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, 85th Texas Legislature, 2017
Grant Period:	May 1, 2018, to August 31, 2019
Application deadline:	5:00 p.m. Central Time, March 8, 2018
Submittal information:	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: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #
Fort Bend ISD	079907	
Vendor ID #	ESC Region #	
1746025253	4	

Mailing address	City	State	ZIP Code
16431 Lexington Blvd.	Sugar Land	TX	77479-

Primary Contact

First name	M.I.	Last name	Title
Deena	C	Hill	Executive Director, Special Ed
Telephone #	**Email address**		**FAX #**
2816341142	Deena.Hill@Fortbendisd.com		2813271142

Secondary Contact

First name	M.I.	Last name	Title
Marcie		Henderson	Accounting Specialist
Telephone #	**Email address**		**FAX #**
281-634-1142	Marcie.henderson@fortbendisd.com		281-327-1142

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
Charles	E. Dupre	Superintendent
Telephone #	**Email address**	**FAX #**
281-634-1000	Charles.Dupre@fortbendisd.com	281-634-1700

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: 079907	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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☒	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	*See important note for competitive grants	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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

County-district number or vendor ID: 079907	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: 079907	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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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 079907	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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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID:				Amendment # (for amendments only):
#	**County-District # and Name**	**Authorized Official Name and Signature**	**Telephone Number and Email Address**	**Funding Amount**
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		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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Schedule #4—Request for Amendment	
County-district number or vendor ID: 079907	Amendment # (for amendments only):
Part 1: Submitting an Amendment	

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 079907			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: 079907	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.

Autism Spectrum Disorders are present in early child development and generaly have lasting effects on children's social interaction, academic and functional performance, and overall ability to independently take care of themselves and engage in their community. Research indicates that early intervention has strong potential to improve children's quality of life by enhancing development and preventing additional delays or disabling conditions. Furthermore, studies show children with Autism and developmental delays have improved outcomes when they have access to an early childhood program with a structured curriculum that is comprehensive and includes a skill-based approach as well as targeted behavioral interventions.

Fort Bend ISD, the seventh largest school district in the state, provides special education services to approximately 8.7% of the total population of students, an increase of over 2% over the last three years. Of the 8.7%, 20% of the special education population has Autism as their primary disability. This is unique in that the state average is 12% and the national average is 9%, according to 2014-2015 IDEA data. The high percentage of students receiving special education services identified with Autism remains constant despite the district's concerted Child Find efforts and approximate 2% gain.Therefore, the Fort Bend ISD is committed to equip all students, including students with Autism and other disabilities, with the skills necessary to pursue futures beyond what they and their families can imagine.

Need for Change Despite the research and continued efforts among school districts to serve this population of children, access to effective early intervention programming continues to be a barrier for many families. Fort Bend ISD has developed the innovative Early Intervention Academy (EIA) to remove the barriers to effective programming. The purpose of the Academy is to provide a comprehensive early intervention educational program for students with certain disabilities, ages three to five years, to prepare them for future access to educational curriculum and support in the least restrictive environment (LRE).

Goals for the Early Intervention Academy

The goals of the Early Intervention Academy program are to:

- increase access to a blend of educational and therapy services within the context of a developmentally appropriate curriculum;
- provide family-centered and wrap-around services designed to meet the individualized needs of the children and build capacity within the family unit;
- prepare students with the skills necessary to integrate into an inclusive environment when they complete the program and attend their neighborhood elementary school.

Identification of Program Areas of Focus

- Full day preschool program with non-disabled, age-appropriate role models following early childhood educational philosophy
- Applied Behavior Analysis (ABA) intervention up to 20 hours per week, with BCBA supervision, embedded within the instructional day
- Structured, explicit social skills delivery model to include the utilization of purpose-built social, humanoid, facially expressive robot, to engage children in the intervention
- Additional therapy services provided within the context of the educational environment using an integrated approach (Occupational Therapy, Speech Therapy, Music Therapy).
- Extended School Year, 199 school days opposed to Fort Bend ISD 2018-2019 school calendar of 175 days
- Extended School Day (supplemental full-day programming as opposed to traditional half day PPCD/PK programming)
- Increased access to Fort Bend ISD's Extended Day Program (afterschool day care program), due to additional supports and training for day care staff to support students with significant needs (fee-based)
- Family Outreach, Training and Coaching
- Ongoing program evaluation and progress monitoring to determine need for adjustments in programming

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Location and Access to Program, Organizational Structure

The proposed site for the Early Intervention Academy is at the Ridgemont Early Childhood Center, which is an established school facility attached to Ridgemont Elementary school. For the 2018-2019 school year, the district will engage in school redesign efforts and the Ridgemont Elementary school will serve the district's most at-risk prekindergarten – first grade students in the district's first ever, Early Literacy Center. Students attending the EIA will have access to participate in academic and non-academic activities at the Early Literacy Center, increasing opportunites for inclusion and appropriate interaction with non-disabled peers.

The EIA will provide a lottery-based application process with higher weights given to students having the diagnosis or eligibity of Autism, Intellecual Disabity, and/or Non-Categorical Early Childhood, exhibiting characteristics of Autism. In addition, higher weights will also be given to students zoned to the elementary schools in the Willowridge feeder pattern which includes the following elementary schools: Ridgemont, Blueridge, Ridgegate, and Briargate, which includes the district's most at-risk EE-K children. Acceptance is based on all application criteria being met and verification of evaluation or diagnosis. Because the program is application-based, parents must agree to all aspects of the program. The program components offered at the EIA are supplemental to the applicant's current ARD/IEP. If a parent chooses to remove their child from the EIA, the child is able to return to their previous determined placement as indicated in their recent ARD. The EIA is designed to be a three-year program with students entering the program at 3 years old and leaving the program at the end of their kindergarten year. Enrollment is capped at a maximum of 40 for the 2018-2019 school year with a maximum of 28 students with disabilities and 12 neurotypical peers (siblings and/or employee children). The EIA enrollment will increase each year with a projected 84 students with disabilities being served during the 2020-2021 school year. In addition, the EIA plans to increase enrollment within the next three years by adding options for two year-old children with identified disabilities to access the program, further eliminating barriers for families.

High Expectations for Results

The expectation for the Early Intervention Academy is to redefine early intervention services by providing individualized educational services 37.5 hours a week, 12 months a year, in which the child is engaged in systematically planned, developmentally-appropriate educational activities targeted toward identified objectives.

Existing Capacity and Resources

Fort Bend ISD has an established support system for serving students with Autism and other developmental delays. The district has allocated local funds for an on-site, special education administrator, who will serve as the leader of the EIA, to include ensuring implementation of goals, supervision of employees, budget, and other administrative duties. Additional local funds have been designated to supplement staffing, materials, and professional development needs for the EIA. The special education central administrative team currently employs the following positions who will provide additional support and guidance to the EIA program: (1) Program Manager, with LSSP/BCBA certification, (3) Autism Specialists, (4) BCBAs, and (2) Accounting Specialists. In addition, over the last year, the district has been very intentional in providing a 3-day training for special education teachers and paras who service students with Autism and other developmental delays. The "ABA Bootcamp" training model has provided both theory and practice through job-embededed training with students, and the EIA will also serve as a training site to build capacity within special education PPCD teachers across the district. The EIA will also attempt to access various grants and community collaborations for the purpose of cost defrayment.

Alignment with District Goals

The Fort Bend ISD Board of Trustees developed and adopted Core Beliefs and Commitments, a Mission and a Vision for the District. The beliefs, commitments, mission and vision serve as a guide for the work in Fort Bend ISD and assist with the development of Fort Bend ISD's Profile of a Graduate. Core Belief 1 is that all students can reach their full potential and District Goal 3 is that Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success. The development of the Fort Bend ISD Early Intervention Academy will increase opportunities for some of the most at-risk children in Fort Bend ISD, provide supplemental programming due to Fort Bend ISD's high percentage of students with Autism, and further support the vision of inclusion and access for all children.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 079907	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	$943,938	$	$943,938
Schedule #8	Professional and Contracted Services (6200)	6200	$40,000	$	$40,000
Schedule #9	Supplies and Materials (6300)	6300	$5,062	$	$5,062
Schedule #10	Other Operating Costs (6400)	6400	$0	$	$0
Schedule #11	Capital Outlay (6600)	6600	$11,000	$	$11,000
	Total direct costs:		$	$	$1,000,000
	Percentage% indirect costs (see note):		N/A	$	$0
Grand total of budgeted costs (add all entries in each column):			**$1,000,000**	**$0**	**$1,000,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$	$	$

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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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 079907 | 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 (226 days)	4		$345,780
2	Educational aide (226 days)	8		$284,344
3	Tutor			$
Program Management and Administration				
4	Project director/administrator			$
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Other Employee Positions				
15	Speech Language Pathologist (226 days)	1		$74,316
16	Board Certified Behavior Analysis (BCBA) (228 days)	1		$82,175
17	Title			$
18	Subtotal employee costs:			$786,615
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112 Substitute pay			$
20	6119 Professional staff extra-duty pay			$
21	6121 Support staff extra-duty pay			$
22	6140 Employee benefits			$157,323
23	61XX Tuition remission (IHEs only)			$
24	Subtotal substitute, extra-duty, benefits costs			$157,323
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$943,938**

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: 079907	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 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	BCBA Interns	$40,000
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:**	$
	(Sum of lines a, b, and c) Grand total	**$40,000**

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 079907		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:	$5,062
	Grand total:	**$5,062**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 079907		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.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$
	Grand total:	**$0**

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: 079907 | 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	$
66XX—Computing Devices, capitalized				
2	humanoid, social, facially expressive robot	2	$5500	$11,000
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				
			Grand total:	**$11,000**

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: 079907 | 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: X Public | ☐ Open-Enrollment Charter | ☐ Private Nonprofit | ☐ Private For Profit | ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK (EE)	40 (3 year old) students: 28 students with identified AU/ID and 12 non-disabled	4 Teachers, 8 Educational Aides (with grant funds)	1 staff/3 students
K			
1st			
2nd			
3rd			
COMMENTS	The Early Intervention Academy is a public, application-based program. The EIA will open in the 2018-19 school year and serve 3 year-olds in year one. The EIA will then follow a gradual application and enrollment process, incorporating the next age level each subsequent school year (e.g., 2019-2020 will be 3 and 4 year old students) until the EIA reaches full capacity servicing students age 24 months – 5 years in year four (2021-2022). In addition to the 8 educational aides listed above, the district will utilize local funds to provide 2 additional educational aides, therefore the student to staff ratio will be approximately 1:3, with portions of the day, 1:1 instruction. The district will also utilize local funds to provide a full time Special Education Administrator, Nurse, Occupational Therapist, one additional BCBA, and an Administrative Assistant to provide support to the program.		

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

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	8:30-4:30	The EIA instructional day will follow the FBISD 2018-2019 school year regarding 435 instructional minutes a day with flexible minutes for lunch and transition.
Number of days in school year	199	The approved FBISD 2018-2019 school calendar indicates 175 days of instruction. The EIA will follow the FBISD calendar during the traditional school year, During the summer months an additional 24 days of instruction will be provided at the EIA to maintain supplemental programming throughout the summer.
Minutes of instruction per school year	83,955	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 079907 | Amendment # (for amendments only):

Part 1: Process Description.

The program needs assessment includes data from a combination of sources - special education primary disability trends for the district, region and state, early identification data for students identified with Autism (AU), instructional arrangement data for students transitioning from PPCD to PK, and the number of students in the district's lower socio-economic communities that are identified through ECI services. The population addressed through this needs assessment is defined as students in Fort Bend ISD receiving special education services that are identified with Autism (AU) as their primary disability. The rising prevalence of Autism in children is well documented. According to Texas PEIMS Special Education Report's most current information, 12.4% of students receiving special education services in Texas during the 2016-17 school year were identified with AU. More specifically, in the Region 4 service area, the percentage is 14.9, while in Fort Bend ISD, students with a primary diability of AU have consistently been the highest SPED representation group, remaining consistent over the past three years at 20% of Fort Bend ISD's total SPED representation. The significance of this increase is amplified by the fact that Fort Bend ISD's overall special education program enrollment has increased significantly during this same period due to rigorous Child Find efforts. Despite the increase in the total special education population, the number of students with AU continues to increase (See chart below). **Program Enrollment – PEIMS Data for SPED Representation**

	Autism	Total SPED	FBISD %	Region 4 %	Texas %
2015 - 2016	952	4656	20.4	14.3%	11.7%
2016 - 2017	1019	5079	20.1	14.9%	12.4%
2017 - 2018	1207	5881	20.5	----	----

In reviewing the Fort Bend ISD Special Education Percentage of Primary Disability, AU, by ethnicity, the majority of students are Asian (39%), White (23%), with African American (16%) and Hispanic (14%) being underrepresented given Fort Bend ISD ethnic/racial demographics (27% African American, 26.5% Hispanic, 26% Asian, and 16.6% White). As indicated earlier, the Early Intervention Academy will be an application-based lottery with heavier weights given to students in the Willowridge Feeder Pattern which have high rates of African American and Hispanic students from lower income families who have additional barriers to access early intervention programs. Despite the district special education population of students with AU remaining consistent at 20%, the number of students receiving special education services in Fort Bend ISD ages 3 – 5 identified with AU (or NCEC-AU) has increased over the past three years. As of the end of February, 2018, the district is serving 58% more students with AU in the 3-5 year old age group than last year and the school year has 3 more months (see chart below).

Program Enrollment –PEIMS Data for EE – K students

	Autism	NCEC-Autism	Total
2015 – 2016	78	23	101
2016 – 2017	83	43	126
2017 – 2018	158	41	199

During the 2016-17 school year, access to non-disabled, age appropriate role models was limited for students preparing to transition to a full day kindergarten program for the 2017-18 school year. While receiving PPCD instruction during the 2016-17 school year, only 34% of the students identified with AU had access to the general education environment. The remainder of the students (66%) spent all service time in the special education setting. To support the district goal of providing effective inclusive services for students with disabilities, the goal for students leaving PPCD services is that they will receive instruction in the general education setting with non-disabled peers to the maximum extent possible. For students that received PPCD services during 2016-17 and now are enrolled in kindergarten, only half (51%) of those students are receiving all instruction in the general education setting. The other half of students continue to require direct special education instruction / intervention in a special education setting to meet their individual needs.

2016-17 PPCD (Pre-K going to Kindergarten) Inclusion Time

2016-17 Pre-Kindergarten Instructional Arrangement		2017-18 Kindergarten Instructional Arrangement				
No Inclusion Time (IA = 45)	Inclusion Time (IAs 40 – 44)	40	41	42	43	44
66%	34%	51%	2%	14%	21%	7%

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 079907	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.	High percentage of Fort Bend ISD special education students identified with an AU as the primary disability, additionally significant increases in the number of students age 3 – 5 identified with a AU (AU or NCEC-AU).	Early intervention services by providing individualized educational services 37.5 hours a week, 12 months a year, with systematically planned, developmentally-appropriate educational activities targeted toward identified objectives. These services are supplemental to ARD/IEP programming.
2.	Students transitioning from PPCD to Kindergarten are served in more restrictive environments.	The Early Intervention Academy is designed as a three-year program in which students receive intensive, targeted evidence-based interventions at an early age to prepare them for future access to educational curriculum and support in the least restrictive environment (LRE).
3.	Students receiving special education in the district's PPCD programs, are less likely to have access to non-disabled peers during the instructional day.	Each classroom at the Early Intervention Academy will be comprised of approximately 10 students, with 7 students identified as having a disability and 3 students being neurotypical peers (siblings, employee children,etc). In addition, students attending the EIA will have access to participate in academic and non-academic activities at the Early Literacy Center, increasing opportunites for inclusion and appropriate interaction with non-disabled peers.
4.	Although not explicitly noted in the needs assessment, the lack of appropriate job-embedded, targeted training for teachers, paras, and other service delivery providers are barriers to effective inclusion (or inclusive instructional arrangements) for students with Autism and other developmental disabilities.	The "ABA Bootcamp" training model has provided both theory and practice through job-embedded training with students and the EIA will serve as a training site to build capacity within special education PPCD teachers across the district as well as other staff members. The district has also engaged in collaborative converstations with UH-Social Work program to provide a site location for their interns, as well as a rotation for Fort Bend LSSP Interns to further build capacity within the school community.
5.	One cornerstone to meaningful inclusion is collaboration and coordination with all stakeholders, including parents. The district has provided parent education opportunities and the attendance from parents of students served in the Willowridge Feeder pattern is extremely low. These offerings have been at various times to accommodate working families but the participation continues to be low.	The Early Intervention Academy has identified multiple non-profit community partners to support an identified goal of increasing parental engagement.

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Schedule #14—Management Plan

County-district number or vendor ID: 079907 | 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.	Teacher, Special Education (Grant funded)	• Appropriate SBEC qualifications – EC-6 or equivalent content certification, and EC-12 Special Education Supplement • Minimum of two years experience teaching and providing case management to children with Autism in a structured setting
2.	Educational Aide (8 grant funded, 2 local funded)	• Minium of 48 college hours required • 3 years work experience with children with severe behavioral challenges in specialized settings (self-contained program in public schools, residential or hospital settings, non-public day schools, private school, clinics, etc.)
3.	Speech Language Pathologist (Grant funded)	• Appropriate SLP certification • Minimum of 3 years of experience in Special Education
4.	Board Certified Behavior Analysis (1 grant funded, 1 local fund)	• Appropriate BCBA certification • Minimum of 3 years of experience in Special Education
5.	Administrator, Special Education (local funded)	• Master's degree in Education or related field • Minimum of 3 years of experience in Special Education • Texas Mid-management, Principal Certification • Special Education Certification or related field

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.	Planning and Design of the Early Intervention Academy	1.	Organizational Structure, Vision/Mission established	02/01/2018	03/31/2018
		2.	Stakeholder engagement/Community Collaboration	02/26/2018	04/06/2018
		3.	Guidelines/ Procedures (Staff/Parent Handbook)	04/01/2018	06/01/2018
		4.	Address facility needs, Supply/material orders	03/26/2018	04/13/2018
2.	Recruit, Selection, and Hiring of Staff, and Community Partnerships	1.	Post positions, recruit talent	04/23/2018	05/04/2018
		2.	Candidate Selection and Hiring	05/07/2018	05/18/2018
		3.	EIA Administrator planning/Leadership development	05/21/2018	06/15/2018
		4.	Develop MOUs, Contracts, etc. regarding community partnerships	05/07/2018	06/25/2018
3.	Professional Learning - EIA	1.	Create professional learning plans for EIA staff	03/36/2018	04/13/2018
		2.	Provide initial professional learning to EIA staff	07/16/2018	08/14/2018
		3.	Develop parent education trainings	07/16/2018	7/27/2018
		4.	Implement ongoing PD for staff and families	08/15/2018	07/2019
4.	Academy Application, Acceptance, Enrollment	1.	Develop Academy Application	02/01/2018	03//08/2018
		2.	Post Application	05/21/2018	06/15/2018
		3.	Review, evaluate applications	06/18/2018	06/22/2018
		4.	Notify parents, determine enrollment	06/25/2018	06/29/2018
5.	Early Intervention Academy Launch	1.	Enrollment at Academy	08/13/2018	08/15/2018
		2.	Meet the teacher	08/06/2018	08/14/2018
		3.	First Day of School	08/15/2018	08/15/2018
		4.	Open House	09/04/2018	09/28/2018

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: 079907	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.

The Fort Bend ISD Department of Special Education will take the lead in the Program Evaluation with input and support from the Fort Bend ISD Department of Innovation and Continuous Improvement. Two categories of evaluation will be conducted and reviewed – Process Evaluation and Outcome Evaluation.

Process Evaluation will involve monitoring the implementation and management of the program to ensure milestone and timelines noted in the previous section are being followed and benchmarks are being completed on time and efficiently. The following milestones will be reviewed and artifacts collected to document implementation: Planning and Design of the Early Intervention Academy; Recruit, Selection, and Hiring of Staff and Community Partnerships; Professional Learning – EIA; Early Intervention Academy Launch; Academy Application, Acceptance, Enrollment, and Collection of artifacts documenting implementation plans. In addition, quarterly program reviews will be conducted to support of implementation plan.

Outcome Evaluation will involve monitoring student achievement, staff/teacher effectiveness, and parent participation. Using both quantitative and qualitative data sources, target outputs/outcomes will be monitored and reviewed to determine effectiveness and appropriateness. The following areas will be assessed to monitor progress: efficacy of teacher training, student progress toward IEP goals and objectives, supplemental ABA therapy and social skills goals,and parent involvement / effectiveness survey. In addition, other performance measures may be added based on stakeholder input and the continuous improvement process.

Ongoing formative assessments will focus on monitoring both the processes of implementation and outcomes to ensure that program delivery is being executed with fidelity. Formative assessments will be reviewed regularly – monthly, quarterly,and annually. Adjustments to processes or outcome procedures / expectations will be updated and improved as necessary and communicated through a written review sent to identified stakeholders. This will allow the program to undergo continuous improvement and progress toward final goals.

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.

The innovation and design of the Early Intervention Academy is occurring at the same time as a major school redesign of Ridgemont Elementary. As noted earlier, the EIA is located at the Ridgemont Early Childhood facility which is attached to Ridgemont Elementary. The Ridgemont Elementary school will be transformed into the Fort Bend ISD Early Literacy Center to serve PK-1st graders from the Willowridge feeder pattern. The Board of Trustees and Superintendent are invested in the success of both of these early intervention models and have committed local funds and support as to ensure the success of the early childhood programs. In addition, the Chief Academic Officer will directly oversee and support the Early Literacy Center and the Early Intervention Academy and has established a quality local accountability system to support the progress measures and monitoring of both programs. Additionally, as needs arise, district and campus instructional leaders will problem-solve collaboratively to develop and implement solutions to ensure all project participants remain committed to the project's success.

An Early Intervention Academy implementation team will be established, including district and campus leaders, community partners and parent representation. The implementation team will meet quarterly to measure success of the program and determine any needed adjustments and develop consistent communication to all stakeholders.

In addition, this team will also develop a sustainability plan and outline a framework to ensure the Early Intervention Academy will continue after the grant. The framework will include defined use of existing resources, strategies to maximize federal, state, and local resources, and continued fostering of current and future community-based partnerships.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 079907 | 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.	Establish an EIA Implementation team	1.	Participant list, agenda, sign in sheets
2.	Develop an EIA program iimprovement plan	1.	Activites and interventions identified
		2.	Review resources/data sources established to measure progress
		3.	Review established reporting timelines /artifacts gathered
3.	Establish Professional Learning Community (PLC) for the EIA	1.	Weekly PLC data review meetings -academic, social, behavioral progress
		2.	Weekly PLC meeting to utilize data/plan instruction and intervention
		3.	Bi-Monthly PLC to focus on professional learning needs for EIA staff
4.		1.	
		2.	
		3.	
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.

Data collection will be a collaborative effort between the Department of Special Education, EIA Special Education Administrator, BCBAs, and other district support staff. In addition, the EIA Implementation Team will be kept abreast of artifacts through quarterly Implementation Plan reviews. Qualitative and quantitative techniques will generate the data needed for the evaluation. These evaluative techniques and methods will include:

- Reviews of program implementation data analysis documents (e.g., attendance records, student IEP progress data, data on supplemental services such as ABA therapy, social and communication skills, etc.provided as part of the EIA program)
- Observational protocols for both classroom and therapy settings
- Questionnaires regarding teacher, parent, therapist efficacy

The EIA Special Education Administrator will ensure weekly PLC meetings are implemented as designed. During the weekly reviews, student data, evidence-based interventions, and professional learning needs to support positive student outcomes will be discussed. Adjustments to individual student learning plans will be identified and prioritized to optimize future learning outcomes.

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

County-district number or vendor ID: 079907 | 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.

Students accepted to the Early Intervention Academy (EIA) will receive an individualized and intensive Applied Behavior Analysis (ABA) treatment plan. The treatment plan will include the application of the principles of ABA to teach students skills in the areas of appropriate behaviors, self-care, communication, social interaction, and academics. Intensive early intervention is key, and ABA will be provided 15-20 hours per week and under the supervision of a BCBA. The American Psychological Association (APA) affirms that the practice and supervision of Applied Behavior Analysis is well-grounded in psychological science and evidence-based practice (Adopted as APA Policy by APA Council of Representatives in February 2017). In addition to ABA intervention, other evidence-based practices include, but are not limited to, prompting, social narratives, social skills training, positive reinforcement, visual supports, modeling, and technology-aided instruction.

Fort Bend ISD has utilized a humanoid, social, facially expressive robot though the Robots4Autism program for two consecutive years. The robot program is a comprehensive intervention program that uses evidence-based practices through a purpose-built social, humanoid, facially expressive robot named "Milo." Fort Bend ISD designates a Speech Languge Pathologist (SLP) to facilitate the sessions between Milo and the students. The robot delivers developmental instruction modules with over 130 lessons that teach critical function skills. The data collection regarding the implementation of Milo with selected students with Autism has been extremely positive. Specifically, the data shows an increase in targeted behaviors due to enhanced student engagement. In addition, the students involved in the Milo intervention have also demonstrated an increased understanding of human emotions, communication, and social interaction, as well as increased generalization of human-to-human interaction. The EIA program will include a minimum of 2 Milo robots to facilitate social skill instruction and teach critical function skills. The EIA Speech Language Pathologist will facilitate all lessons between Milo and the students.

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.

In addition to the implementation of the students' IEPs, daily ABA intervention will include one-on-one discrete trial training, natural environment training, independence training and social interaction training. The ABA intervention will target skills related to cognitive development, compliance, language/communication, social skills, self-help skills, tolerance, and the reduction of problem / interfering behaviors. In addition, the Milo intervention will provide progress monitoring data regarding each student session.

All students at the EIA will have an individualized learning plan to include their IEP goal and objectives as well as the supplemental interventions offered as part of the overall EIA program. Data on student skill performance will be collected daily and analyzed on a weekly basis to determine needed changes to student individualized learning plans. Also, the student data will be summarized and provided to the family on a weekly basis.

For IEP development and progress monitoring, EIA students will receive a beginning of year (BOY) and end of year (EOY) administration of the Assessment of Basic Language and Learning Skills (ABLLS). The ABLLS is a criterion-referenced assessment to identify deficiencies in language, academic, self-help, motor, and play/leisure/social interactions.The assessment is used as a formative assessment tool to for guidline, developing, and tracking the student learning plan goals.

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

County-district number or vendor ID: 079907	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.

Involvement of caregivers and family members will be a vital component of the EIA services. Parents and/or guardians will be provided weekly progress monitoring data. Teaching parents how to structure the home environment and implement intervention with their child will increase the generalization of skill to home. The transfer of skills into the child's natural environment is crucial because often children master a skill at school or in a clinic, but are not able to generalize across important behavioral settings.

As part of the the Early Intervention Academy all parents will be provided with the following supports that are supplemental to any related services identified in the students' current ARD/IEP:

- 12 consecutive, 1 hour coaching sessions on utilizing structured parent-child play times to strategically promote spontaneous functional verbal utterances, attentiveness and social initiative behaviors
- Monthly parent observation of ABA intervention to allow parents to see evidenced-based interventions which can then be supported and replicated in the home
- 5 consecutive, 1 hour in-home coaching sessions on utilizing visual systems and structuring the environment to provide consistency across all settings
- Up to 4 in-home or in-community sessions will be available upon parent request to provide additional support in various community settings (e.g., gymnastics, at the park, church, or at the grocery store)
- Optional Parent / Sibling Support Groups run by the campus social worker.

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.

Across the state of Texas, children with Autism from low socio-economic families have less access to quality early childhood intervention programs. They are less likely to attend private ABA therapy, social skills training and other types of family support interventions due to financial constraints and/or limited availability due to work schedules within the family unit. In addition, research supports that when children from lower socio-economic homes are able to access outside services, they are less likely to receive quality evidenced-based interventions. The Early Intervention Academy is designed to remove the barriers for these children and level the playing field. Although the Academy is an expensive model, research clearly supports the positive impact of access to a full day, year round program grounded in evidence based practices. This program can be easily replicated across the state, whether it is within one district or a collaborative shared services agreement between multiple districts. Districts may need to increase their community partnerships and collaborations with higher education institutions to increase their access to quality service providers.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 079907	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.

There is growing evidence that intensive early intervention for students with AU and developmental disabilities is critical to their future long-term success. The EIA is intended to bridge the gap between providing services that meet the standard for a free and appropriate public education (FAPE) to providing innovative, supplemental, intensive early interventions for students in an effort to increase future educational outcomes. The EIA will include the following:

- Full day preschool program with non-disabled, age-appropriate role models following early childhood educational philosophy
- Applied Behavior Analysis (ABA) intervention up to 20 hours per week, with BCBA supervision, embedded within the instructional day
- Structured, explicit social skills delivery model to include the utilization of purpose-built social, humanoid, facially expressive robot, to engage children in the intervention
- Additional therapy services provided within the context of the educational environment using an integrated approach (Occupational Therapy, Speech Therapy, Music Therapy).
- Extended School Year, 199 school days opposed to Fort Bend ISD 2018-2019 school calendar of 175 days
- Extended School Day (Supplemental full day programming opposed to traditional half day PPCD/PK programming)
- Increased access to Fort Bend ISD's Extended Day Program (afterschool day care program), due to additional supports and training for day care staff to support students with significant needs (fee based)
- Family Outreach, Training, and Coaching to include extensive face-to-face training with families in the home and community; providing sibling support, and increased access to community providers
- Ongoing program evaluation and progress monitoring to determine need for adjustments in programming.

Also, the Robots4Autism program is incredibly innovative because it utilizes a humanoid, social, facially expressive robot named "Milo" as a tool to help teach social, emotional, behavioral, and communicative skills. Over 1500 video vignettes and 1700 video supports are embedded in social narratives that combine audio and visual integration to increase audio processing. Additionally,"Milo" works and integrates with tablet technology for instruction and data collection. The "scaffolded" instructional design moves students from simple to more complex skill development to ensure generalizing to human-to-human interaction is accelerated.The comprehensive curriculum combined with the robot creates a level of engagement that enhances, and leverages coherence for children with Autism. The Robots4Autism program has been a vendor for Fort Bend ISD for the last two years, and the district has demonstrated success regarding the use of this innovative technology.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 079907	Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the program will incorporate meaningful inclusion. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Meaningful inclusion of EIA students with Autism and other developmental disabilities will be based upon multiple factors to include the following:

- As part of the EIA, students will have access to age appropriate / neurotypical peers within the EIA classroom. Students attending the EIA will also have access to participate in academic and non-academic activities at the Early Literacy Center, increasing opportunites for inclusion and appropriate interaction with non-disabled peers.
- To assist students with Autism and developmental disabilities, student engagement within the classroom will be enhanced through auditory supports (e.g., songs, auditory cues, verbal prompting hierarchy), visual supports (e.g., visual schedules, photographs), physical supports (e.g., objects to hold, movement opportunities, sensory breaks), modeling and facilitation of social interactions. Teachers will create opportunities between neurotypical children and children with Autism to participate in intensive play experiences. These experiences are often challenging for children with Autism, but will encourage appropriate and interactive play through adult-directed modeling and prompting.
- A strong collaboration between all involved in the education of the students including: therapists, teachers, paraprofessionals, BCBAs, families, specialists, social workers, and any other party involved is essential for EIA student success. All parties must work together in order to provide consistency for the student to ensure inclusion across settings, not just in the school environment. The involvement of parents and/or guardians in the children's academic program will assist in the generalization and maintenance of skills acquired at the EIA.
- Significant behavior challenges are a barrier to meaningful inclusion. The EIA staff will be provided appropriate training and continuous support to effectively educate students with Autism. Through effective behavior interventions, behaviors that interfere with the student's ability to attend, communicate, learn, and interact will be replaced with ready-to-learn behaviors allowing students access to more inclusive environment.

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.

The Early Intervention Academy has a focus on early identification of students with Autism and other developmental disabilities in the Willowridge feeder pattern. The EIA Management plan includes identified tasks and timelines designed to engage the community in the vision and mission of the EIA. As of the writing of this grant, FBISD has engaged in multiple conversations with community organizations or providers to coorindate service for families. These include:

- Hope For Three – Autism Advocates, a non-profilt organization to assist in educating the community as well as providing resources to families of students with a AU.
- AccessHealth, a local family health provider, is interested in collaborating with the EIA to serve as an additional community outreach and potentionally provide medical services at the established clinic within the EIA facility.
- The University of Houston Clear Lake (UHCL) has entered a letter of support for the EIA. This partnership will allow FBISD to serve as an internship site for the UHCL BCBA internship, which includes 20 hours a week of services from a BCBA Intern.
- The University of Houston-Social Work Masters Program has also expressed interest in allowing the FBISD EIA to serve as a intership rotation.
- The George Foundation has provided a letter of support for the EIA. The George Foundation will assist in building out collaborative relationships with key community stakeholders that can provide future financial support for the after school care program at the EIA. This program will provide working families the option of reduced cost childcare.
- FBISD's local Early Childhoon Intervention (ECI) programs include Texana's Project G.R.O.W. Early Childhood Intervention (ECI) and ECI of Easter Seals. Both programs have written letters of support indicating their interest in collaboration efforts to better serve the families of FBISD. Specifically, the EIA will offer space to facilitate their intake / evaluations and increase the access for families. Furthermore, the EIA will include two year-old children within the next two years and both programs are interested in collaborating on the services delivery model.

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