Texas Education Agency
Standard Application System (SAS)

2018–2019 Services to Students with Autism

Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
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	RECEIVED TEXAS EDUCATION AGENCY
Contact information:	Karin Miller, karin.miller@tea.texas.gov, (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #				Amendment #	
Manor ISD	**227-907**					
Vendor ID #	ESC Region #					
1746003097	**13**					
Mailing address			City	State	ZIP Code	
10335 US Highway 290E			**Manor**	**TX**	**78653-4686**	

Primary Contact

First name	M.I.	Last name	Title	
Gary	**Lee**	**Frye**	**District Grant Writer**	
Telephone #	Email address		FAX #	
806-787-6137	**gary.frye@manorisd.net**		**512-278-4017**	

Secondary Contact

First name	M.I.	Last name	Title	
Brian		**Yearwood**	**Assistant Superintendent for Academics and Accountability**	
Telephone #	Email address		FAX #	
512-278-4016	**Brian.Yearwood@manorisd.net**		**512-278-4017**	

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
Royce		**Avery**	**Superintendent**
Telephone #	Email address	FAX #	
512-278-4000	**royce.avery@manorisd.net**	**512-278-4017**	

Signature (blue ink preferred)

Date signed: **03/07/2018**

Only the legally responsible party may sign this application.

701-18-107-032

Schedule #1—General Information	
County-district number or vendor ID: 227-907	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: **227-907**	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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	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: **227-907**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #3—Certification of Shared Services

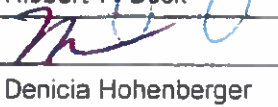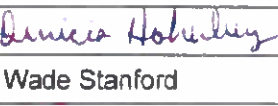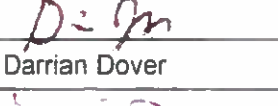| County-district number or vendor ID 227-907	Amendment # (for amendments only)

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.	227-907 Manor ISD	Royce Avery	512-276-4000 ravery@manorisd.net	$ 538,165
Member Districts				
2.	158-905 Palacios ISD	Alexandro Flores	361-972-5491 aflores@palaciosisd.org	$ 33 675
3.	025-909 Early ISD	Hibbert W Beck	325-646-7934 hibbert.beck@earlyisd.net	$ 33,675
4.	060-902 Cooper ISD	Denicia Hohenberger	903-395-2111 dhohenberger@cooperisd.net	$ 32,675
5.	001-908 Westwood ISD	Wade Stanford	903-729-1776 wstanford@westwoodisd.net	$ 33,675
6.	112-906 North Hopkins ISD	Darin Jolly	903-945-2192 djolly@northhopkins.net	$ 31,675
7.	223-902 Meadow ISD	Darrian Dover	806-539-2246 darrian.dover@meadowisd.net	$ 27,175

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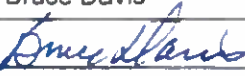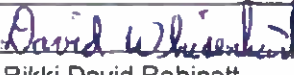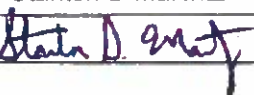
RFA #701-18-107; SAS #291-18   Page 5 of 24
2018–2019 Services to Students with Autism

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

County-district number or vendor ID: **227-907**			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
8.	095-903 Hale Center ISD	Steven Pyburn	806-839-2451 spyburn@hcisdowls.net	$ 34,065
9.	153-903 O'Donnell ISD	Cathy York-Palmer	806-428-3241 cpalmer@esc17.net	$ 27,065
10.	200-904 Winters ISD	Bruce Davis	325-754-5574 bruce.davis@wintersisd.org	$ 31,815
11.	042-901 Coleman ISD	Skip Casey	325-625-3575 skip.casey@colemanisd.net	$ 32,265
12.	200-901 Ballinger ISD	Jeff Butts	325-365-3588 jeff.butts@ballingerisd.net	$ 33,315
13.	025-901 Bangs ISD	Tony Truelove	325-752-6612 tony.truelove@bangsisd.net	$ 33,315
14.	025-904 Blanket ISD	David Whisenhunt	325-748-5311 david.whisenhunt@blanketisd.net	$ 24,315
15.	042-903 Santa Anna ISD	Rikki David Robinett	325-348-3136 david.robinett@santaannaisd.net	$ 26,565
16.	025-906 Zephyr ISD	Stanton D Marwitz	325-739-5331 stanton.marwitz@zephyrisd.net	$ 26,565
17.				
18.				
19.				
20.				
			Grand total:	1,000,000

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **227-907**	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.

Manor ISD (MISD) and the consortium of 15 other ISDs (qualifies 20 priority points) are looking to not only serve are early grade students (with support to the higher grades) but will be in position to use MISD being one of the eight ISDs in the state to be a part of governor's System of Great Schools to increase the knowledge how to cost effectively serve a wide-range of ISD-types. We are looking towards using the connection among the ISD to have rural, suburban, and urban ISDs to determine if the type and location of the ISD changes the cost effective way of providing Autism services to students and their families. The ISD's are also applying for the Dyslexia and both proposals are stand alone. The system for the management of the

ISD	Enroll	AA	H	W	AI	A	EcoDis	ELL	AR	SpE #
Manor	8,834	20.8%	65.2%	7.8%	0.2%	3.7%	76.6%	38.3%	73.9%	723
Palacios	1,443	2.4%	66.2%	21.6%	0.1%	7.8%	65.5%	14.9%	42.8%	143
Early	1,168	1.8%	21.1%	72.8%	0.3%	1.3%	49.3%	1.0%	37.0%	104
Cooper	829	10.1%	12.3%	71.7%	1.1%	0.5%	60.2%	2.4%	34.0%	73
Westwood	1,600	17.5%	25.3%	52.1%	0.6%	0.6%	64.8%	5.7%	50.7%	169
North Hopkins	516	0.4%	23.3%	71.9%	0.4%	0.8%	59.7%	10.7%	46.9%	39
Meadow	318	0.0%	69.2%	28.9%	0.6%	0.0%	73.0%	5.3%	27.4%	25
Hale Center	621	1.9%	71.2%	24.5%	0.8%	0.3%	69.7%	7.1%	54.8%	43
O'Donnell	293	0.3%	68.3%	31.4%	0.0%	0.0%	74.7%	6.8%	57.0%	26
Winters	573	1.0%	62.7%	34.2%	0.0%	0.7%	70.5%	4.0%	57.4%	53
Coleman	887	1.7%	27.2%	67.1%	0.5%	0.8%	56.0%	1.8%	47.2%	101
Ballinger	935	1.8%	44.7%	50.1%	0.1%	1.2%	57.4%	1.7%	44.3%	80
Bangs	953	2.3%	25.1%	70.0%	0.1%	0.0%	50.1%	1.2%	30.6%	91
Blanket	180	1.1%	33.3%	63.3%	1.7%	0.6%	57.8%	2.2%	33.9%	28
Santa Anna	285	3.2%	27.4%	64.6%	1.1%	0.0%	71.9%	0.0%	41.1%	24
Zephyr	219	0.5%	11.9%	83.1%	0.0%	0.0%	65.3%	0.0%	34.7%	17

ISD=Name of school, Enroll=Total students ISD, AA=Africa America, H=Hispanic, W=White, AI=American Indian, A=Asian, EcoDis=Economically Disadvantage, ELL= English Language Learners, AR=At-risk; SpE#=Special Education students NOTE: These data come from the 2016/17 TAPR report

consortium has been developed by Gary Lee Frye, EdD, GPC several years of having multi-grant, multi-district programs. The day-to-day operational items will be managed with the use of list-serv, bi-weekly Skype calls, and using the piloting study systems to provide direct services to our Autism and Asperger's Spectrum students while researching how other ISDs can use information from our pilot research to develop their own systems of serving these at-risk students. Several of the ISD in this pilot have been members of other consortiums that Dr. Frye has operated successfully. Dr. Frye's living in Lubbock and working in Manor allows him to physically be in half ISDs each week. The program is incorporate evidence-based and research-based design by using vendor programs that are listed in the What Works Clearinghouse (WWC) as evidenced based or promising practice. Example of items that will be used are - Robots4Autism (IESD 2016 - WWC Promising Practice) that allows Autistic students to interact with technology/robot that mirrors human form and provides a bridge to increased interaction with people. The program will leverage other technology to provide systems for the students to have ways to overcome their ELA needs. Examples of items that will be used are - Kurzweil 3000 (2002 WWC) a system that "reads" to the students while highlighting the word said. This technology can allow the Autistic students another way to use technology to gain in communication skills. We will use iPad-type platforms with AutismSpeaks apps to provide our non-verbal Autistic students with a technology-based system to communicate (ERIC 2015 – WWC Promising Practice). The combination of the robot and the platform will allow our students to increase their ability to 'talk' to the outside world in a manner that they find less traumatic and is being shown to enhance their social interactions. The use of the Kurzweil-type platforms will allow a technology-based method to let our students be independent readers while using a general strength of initially interacting with technology better than with people (Irene 2005 – 2002 WWC). This way of viewing technology is different than others may use but we are focused on giving these students to be successful in life beyond school where they will need to 'own' their problems and have systems to overcome them to become effective Life-Long Learners (Betts, Kapushion, & Carey, 2016). A visual of what we are attempting to

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **227-907**	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.

do is if a school said, "students needed to clap them hands together to show support" and then enrolled Johnny who was missing and arm; they would allow him to make the clapping sound in another manner. We are looking to give our Autistic and Asperger's students another way to clap and increase others understanding of their needs. We will collect empirical data though the ISD's standard grading system, measure of high stakes testing, vendor software assessments, and other measure from special programs for Autistic and Asperger's students. We will collect qualitative data from focus groups and surveys and the Positive Action system (social emotional program WWC 2007). We will collect quantitative data through the TARP (Texas Academic Performance Reports). We will have 3-week reports of the student grades, attendance, and discipline that come from the PEIMS (Public Education Information Management System). We will provide these data to the students' parents so that they can take a more active role as their child's First Teacher. Villarreal (2005) found that this design greatly increases academic outcomes. Baseline for these metrics will use past TARP, PEIMS, and previous years grades to establish initial baselines for growth of our students. A non-traditional measure for the Autistic and Asperger's students will be on social interactions which will be done through observations and surveys of the parents.

Parental support will be based on the research from Parents as Their Child's First Teacher (Kirkwood, 2016). From Kirkwood, "As their children's first teachers, parents have an amazing opportunity to nurture their children's growth and development and to advocate for their education. And many parents want to be involved in their children's education. I realized early in my teaching career, however, that families often face obstacles to engaging in the school experience." Our consortium is going to make each campus a welcoming place where parents are expected to be full partners in their child's education and social well-being. Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. We found that schools would need to increase per-pupil spending by more than $1,000 in order to achieve the same results that are gained with parental involvement." Jeynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. The ways our proposed program reflects diversity of the state and can be replicated is that with16 ISDs serving 21,101 overall students with 1,865 Special Education students (TARP 2016/17 data) from 6 regional areas of the state; we are a pilot whose research study that will allow MISD through the System of Great Schools to provide are finding to state-decision makers. To accomplish this goal we will develop a library Exemplary lessons and staff development vignettes that will be on-line so that other ISD, Charters, and parents can learn from our programs targeted at this population of students. We will link the development of these on-line items to CTE (Career and Technology Education) courses in Videography. This will allow parents and ISD/Charters to have access to a proven system of increasing effective services to this population of students. The development of these vignettes will increase the CCR (College and Career Readiness) of our students because the upper grade level students will "make" the 8-12 minutes presentations from raw footage obtained by using technology that allow filming without another adult in the classroom. The SWIVL remote recording system allows a teacher/presented to be "Mic'ed" and recorded without the need for a camera operator (www.swivl.com). We will be able to create a professional and parental on-line library that will extend the benefits of this grant beyond the two years of funding. The consortium is creating a Program of Grant Writing instead of Writing a Grant for a Program so that we can leverage the community of ISDs that we have developed, the various local resources, and grant resources to sustain the programs that are found to be successful. An example of this is that the consortium in planning to apply for federal GEAR UP grant in April where a 6th grade cohort of students can be aided in creating CCR system that will change the communities into ones that assume that a students will go on to post-secondary educational programs to obtain Industry Certifications, Associate's, and/or Bachelor's degrees. This will allow the funding of this grant program to show our dyslexic students that they can have successful post-secondary careers where they can learn to use their strengths to obtain the skills to success in life. To put this into context from "The Legend of the Dull-Witted Child Who Grew Up to Be a Genius" Albert Einstein was no Einstein when he started school. In fact he was labeled "dull, dyslexic, even autistic or schizophrenic..." (http://www.albert-einstein.org/article_handicap.html). What we hope to do with the funded grant is to give our students the chance to show what they can do when they are given another way to "clap" for their fellow students. *NOTE: MISD is paying for consortium items – staff development conferences, some major technology purchases, etc. which is why they have a larger budget that the other members. This system has been developed over the last 14 years and auditors like/approve of this method of management funds.*

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **227-907**			Amendment # (for amendments only):		

Program authority: Texas Education Code, 29.027, 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	$312,000	$88,000	$400,000
Schedule #8	Professional and Contracted Services (6200)	6200	$150,000	$	$150,000
Schedule #9	Supplies and Materials (6300)	6300	$386,500	$	$386,500
Schedule #10	Other Operating Costs (6400)	6400	$ 55,000	$	$ 55,000
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$903,500	$88,000	$991,500
1.718% indirect costs (see note):			N/A	$ 8,500	$ 8,500
Grand total of budgeted costs (add all entries in each column):			**$903,500**	**$96,500**	**$1,000,000**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$401,835	$ 60,000	$461,835

Administrative Cost Calculation

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

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

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227-907 | 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		7	$70,000
2	Educational aide		7	$35,000
3	Tutor			$
Program Management and Administration				
4	Project director/administrator		1	$25,000
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant		21	$63,000
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator		7	$35,000
Other Employee Positions				
15	Assessment and behavioral specialist		3	$75,000
16	Title			$
17	Title			$
18		Subtotal employee costs:		$303,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$
20	6119	Professional staff extra-duty pay		$45,600
21	6121	Support staff extra-duty pay		$15,040
22	6140	Employee benefits		$36,360
23	61XX	Tuition remission (IHEs only)		$
24	Subtotal substitute, extra-duty, benefits costs			$97,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$400,000

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 #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **227-907**	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	Student data assessment and link to data driven determination of program items	$40,000
2	Staff development programs for behavioral and Autistic and Asperger's programs	$75,000
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$115,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$ 35,000
	(Sum of lines a, b, and c) Grand total	**$150,000**

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: **227-907**	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:	$386,500
	Grand total:	**$386,500**

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: **227-907**	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.	$40,000
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$15,000
	Grand total:	**$55,000**

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: **227-907**			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			$	$
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:	**$ 0**

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: 227-907	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	1,069 & 2	92 & 2	11.6/1 & 1/1
K	1,400 & 5	93 & 3	15.1/1 & 1.6/1
1st	1,453 & 11	69 & 9	21/1 & 1.2/1
2nd	1,533 & 28	72 & 19	21.3/1 & 1.5/1
3rd	1,495 & 23	74 & 19	20.2/1 & 1.2/1
COMMENTS	The first set of numbers is the total enrollment of all the schools in the consortium at these grade levels with the number of teachers. The second set of numbers is the estimate of the Autistic and Asperger's students and the teachers with primary role in working with these students. The two ratios are for the total number of students to all teachers and then the Autistic and Asperger's students to their primary teacher.		

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	Range 7:45-3:25 8:05-340	We will approximately 45 minutes three days a week to extend the support services. The normal school day for the consortium members is different than what is given in the application.
Number of days in school year	Range 173 - 178	The number of days for all the members of the consortium will average 177. But because of the range of locations of the ISD there may be weather-day differences.
Minutes of instruction per school year	Approximately 4,320	The estimate of the minutes of instruction are just for the preK-3 grades. The supporting services of the grant for the higher grade students are not included into this number.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227-907	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The consortium will focus on early grade levels to assure that the students preK-3 receive additional instruction, support technology, and social/emotional programs designed to respond to their Autistic and Asperger's needs. Within this focus these grade levels will also receive material to aid in other content area instruction that is related to the Autistic and Asperger's focus. Give the small size of 13 of the ISD (bellow 1,000 students preK-12) and the general needs of the other schools to provide equal access to this population of student grades 4-12 will receive supporting services designed to aid the Autistic and Asperger's students who have yet to have academic or social success. In even the largest school Manor ISD (MISD) students at all of the grades with Autistic and Asperger's needs can benefit from access to parts of the early grades programs because the other students will be exposed to this population of students and understand with support they can be in the real world. The goal of the overall program is providing the students and parents with ways to respond to overall the "lack of skills" that face this targeted population while provide other students with sound instruction along with understanding of the difference that the targeted student face (Dybvik, 2004; Saggers, 2016). While our Autistic and Asperger's students will need support and non-regular classroom services; they benefit from learning in a regular classroom, while their peers benefit from being exposed to children with a diversity of talents and temperaments. Since Autism/Asperger's is the fastest-growing disability in the country we believe that we must integrate all students together so they understand the needs and positive items that all students process. The general depression, stress, anxiety, etc. that Autism/Asperger's students experience is one of the reason that we are including social/emotional programs designed to increase the resiliency of these student and as something that can be done with all the students at the ISDs so the targeted student are not segregated (Moats, & Dakin, 2008). The general needs of the students at the campuses was established by working with the special education staff members. This was done because of the timelines did not allow for a full surveying of all the stakeholders of each ISD. At the end of the first year of the grant all stakeholders will be surveyed and during the first quarter of operations of the program we will develop a stakeholder taskforce for each of the ISDs that will provide information to what they see as being needed for their campus and the larger consortium. The data from this will be given to the CIP/DIP (Campus and District Improvement Plan) committees so that the benefits of this program can be integrated into the culture of each of the campuses. From 8th grade the PGP (Personal Graduation Plans) will be used to assure that each student receive the additional support needed to meet their academic/life goals. Throughout the program the parents will be included so that they can be effective in their role as their Child's First Teacher and their child's main advocate. The needs that were determined initial were as follows: 1 Additional staffing to work with and assess these students; 2 increase staff development for all instructional staff to have a better understanding of the needs and effective instructional methods for these students along with social/emotional needs; 3 Additional instructional materials to allow for multi-modalities and additional aids for these student to be used in the day-to-day instruction; 4 formative evaluation methods that would use 3-week PEIMS data to improve the instruction of these student in a very timely manner; 5 summative evaluation methods that would allow the CIP/DIP to reflect the knowledge gained from having these resources; 6 Development of on-line and other resources to allow for the culture of each of the campuses to be changed and make the gains for these student permanent; & 7 specialized materials focused on Autism/Asperger's unique needs. The needs were placed in this order because of consideration of what the pilot study would do in terms of increasing the knowledge base in working with these students in Texas. The major costs that are beyond traditional ISD funding were place first so that we would have 2 years to show the benefits of extra staff, training, and instructional materials. Once we can show the benefit for these students from having this access; we believe that we can find community support and/or foundation/grant funds to continue many aspects of the services. The evaluation items were included because this will provide methods using the CIP/DIP to link the successful items to local budgets. The development of the on-line resources will aid in the increasing the knowledge base to effective serve these students. With this development, we will present at state and national conferences so that we can build the knowledge base and make contacts that may result in other non-traditional funding sources to sustain the programs. The last item was to include services for all the grade level while focusing on preK-3. This is being done so that we have the best chance at impacting the early education.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **227-907**	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.	Additional staffing to work with and assess these students so that there are enough people working in small groups to change and accelerate academic and social / emotional outcomes (Barry, 2010;Richard, 2014; Taylor 2012)	The additional staff will allow for more one-on-one direct services to the targeted students. Also, the additional staff will be a resource to the regular instructional staff. Last the support staff will allow for the effective day-to-day and long-term operations of the program to be met.
2.	Increase staff development for all instructional staff and developing key staff members to serve as campus/district resources (Parks, 2017; Smith 2015; Ye 2016)	The knowledge level of the staff of the ISD will be increase on how to provide more effective instruction to the targeted student whether they are regular education teachers or staff specifically providing services. This combination approach will allow the general knowledge and understanding of the needs of the targeted students to become a part of the culture of the campuses/districts. The increased staff will also serve as a resource to the parents and aid them in understanding how they can support their child and how their child can effectively have post-secondary learning outcomes.
3.	Additional instructional materials to allow for multi-modalities and additional aids for these student to be used in the day-to-day instruction (Eristi, 2012; Higgins, 2012; Sung, 2016)	The funding of this grant will allow the ISDs to increase the materials (technology, software, and related classroom items) to better meet the needs of the targeted students by provide unique ways to extend the initial TEKS (Texas Essential Knowledge and Skills) based instruction done in the classroom. This will allow the targeted students to have new and extended methods of gaining knowledge that are aligned to state standards. This will increase these students' academic and life outcomes.
4.	Develop sound formative (to respond to day-to-day discovered needs of students, parents, and staff) and summative (to change the long-term culture of the campuses/district) evaluation methods that use student and other data to drive objective research based changes to instruction (Fletcher, 2012; Gilley, McMillan, & Gilley,2009; Larson, 2000)	The evaluation system will provide a data-driven system to make day-to-day and long-term changes to improve the student outcomes. The linking of these data to the CIP/DIP will allow the culture of the campuses / districts to be change and promote sustaining of the services begin with this grant's funding.
5.	Development of on-line and other resources to allow for the culture of each of the campuses to be changed and make the gains for these student permanent (Hake, 1998; Knight & Wood, 2005; Michael, 2006)	The development of the on-line resources will aid our consortium in making a state-wide impact on the education of Autism/Asperger's students. The linking of the creation of these materials to CTE program will allow upper grade level students obtain real world skills that will help them create the jobs of tomorrow while helping increase the effectiveness of education for these students throughout Texas.

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Schedule #14—Management Plan	
County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project director/administrator	Master's in SpE with Doctorate in Leadership, multi-certifications (SpE, Reading, Counseling, Ed-Diag, etc.), experience in management of consortiums (Dr. Frye holds 14 teaching, 4 professional, establish ISD's Dyslexia in 90s, worked with Autism/Asperger's students and managed $63M in grants)
2.	Teacher / Aide	Hold TEA certifications to engage in roles with 2-4 years of experience in working with the targeted students. Bilingual a plus. The aides can use community links and experience instead of degrees or certifications
3.	Secretary/administrative assistant	Have experience with the ISD or community links and will be the central collection point for data from the ISD for this program. Knowledge of use of Internet and Microsoft
4.	Community liaison/parent coordinator	Have connections to the community of the ISD and basic knowledge of technology. Experience in the community will provide basis for working with other families
5.	Assessment and behavioral specialist	Have advance certifications/degrees to allow them to work with the students' behavior and assess overall needs in manner that aligns to Texas requirements

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.	Pre-start date hiring, seeking bids, and forming taskforce	1.	Pre-start date hiring, seeking bids, and forming community connection	Grant Awarded	05/30/2018
		2.	Pre-start date hiring, seeking bids, and forming community taskforce	Grant Awarded	05/30/2018
2.	Programming integrated into organization's ongoing systems of operation	1.	Letter send home to inform parents about the start of the program and determine interest in summer program	05/01/2018	05/30/2018
		2.	Program goals linked to the overall operations of the organizations	05/25/2018	08/15/2018
		3.	Program awareness and program offerings featured in the start of year staff develop	08/08/2018	08/25/2018
		4.	Program integrated into CIP/DIP in pre-form	05/25/2018	11/30/2018
3.	Evaluation of the first semester/year programming determined and summer planning	1.	Formative evaluation done	08/24/2018	05/30/2019
		2.	Summative evaluation done	03/25/2019	08/31/2019
		3.	Program evaluation integrated into CIP/DIP establishing second year of the program	03/25/2019	08/31/2019
4.	Student academic data, IEP behavioral plan goals, and general student specific needs to measure and used to improve program services in the IEP and general academic growth	1.	Targeted student data from 2017/18 school year obtained	05/15/2018	08/15/2018
		2.	Baseline measure of current outcomes give to parents and teachers to make plan for the growth areas to target for the 2018/19 year	08/01/2018	09/15/2018
		3.	Staff uses the 3-week reports to provide measures of the effectiveness of the program with goal of 2% closing of gaps between age peers and targeted students	08/15/2018	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: **227-907**	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.

At each of the ISD the current system to tracking ongoing progress of students in meeting academic goals will be maintained (aligned to each student's IEP). Over this standard system that will be unique to each ISD the consortium will look to adding social/emotional outcomes to see if the program items help the students have better perceive outcomes in term of feeling that they are more effective academically or are better able to interact socially. The 3-week reports will give staff members 'eye-ball' statistics where student trends can be seen without a formal evaluation. The formal formative evaluation will begin at the end of the first 6-weeks and then use the 3-weeks data along with IEP data. This will give us enough time to see if the possible summer program and the start of the school year items have positive effects on the students. If staff see a program that was not part of this proposal they will bring it up at the bi-weekly Skype call so that consortium staff and senior ISD staff can determine if changes need to be made outside of the planned evaluation system of change. We will have a 6-weeks meeting/survey for the parents to ask them if they have notice any changes in their child's feeling toward school and their ability to be more reliant when engaging with others and in non-IEP measures. We will work with parent understanding their role in supporting their child in the First Teacher role. At the staff meeting of the campuses, one-page summary of what we are seeing will be given to the staff. We will also develop PLC (Professional Learning Communities) that are based on how the information gained from the program can be used to improve instruction for all students. This will include classroom management methods that build on these students taking more ownership of their education. This grant-driven methods of determining the effects of instruction aligns with the Hunter Lesson Cycle of - testing for understanding and if not achieved at the desired level reteach in a new manner. We will work with the staff to provide them with system where students who obtain the TEKS in accelerated manner can 'work with or teach' the targeted students. This will increase the accelerated students' understanding of the concept and could well provide Exemplary examples for the on-line library (Paul, 2011; Strauss, 2015). Once a quarter grant central staff will prepare School Board updates so they are aware of the ongoing effects of the grant program.

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.

All of the ISD will continue to leverage Title, Comp-Ed, and related traditional resources to provide these students with the base for instruction. The regular education staff members will be asked what additional items that they would see as aiding the targeted students when they are in their classroom and we will determine if these fall within this grant's guidelines to purchase. Items not found to specifically align to the grant will be sought from other grants and community donations. We will be able to do this because of Developing a Program of Grant Writing and provide information to the general community about how this program is allowing these at-risk student to have academic success. We will use campus newsletters to provide information on the program and how businesses or people could adopt a classroom as a service project to provide materials that are not available from the grant. The Project director/administrator will provide information to the business offices for the effective coding of the grant resources versus other resources to assure that the program supplements what is currently occurring at the ISDs. Dr. Frye will also provide each ISD with his grant writing book and serve as initial reviewer for campus level developed grant proposals that he will send to the consortium members. This will allow the consortium to develop local skilled people who can obtain small grants ($200-500) for specific classroom needs. For all the ISD that qualify, we are planning to submit a GEAR UP federal grant to seek a 6th grade cohort from the 2017/18 school year that will provide additional CCR (College and Career Readiness) programs. He will make funded 21CCLC (21st Century Community Learning Centers) funded proposal (currently 5 cycles) to the ISDs so that they can see if they could develop afterschool services that would be leveraged to better service the targeted student as program are done with all of the students at a campus. This aligns with the MISD goals from the System of Great Schools and our new take of seeking grant funds. This will allow the consortium to seek foundation support because Dr. Frye when explaining the consortium concept to a major West coast foundation at a conference did receive comments that they would consider funding these type of service because ISDs needed to work together.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **227-907**	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.	Grant staff will work with the campuses/district to obtain data on the academic & social / emotional progress of students	1.	By the start of the first full of the first semester we will have template for the system of evaluation for staff develop and its effects on students, parents and staff
		2.	The system of evaluation will be done bi-weekly team meeting initially.
2.	We will collect a wide-range of information that will provide data on effectiveness of the program	1.	Curriculum pedagogical data obtained and used to inform continuing efforts
		2.	CIP/DIP integrated with these data to drive qualitative and quantitative items use to determine the goals that are being met
		3.	Staff development data collected and used to align ongoing improvements to the training of the ISD staff and meeting parent needs for training
3.	The data collected will be evaluation in on going manner to assure rigor and effectiveness of the service to meet student academic / IEP needs and move all ISDs rating	1.	The staff of the organizations will regularly meet to determine that these data are providing "good" information to improve the program in a timely manner and improve the CIP/DIP along with the TEA ratings of the related programs
		2.	The STAAR, regular student grades, surveys from parent & teachers, and other general measure will be evaluated to determine wide-range of outcomes base on TEKS, Social/Emotional measures, and IEPs
4.	CIP/DIP ISD systems aligned to this grant's evaluation and pilot study of differences among ISDs	1.	Staff and administration at the ISDs demonstrate that they are using data to drive instruction and services to the families
		2.	The administrative staff determine the changes in the culture of campuses

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 methods will include project records, student records, test results, and survey results - including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester. Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; development of pre-academic and ELA skills; percentage of students performing at/above developmental/grade level; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and English Language Learner in addition to autistic students). Attendance and developmental growth data will be collected and PEIMS for attendance (which also reports on failure, attendance, and other information regarding student performance in classes). Administrative staff will look at the development growth to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. Parents will also be empowered by being informed how to use PEIMS/report cards to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved. The ISDs will use their current systems to provide these data and make similar organizational improvements while providing the parents and staff with additional reports that show the effects of this program. All of these data (including IEP items) will be used in the pilot study to determine if there are any differences among the ISDs base on their location and size of the district. This will allow the extra determination of if there are methodical difference among the school to better improve services state-wide (Bramer, 2017).

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program is incorporate evidence-based and research based design by using vendor programs that are listed in the What Works Clearinghouse (WWC) as evidenced based. Example of items that will be used are - Robots4Autism (IESD 2016 - WWC Promising Practice) that allows Autistic students to interact with technology/robot that mirrors human form and provides a bridge to increased interaction with people, Positive Action: A Social Emotional program that has been shown to increase English Language Arts (ELA) 2007 WWC, etc. The program will leverage technology to provide systems for the students to have ways to overcome Autistic/Asperger's needs. Examples of items that will be used are - AutismSpeaks apps to provide our non-verbal Autistic students with a technology-based system to communicate (ERIC 2015 – WWC Promising Practice). We will pilot the use of teacher and locally developed items along with vendor programs that are at the level of Promising Practice (or could be researched to see if rose to this level of rigor). The consortium is designed to be a pilot program where difference among the ISDs in terms of location, size, and other items can be researched to see if they have an effect on providing sound instruction for Autism/Asperger's students. This research design will allow the level of knowledge concerning cost effective system of instruction for Autism/Asperger's students to be determined. If the Dyslexia grant is also funded the consortium will be able to provide similar research for this other population of students and their parents.

When selecting vendor and other programs the consortium will look to what the local district stakeholders see as their needs. When items are suggested to be used with the students a WWC search will be done to see if the specific program is already listed. If it is not the stated research base for the program will be used as the query field to determine the WWC level of alignment to evidence base or promising practice. If a teacher or vendor would like to 'try' and idea, they will be asked to submit a 'white paper' showing the rationale and the research framework of the new program. The will also be asked to predict short term outcomes that can be used to determine in a semester as the longest timeline if the new program is having the desired effects. The grant staff will work with the campus staff to provide a quasi-experimental design for the pilot within the overall pilot study in the form of action research teacher project.

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.

We will collect empirical data though the ISD's standard grading system, measure of high stakes testing, vendor software assessments, and other measure from special programs for Autism/Asperger's students (IEP goals). We will collect qualitative data from focus groups and surveys and the Positive Action system. We will collect quantitative data through the TARP (Texas Academic Performance Reports). We will have 3-week reports of the student grades, attendance, and discipline that come from the PEIMS (Public Education Information Management System). We will provide these data to the students' parents so that they can take a more active role as their child's First Teacher. Villarreal (2005) found that this design greatly increases academic outcomes. Baseline for these metrics will use past TARP, PEIMS, and previous years grades to establish initial baselines for growth of our students. The 2016/17 TARP scores and students' permanent records will be used to create a baseline for student achievement in this program. The permanent record will be used to provide a historical record of each student's improvement that had been historically obtained. The evaluation data will also look at the 'number of years of growth' that student in the program obtain with the goal of rejoining them to their age-peers. The teachers, parents, and students will be asked to provide qualitative data how if they feel the targeted students are accelerating their learning. We will also measure the social/emotional growth of the students with surveys and focus groups. We will determine if by focusing on the soft-skills we can drive better academic performance. Heckman & Rubinstein (2006) found that much of the effectiveness of early-childhood interventions came from non-cognitive skills fostering increase motivation and resiliency. Schulz (2008) showed that at the college level these soft-skills did have an impact on the students ability to acquire adequate skills beyond academic or technical to be able to effective use these academic-base skills. Chamorro-Premuzic, Arteche, Bremnet, Greven & Furnham (2010) found that students' with higher level of soft-skills showed clear predictor of academic performance at the college. In other words, by helps our Autism/Asperger's student increase their soft-skills it can be assumed that their academic outcomes will be increased. Sisak (2015) found when soft-skills and academic skills are taught together student make the greatest progress which is why we are integrating these two items.

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

County-district number or vendor ID: **227-907**	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.

Parental support will be based on the research from Parents as Their Child's First Teacher (Kirkwood, 2016). From Kirkwood, "As their children's first teachers, parents have an amazing opportunity to nurture their children's growth and development and to advocate for their education. And many parents want to be involved in their children's education. I realized early in my teaching career, however, that families often face obstacles to engaging in the school experience." Our consortium is going to make each campus a welcoming place where parents are expected to be full partners in their child's education and social well-being. Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. We found that schools would need to increase per-pupil spending by more than $1,000 in order to achieve the same results that are gained with parental involvement." Jeynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement.

The above framework provides why will provide parents of our dyslexic student with increase report of the academic and soft-skills. We will provide these data to the students' parents so that they can take a more active role as their child's First Teacher. Villarreal (2005) found that this design greatly increases academic outcomes. Baseline for these metrics will use past TARP, PEIMS, and previous years grades to establish initial baselines for growth of our students. This will allow all the ISDs to increase the welcoming culture at their campuses while provide the parents with information they can use to support their child. We will build on-line vignettes that are focused on answer parents' questions in a less technology manner that would use with instructional staff. But we will build a system that the parent feel they can ask their child's teacher or principal about how they can better fill the role of First Teachers. We believe that our pilot study will provide a road map for other ISDs to link their campus web-sites to on training materials so that they can increase the level of understanding of all the stakeholders. Our last goal (probability beyond the scope of this grant's time period) will be to include students so in a similar manner so that all the stakeholders are working towards the same goal of developing life-long learners.

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.

The ways our proposed program reflects diversity of the state and can be replicated is that with 16 ISDs serving 21,101 overall students with 1,865 Special Education students (TARP 2016/17 data) from 4 regional areas of the state; we are a pilot whose research study that will allow MISD through the System of Great Schools to provide are finding to state-decision makers. To accomplish this goal we will develop a library Exemplary lessons and staff development vignettes that will be on-line so that other ISD, Charters, and parents can learn from our programs targeted at this population of students. We will link the development of these on-line items to CTE (Career and Technology Education) courses in Videography. This will allow parents and ISD/Charters to have access to a proven system of increasing effective services to this population of students. The development of these vignettes will increase the CCR (College and Career Readiness) of our students because the upper grade level students will "make" the 8-12 minutes presentations from raw footage obtained by using technology that allow filming without another adult in the classroom. The SWIVL remote recording system allows a teacher/presented to be "Mic'ed" and recorded without the need for a camera operator (www.swivl.com). We will be able to create a professional and parental on-line library that will extend the benefits of this grant beyond the two years of funding. The pilot nature what we will do will allow our consortium to begin developing a Promising Practice that further research should lead to Evidence based systems. As we use this grant, the Autism grant, the GEAR UP grant and other grants to be determined we will be able to further the research of creating system by which all students can see themselves as becoming life-long learners. We will develop methods by which our student understand CCR (College and Career Readiness) is not something that one gets a degree or certification and stops learning, but uses the power of the Internets to always be learning about one's chosen profession. This will allow our students to create and understand the jobs of the future. They will understand that we are moving into the first Information Age and that becoming a Life-Long Learner is something that is in the future will be real and not just something said in grant proposals (http://www.information-age.com). Thus, to give these most at-risk student the ability to overcome and use their "need" will be one of the best things we can do because they could become the future Einstein who had insights that only they can have - remember Einstein worked in patent office not university when he determined $E=MC^2$ and changed the world!

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **227-907**	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 dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The innovative in our program is to bring together a wide-range of ISDs with difference needs to determine which of the WWC program works best in their location and with their students. We can do this because our proposed program reflects diversity of the state. With16 ISDs serving 21,101 overall students with 1,865 Special Education students (TARP 2016/17 data) from 4 regional areas of the state; we have a pilot whose research study that will allow MISD through the System of Great Schools to provide are finding to state-decision makers. This will allow us to determine the practices that work in a range of setting. We will develop a library Exemplary lessons and staff development vignettes that will be on-line so that other ISD, Charters, and parents can learn from our programs targeted at this population of students. We will link the development of these on-line items to CTE (Career and Technology Education) courses in Videography. This will allow parents and ISD/Charters to have access to a proven system of increasing effective services to this population of students. The development of these vignettes will increase the CCR (College and Career Readiness) of our students because the upper grade level students will "make" the 8-12 minutes presentations from raw footage obtained by using technology that allow filming without another adult in the classroom. The SWIVL remote recording system allows a teacher/presented to be "Mic'ed" and recorded without the need for a camera operator (www.swivl.com). We will be able to create a professional and parental on-line library that will extend the benefits of this grant beyond the two years of funding.

The consortium is creating a Program of Grant Writing instead of Writing a Grant for a Program so that we can leverage the community of ISDs that we have developed, the various local resources, and grant resources to sustain the programs that are found to be successful. An example of this is that the consortium in planning to apply for federal GEAR UP grant in April where a 6th grade cohort of students can be aided in creating CCR system that will change the communities into ones that assume that a students will go on to post-secondary educational programs to obtain Industry Certifications, Associate's, and/or Bachelor's degrees. This will allow the funding of this grant program to show our dyslexic students that they can have successful post-secondary careers where they can learn to use their strengths to obtain the skills to success in life. To put this into context from "The Legend of the Dull-Witted Child Who Grew Up to Be a Genius" Albert Einstein was no Einstein when he started school. In fact he was labeled "dull, dyslexic, even autistic or schizophrenic..." (http://www.albert-einstein.org/article_handicap.html). What we hope to do with the funded grant is to give our students the chance to show what they can do when they are given another way to "clap" for their fellow students just like Johnny who was missing an arm so couldn't clap his hands together.

Our innovative is to provide our student with the understanding that everyone at some level can't do something. But it's not that you can't do something it's about learning how to do it in a different manner. In other words, who do I know that might be able to solve this problem, how can I network with others to use the wisdom of the crowd to create new solutions, how can I re-frame the question to see another of asking it that lead to new understanding, etc. Our consortium's innovation is that we are going beyond this one grant program to develop a system by which our ISDs across the state can come together and find the non-traditional resources to change the way that public education is done! We will further focus on increasing the social interactions of our Autism/Asperger's with the use of technology and other support services. This will allow our pilot to determine the best methods of increase these students to interact with others in a way that allows them to show their strengths.

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

County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

While using the Co-Op systems all of these providers are school based in terms of having contracts with the local ISD.

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