, vestibular, visual, olfactory, tactile, auditory, and oral needs. We will have 3 dedicated sensory rooms to be used on campuses that specifically serve students with ASD. They will be used anywhere from daily to weekly for students to calm and integrate their sensory systems. In addition to these rooms, we will have sensory calming areas in the students' special education classrooms throughout the district. This will allow for frequent sensory breaks, so students will be able to learn. We will also have items that can travel with students to their inclusion setting in order to be able to maximize time with general education peers.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85th 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	\$44,000.00	\$0.00	\$44,000.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$108,815.00	\$	\$108,815.00
Schedule #9	Supplies and Materials (6300)	6300	\$223,161.00	\$	\$223,161.00
Schedule #10	Other Operating Costs (6400)	6400	\$15,342.00	\$	\$15,342.00
Schedule #11	Capital Outlay (6600)	6600	\$20,400.00	\$	\$20,400.00
Total direct costs:			\$411,718.00	\$	\$411,718.00
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$0.00	\$0.00	\$0.00

Administrative Cost Calculation	
Enter the total grant amount requested:	\$
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:	\$

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

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

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

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$0.00
2	Educational aide			\$0.00
3	Tutor			\$0.00
Program Management and Administration				
4	Project director/administrator			\$0.00
5	Project coordinator			\$0.00
6	Teacher facilitator			\$0.00
7	Teacher supervisor			\$0.00
8	Secretary/administrative assistant			\$0.00
9	Data entry clerk			\$0.00
10	Grant accountant/bookkeeper			\$0.00
11	Evaluator/evaluation specialist			\$0.00
Auxiliary				
12	Counselor			\$0.00
13	Social worker			\$0.00
14	Community liaison/parent coordinator			\$0.00
Other Employee Positions				
15	Title			\$0.00
16	Title			\$0.00
17	Title			\$0.00
18	Subtotal employee costs:			\$0.00
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$16,000.00
20	6119	Professional staff extra-duty pay		\$28,000.00
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$0.00
24	Subtotal substitute, extra-duty, benefits costs			\$44,000.00
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$44,000.00

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: 227910

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	\$0.00
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$108,815.00
(Sum of lines a, b, and c) Grand total		\$108,815.00

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:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227910

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$223,161.00
Grand total:		\$223,161.00

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: 227910		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.	\$0.00
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$15,342.00
Grand total:		\$15,342.00

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: 227910			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0.00
66XX—Computing Devices, capitalized				
2	Interactive Board	2	\$10,200.00	\$20,400.00
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0.00
Grand total:				\$20,400.00

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

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By TEA staff person:

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

County-district number or vendor ID: 227910

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	33	8	4:1
K	11	7	4:1
1 st	5	4	4:1
2 nd	11	7	4:1
3 rd	9	8	4:1
COMMENTS	Number of teachers includes special education teachers, general education teachers, and teacher assistants. All teachers who work with student with autism should be trained in the strategies to work with these students. Several students attend inclusion time with general education teachers or are in general education classes.		

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:30 – 2:45	5-9 year olds (3 and 4 year olds will attend half day but staff will teach all day)
Number of days in school year	176	All education team members working with autistic students will be implementing grant program interventions/strategies during the entire school day for the entire year
Minutes of instruction per school year	75,600	All education team members working with autistic students will be implementing grant program interventions/strategies during the entire school day for the entire year

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227910

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.

Del Valle ISD will refer parents and guardians of birth to 3 year-old children with suspected disabilities within 48 hours to an early childhood intervention (ECI) program or to the district's Child Find Coordinator. If a visual or auditory impairment is suspected, Del Valle ISD will conduct an evaluation in conjunction with the ECI program and ESC. Del Valle ISD VI and AI teachers are members of the ECI assessment team and participate in the Individual Family Services Plan (IFSP) meetings involving VI/AI students from birth through age 3. Del Valle ISD will provide the deaf education and/or vision services agreed upon in the Individual Family Service Plan (IFSP) throughout the school year. Referral of school-age students for possible special education services is a part of the district's Student Support Team (SST) process. School-age children and adult students with suspected disabilities are referred for an evaluation by the appropriate campus level assessment personnel. Eligibility is determined after a Full and Individual Evaluation (FIE) is completed and the child demonstrates a disability and an educational need for interventions. At the Admission, Review, and Dismissal (ARD) meeting, eligibility is determined and if the child is eligible for services, education goals are developed and services are discussed. As is determined by the student's Admission, Review and Dismissal (ARD), the program may include other services, such as occupational therapy, parent training, social skills training, speech and language services, and/or teacher consultation to address behavior, communication, motor skill development or sensory needs. In addition, students will be assessed twice per school year using the Brigance Early Childhood screening tool.

Campuses served under state and federal law both outline the requirement for schools to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process. The purpose of a CNA is to examine multiple sources of data (Disaggregated STAAR, TELPAS, EOC, TPRI, PEIMS Reports, Discipline Referrals, Staff Development, Survey and Interviews of Students/Staff/Parents, and Special Student Populations, etc.) to identify the priority needs and direction for the school. Each campus forms a Campus Advisory Committee, comprised of school administrators, teachers, paraprofessionals, parents, and community members, to review data and devise the campus goals and objectives for the year. The Goals will identify the focus of the campus improvement planning for everyone in the District. The campus objectives will be measurable annual targets for achieving each stated goal. Once the CNA is completed the campus will construct its Campus Improvement Plan (CIP). The campus improvement plan (CIP) serves as the blueprint for how the campus will actually address and prioritize the needs identified from the CNA. Del Valle ISD utilizes Plan4Learning web-based software that enables the District/Campuses to develop and update campus improvement plans that are in full compliance with state and federal laws. The campuses are required to review/update their CIP four times a year in the months of November, January, March, and June.

In addition to the CNA process, The Educational Programs for students with Autism Spectrum Disorders (ASD) are provided in a continuum of settings/service arrangements and include interventions that address: Academic Achievement, Cognitive Functioning, Emotional/Behavioral Functioning, Language, Sensory Needs, and Social Interactions & Relationships. Students with ASD generally benefit most from a structured, highly rewarding, educational setting with appropriate supports and individualized accommodations and/or modifications. The educational program will utilize research based instructional practices, emphasize the use of visual methodologies with instruction, and will enhance learning by incorporating the specific interests of the student. Teachers are provided training in instructing students with ASD and in providing positive behavioral supports.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227910

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.	Training all teachers (general, special education, and teacher assistants), evidence-informed approaches in quality-first teaching practice to remove barriers for pupils on the autism spectrum.	Training for teachers of children with autism spectrum disorders <i>is critical</i> , given the increased prevalence of children with the disorder in recent years (1 in 68 children) and the effects of autism on multiple domains (Centers for Disease Control and Prevention, 2014). Key stakeholders will have access to various modalities of professional development, such as, group settings, online, job embedded, and individual coaching.
2.	Use multiple systems for recording progress of academic attainments in addition to behavioral ('life skills') and social outcomes.	Purchasing an iPad enabled data management software program will allow multiple education team members (general education teacher, special education teachers, teacher assistants, librarians, speech therapists, etc.) to input student goals, observations, behaviors, and academic progress on each student into one user friendly platform.
3.	Support parents so that learning continues outside the school by developing a close working relationship, recognizing their key role, expertise and joint decision making.	Implementing family/parent meetings throughout the grant period providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.
4.	Use innovative and individualized methods of adapting the curriculum, utilizing pupils' strengths and interests, to make it accessible and rewarding for pupils with autism.	All students in the program will receive mini-iPads. The use of the iPad in classrooms for learners with autism has brought a monumental change in instruction, behavior management, and communication. A variety of different instructional teaching methods will be utilized to individualize the student's curriculum based on learning styles and needs.
5.	Joint planning and working with health and education professionals to support language and communication, emotional wellbeing and an environment conducive to learning..	Collaboration with Region 13 Education Service Center, TEA's Texas Statewide Leadership Functions and Projects, Texas State University – CARES The Clinic for Autism, Research, Evaluation and Support, The University of Texas at Austin Speech and Hearing Center, and Texas State University Department of Health and Human Performance, and Spark Learning will provide a variety of professional supports to the program.

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Schedule #14—Management Plan

County-district number or vendor ID: 227910

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Special Services	Twenty-Seven years of experience in Special Education, including two years as Director of Special Education. BFA, Art Education – University of North Texas, Master of Arts, Art Therapy – Vermont College of Norwich University, Eds. Educational Leadership and Administration – Regent University.
2.	Student Clinicians	Student clinicians work under the supervision of university faculty in CARES. These advanced graduate students have experience working with children and are required to meet pre-requisites of coursework, field experience and specialized training before working with clients at CARES.
3.	CARES Clinical Supervisor and Educational Director	CARES Educational Clinic Director and a Board Certified Behavior Analyst (BCBA). Holds a master's degree in Special Education with an emphasis in autism and early childhood developmental disabilities from the University of Texas at Austin.
4.	Special Education Program Specialist	Bachelor/Masters in Special Education
5.	Teachers	Bachelor/Masters in Special Education

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.	Education Team Professional Development	1. May 2018 begin professional development trainings Ongoing throughout the grant period. Attendance data will be reviewed quarterly to ensure fidelity of education team training.	05/01/2018	08/31/2019
2.	Ordering materials, supplies, and equipment	1. May 2018 enter purchase orders for all materials, supplies, and equipment. The goal is to have all materials purchased and installed by the first day of school August 2018.	05/10/2018	08/27/2018
3.	Monthly Parent/Family Meetings	1. Parent meetings/trainings will begin June 2018 and will be offered monthly throughout the grant period. Attendance data will be reviewed quarterly. Parent meeting evaluations will be conducted at each meeting.	06/01/2018	08/31/2019
4.	Student interventions implemented	1. Student interventions will begin in classes 2018-2019 school year and continue throughout the grant period.	08/27/2018	06/07/2019
5.	Data Review and program adjustments	1. Student progress data will be reviewed weekly to adjust instruction/interventions as necessary throughout the grant period. Overall Program data will be reviewed quarterly to make program adjustments as necessary.	05/01/2018	08/31/2019

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: 227910

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.

All campuses within the Del Valle Independent School District are classified as Title I schools. Each campus operates a *Schoolwide* Title I Program. State and federal law outline the requirement for schools to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process. The purpose of a CNA is to examine multiple sources of data (Disaggregated STAAR, TELPAS, EOC, TPRI, PEIMS Reports, Discipline Referrals, Staff Development, Survey and Interviews of Students/Staff/Parents, and Special Student Populations, etc.) to identify the priority needs and direction for the school. Each campus forms a Campus Advisory Committee, comprised of school administrators, teachers, paraprofessionals, parents, and community members, to review data and devise the campus goals and objectives for the year. The Goals will identify the focus of the campus improvement planning for everyone in the District. The campus objectives will be measurable annual targets for achieving each stated goal. Once the CNA is completed the campus will construct its Campus Improvement Plan (CIP). The campus improvement plan (CIP) serves as the blueprint for how your campus will actually address the needs identified from the CNA. Del Valle ISD utilizes Plan4Learning web-based software that enables the District/Campuses to develop and update campus improvement plans that are in full compliance with state and federal laws. The campuses are required to review/update their CIP four times a year in the months of November, January, March, and June. In each of those month the reviews must include the specifics of Goals, Performance Objects, Summative Evaluations, and recommendations for the following year regarding these categories. Should adjustments in the plan be necessary, the CIP will be revised to reflect the campus needs at the current time of review. The Campus Advisory Committee will be responsible for communicating and CIP changes to all stakeholders through faculty/parent/community meetings, email, and campus/district website pages. For purposes of accountability and fidelity of the CIP, District Specialists have access to review all campus CIP's to ensure compliance regarding required reviews and offer technical support as needed.

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.

Del Valle ISD provides services for students with autism, such as, assessment to determine eligibility through child find or through school referral. Assessments are done by a multidisciplinary team including Licensed Specialist in School Psychology, Diagnostician, Speech Language Pathologist and Occupational Therapist as needed. Upon eligibility the ARD committee meets to develop goals and determine appropriate placement. Some of the placements include: general education with social skills and sensory support; part-time in a special education classroom with inclusion in general education; self-contained special education the majority of the day with inclusion; special education self-contained for the whole educational day with reverse inclusion for socialization with peers. Sustainability of this grant will be making sure that the goals of the project continue to be met through activities that are consistent with the current conditions and resources that are available. In writing this grant Del Valle ISD has strategically considered sustaining the program long after the grant period ends. We have accomplished this goal by not writing in any salaries into the grant but rather training our current staff. We have also taken advantage of free community resources that are available for parents and educators, such as education and training through The University of Texas at Austin Speech and Hearing Center - Called Project SKILLS and Texas Statewide Leadership for Autism Training (TSLAT) which provides a mechanism to access training, technical assistance, support, and resources for educators who serve students with autism. In addition, research based materials, supplies, and software purchased with this grant funding will still be available for use after the grant period ends. Data will be reviewed and assessed continuously to allow education team and partners to make informed decisions on any changes or adaptations that may need to be made to meet goals and objectives of the program. Project participants are Del Valle employees who are committed to the continuous academic success of students and the District. The program components will be documented in the Campus Improvement Plans (CIP) which is reviewed four times a year in the months of November, January, March, and June by the Campus Advisory Team.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227910

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.	Effectiveness of parent/family participation in program	1.	High attendance at each monthly meeting
		2.	Favorable parent evaluations at the end of each monthly meeting
		3.	Evidence of parent skills learning implementation by increased student progress
2.	Different modalities of professional development, such as, group settings, online, job embedded, and individual coaching	1.	Implementation of strategies with fidelity based on observations
		2.	Teacher evaluation data on each professional development session
		3.	Student progress data
3.	Overall effectiveness of the entire program	1.	Quarterly team meetings including educational team, community partners, and family members to discuss and review data to make any necessary adjustments in program implementation
4.		1.	
		2.	
5.		1.	

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.

ONEder software will be purchased in order to allow the child's entire educational team the availability to document student data in real time. Real-Time Data Collection and Automatic Graphing makes this software the most comprehensive tool for increasing the efficiency and effectiveness of Autism therapy. Baseline data, individualized student goals and objectives will be documented and tracked in this software program. Monitoring will be implemented daily. In addition, ONEder software will: Provide displays data via easy-to-use, customizable dashboards; Look for data patterns that lead to problems with the intervention; Recognize progress and recommend mastery; Recommend maintenance skills based on the child's difficulty to achieve that skill; Track goals by timer, correct/incorrect, or frequency. Other student data will be collected by student observations and assessments.

A family survey will be distributed at the beginning of the grant program to determine needs for the family monthly meeting program component. Monthly meetings will be designed on results of the survey. Monthly meeting evaluations will be completed by family members at each meeting to gather feedback and input from families. Sign in sheets will track attendance at each meeting. This same process will be implemented for sibling meetings, camps, and parent's night out events.

Education Team professional development sessions will also have sign in sheets to track attendance data. In addition, staff will complete training evaluations to determine the quality of the training and gather feedback.

Quarterly team meetings including educational team, community partners, and family members to discuss and review data to make any necessary adjustments in program implementation. Types of data the team will review and discuss will be overall student progress, intervention/strategies implementation, professional development, success of community partnerships, monthly family meetings, project sustainability and any recommended program adjustments.

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

County-district number or vendor ID: 227910

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.

Each student in the program will have the availability of an iPad mini to engage and enhance communication skills. For students needing additional communication supports, PECS will be available. The Picture Exchange Communication System (PECS) is a tried-and-tested approach that uses pictures to develop communication skills. PECS has a clear program to follow. Beginning with using single pictures to communicate their needs, students are then taught to discriminate, or choose, between a variety of pictures and then to construct increasingly complex sentences.

Previous studies have revealed that iPads may be particularly useful devices for children with autism due to the relative low cost (i.e. less than \$600 USD), portability, adaptability via easily downloadable software applications (i.e. "apps"), and potential to be less socially stigmatizing than other forms of assistive technology that are not as widely used by typical developing peers [8, 9]. In particular, the use of iPads to facilitate communication appears promising, and most studies involving iPads have evaluated their utility as augmentative and alternative communication (AAC) devices [10–17]. For example, Flores et al. [11] compared an iPad using software that enabled a modified version of picture exchange communication (PECS) to traditional laminated picture cards on the independent communication (e.g. requests for food) of five children with autism. Three out of the five participants engaged in more independent communication when using the iPad-based PECS than when using the traditional picture cards. In addition to functioning as an AAC device, iPads can also be used to deliver instruction aimed at improving academic, vocational and leisure skills of people with autism. For example, Kagohara, Sigafos, et al. [18] used an iPad to deliver an instructional video to teach participants to check their spelling when using word processing programs. Overall, research suggests iPads are effective tools for children with autism to the extent that they can be programmed to deliver research-based interventions [8].

Citation: Lee, A., Lang, R., Davenport, K., Moore, M., Rispoli, M., van der Meer, L., . . . Chung, C. (2015). Comparison of therapist implemented and iPad-assisted interventions for children with autism. *Developmental Neurorehabilitation*, 18, 97–103.

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.

According to recommendations put for by the National Research Council (NRC, 2001), areas that should be prioritized in intervention programs for students with ASD include language and communication development, social and play skills, fine and gross motor development, development of cognitive and functional academic skills, and skills needed for success in a regular classroom, including flexibility, organization, and engagement in the learning process. Data collected will focus on these recommendations.

Empirical evidence is information acquired by observation or experimentation. Baseline data will be collected before any research based intervention is implemented. Baseline data has two purposes (1) to show function and (2) to determine if an improvement has been made. Baseline data is data you take before you start an intervention. A data sheet (manual or electronic) will be used to track baseline levels of challenging behavior. Each session will be a minimum of 10 minutes, which is defined as the duration of time dedicated to observing both baseline and intervention. A minimum of three sessions a day per student will be implemented.

ONEder software will be purchased in order to allow the child's entire educational team the availability to document student data in real time. Real-Time Data Collection and Automatic Graphing makes this software the most comprehensive tool for increasing the efficiency and effectiveness of Autism therapy. Baseline data, individualized student goals and objectives will be documented and tracked in this software program. Monitoring will be implemented daily. In addition, ONEder software will: Provide displays data via easy-to-use, customizable dashboards; Look for data patterns that lead to problems with the intervention; Recognize progress and recommend mastery; Recommend maintenance skills based on the child's difficulty to achieve that skill; Track goals by timer, correct/incorrect, or frequency.

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

County-district number or vendor ID: 227910

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.

Texas State University has established the Clinic for Autism Research, Evaluation, and Support (CARES) to provide multiple services for individuals with autism and their families. If necessary for student academic success an Individual Case Consultation can be scheduled. This will include Training for teachers, parents, and other caregivers on the implementation of ABA strategies, data recording, and BIP implementation using any of the following: Role-play, modeling, direct instruction, on-going coaching and feedback, and graphed data on the correct implementation of all strategies (treatment fidelity). •Observations of and data collection for target and replacement behaviors •Recommended modifications of BIPs as necessary •Graphs of additional assessment and analysis data as necessary •Meeting with parents and school personnel when necessary to coordinate all recommendations relative to the reduction of problem behavior, the prevention of further challenging behavior, and the building of appropriate functional behavior for individual students. •Evaluation of individual educational programs •Final reports that include findings and recommendations •Attendance in IEP/ IFSP meetings to provide information and encourage collaboration among school, ECI personnel, and family members for developing and monitoring individualized plans. **The University of Texas at Austin Speech and Hearing Center - Called Project SKILLS** — Skills and Knowledge of Intervention for Language Learning Success offers parent support and collaboration. The University Project SKILLS is a free parent training program for parents/caregivers of children with autism spectrum disorders (ASD). Parent training will be offered in-person at the University of Texas Speech and Hearing Center in Austin or via video conferencing beginning June 4, 2018. The project focuses on teaching language intervention strategies to parents and building play and language skills in children with Autism Spectrum Disorders. Parents will participate in group and individual sessions for 8 weeks (attending 1 session per week). 1 opening group session, that will last approximately 2-hours will be conducted and each individual session will last 1-hour. During the opening session, we meet with all enrolled parents as a group (parents only) and go over introductory information about the parent training we offer for facilitating play/language growth. The subsequent seven individual sessions, tailored to each family, involve 1-2 graduate student clinicians, the participating parent, and child to cover detailed lectures, demonstrations, and coaching over these specific skills. Additionally, the program will provide iPads and internet access to parents and caregivers who do not have devices or access to the internet.

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.

When families are involved in learning, the research shows, "students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level" (Antunez, 2000). According to several different studies, Texas is one of the most diverse States in America. "In our increasingly diverse world, all people need to be comfortable with diversity," Mara Sapon-Shevin, a professor of inclusive education at Syracuse University, wrote in 2008. "Inclusion benefits all students by helping them understand and appreciate that the world is big, that people are different, and that we can work together to find solutions that work for everyone." Families of children with ASD have more problems accessing health care and family support services than families of children with other special health care needs (Kogan et al., 2008; Thomas et al., 2012). Determining services that best meet the needs of families, as identified by families, is important component that could translate into improved quality of life for individuals with ASD and their families, and eventually more sustainable ASD services. A Family Needs Assessment Survey will be given to the families at the beginning of the grant program period to determine which available grant services will meet their needs. Various interventions, therapy, data collection, community collaboration, and family involvement were designed on research based best practices which can be replicated to students statewide regardless of socioeconomic status, ethnic/racial background, or the parents' education level. Sensory items and areas will be integrated into the education program to help regulate proprioceptive, vestibular, visual, olfactory, tactile, auditory, and oral needs. We will have 3 dedicated sensory rooms to be used on campuses that specifically serve students with ASD. They will be used anywhere from daily to weekly for students to calm and integrate their sensory systems. In addition to these rooms, we will have sensory calming areas in the students' special education classrooms throughout the district. This will allow for frequent sensory breaks, so students will be able to learn. We will also have items that can travel with students to their inclusion setting in order to be able to maximize time with general education peers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227910

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.

Core principles of good practice in autism education according to, Centre for Research in Autism and Education (CRAE), have been implemented into the design of this program. They are: Use multiple systems for recording progress of academic attainments in addition to behavioral ('life skills') and social outcomes, use innovative and individualized methods of adapting the curriculum, utilizing pupils' strengths and interests, to make it accessible and rewarding for pupils with autism, joint planning and working with health and education professionals to support language and communication, emotional wellbeing and an environment conducive to learning, build and consolidate autism expertise at a consistently high level by maintaining an ongoing program of training on autism for all staff, disseminate practice and share expertise with schools and professionals in the local community, and with parents, develop a close working relationship with parents, which recognizes their key role, expertise and joint decision making, recognize parents' need for support so that learning continues outside the school, and most importantly have high ambitions for pupils with autism to reach their full potential.

Del Valle ISD has designed the program to include a variety of research based innovative approaches.

Family Involvement - When families are involved in learning, the research shows, "students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level" (Antunez, 2000). Parent surveys will be processed at the beginning of the grant period to determine needs. Monthly family meetings will be held on topics as determined from the parent surveys.

Technology - Every student will have a mini-iPad. "You can't take one approach and use it with everyone," says League School Interim Director Margaret Reed, Ph.D., a longtime special education expert. Special education is ahead of general education in regards to differentiation but farther behind in technology. The use of the iPad in classrooms for learners with autism has brought a monumental change in instruction, behavior management, and communication. There is an entire category on the education apps page devoted to special education. Simple apps, like timers and chore charts, help students with disabilities organize their time and increase productivity. Many parents and teachers use timers with children with autism to signify the end of an activity and assist with a smooth transition to a new task. Apps, which assists with communication for non-verbal learners uses speech-to-text technology, have changed the way children with autism participate in the classroom. Apps have facilitated easier interaction between children and their teachers and parents.

Auditory processing therapies - Students with sensory processing issues can benefit from therapeutic listening. This technique is designed to use auditory stimulation to help integrate the senses. Therapeutic listening is designed to help affect the neurological system and allow a person's nervous system to organize. Music therapy can also activate all areas of the brain simultaneously. This creates powerful new potentials for the development of new neural pathways.

Sensory - Sensory room, classroom sensory items and space will be a place that was designed where students can go when their minds are racing and they need to let themselves settle down and relax. A variety of sensory activities can do many things for a child over a period of time. It can calm an over-aroused or active child, increase the activity of an under aroused/passive child, prevent uncomfortable reactions to sensory input, reduce sensory seeking (self-stim) behavior, increase productivity and comfort for the child, and teach the child self-regulation strategies.

Data Collection - By using a data collection system that allows input from all staff interacting with the student, it allows for collecting data in the initial stages. This system also allows the unique ability to collect data in the generalization stage. Often children on the autism spectrum are able to learn a task or routine in a specific setting, but have difficulty generalizing this to other areas. This data system will allow staff to see which tasks or routines are not generalizing well, and allow re-teaching and correction to take place in order to make progress.

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

County-district number or vendor ID: 227910

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.

Inclusion is a unified system of public education that incorporates all children and youths as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each student by providing meaningful curriculum, effective teaching, and necessary supports for each student (Irvine & Lynch 2009, p. 846). Inclusion is about being proactive in identifying the barriers learners encounter in attempting to access opportunities for quality education, and then removing those barriers.

Research indicates that early intervention services, provided between birth and 6 years of age, can dramatically improve outcomes for children with developmental disorders including ASD (Odom, 2000). Students ages 3-5 will benefit from a specifically designed autism program. These students will be included with their peers in the general education classroom for social and story time, recess and play time, learning centers and any other times as appropriate.

Students in first through third grades will attend class in the general education classroom as determined by their ARD committee. Some students may participate in reverse inclusion where typically developing peers come and interact in the students preferred environment such as their special education classroom or sensory room. Teachers of those students will be provided professional development, coaching, and support from Texas State University – CARES The Clinic for Autism, Research, Evaluation and Support. Students will be able to participate in a school-based social skills group facilitated by Texas State University – CARES, which will include, Social skills and competency assessment · Direct Skill Training · Social Thinking Strategies · Video Modeling · Other social skills interventions determined to be appropriate for the students. Students in the general education setting will be provided with classroom supports, such as, iPads, noise reducing headphones, and sensory breaks. An area in each classroom/and or school will be designated for sensory breaks and will include sensory items, such as, fidget items, crash pad, iPad, and low lighting.

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.

Region 13 Education Service Center - Through the network of 20 regional Education Service Centers (ESCs) around the state and in conjunction with the Texas Education Agency (TEA), the Texas Statewide Leadership for Autism Training (TSLAT) provides a mechanism to access training, technical assistance, support, and resources for educators who serve students with autism. Free online trainings, available on Texas Statewide Leadership for Autism Training website (www.txautism.net)

Texas State University – CARES The Clinic for Autism, Research, Evaluation and Support provides training for school and family members in how to apply research-based practices. Services will include education team/family consultations, education team professional development, and monthly family meetings.

The University of Texas at Austin Speech and Hearing Center - Called Project SKILLS — Skills and Knowledge of Intervention for Language Learning Success — the trainings consist of eight sessions that are free to parents and caregivers of children ages 12 months to 10 years old. The trainings teach intervention strategies to decrease behavioral issues and increase communication and language skills in children with autism spectrum disorder (ASD). Additionally, the program will provide iPads and internet access to parents and caregivers who do not have devices or access to the internet.

Texas State University Department of Health and Human Performance - Autism Summer Camp provides children with Autism Spectrum Disorders (ASD) access to quality summer camp experiences, ensuring their safety and enjoyment while being sensitive to each child's unique abilities.

Spark Learning – Provide monthly parent trainings (that will be recorded and posted online), trained staff childcare for parent trainings, sibling program, parent/caregiver night out, and education team professional development.

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