

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Autism		
Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY <small>Write NOGA ID here</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION DIVISION MAY 02 2018 3:39 PM </div>
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: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
Texas College Preparatory Academy	221801			
Vendor ID #	ESC Region #			
75-2748762	11			
Mailing address	City	State	ZIP Code	
P.O. Box 292730	Lewisville	TX	75029	
Primary Contact				
First name	M.I.	Last name	Title	
Kalese		Whitehurst	Chief of Staff	
Telephone #	Email address		FAX #	
(972)316-3663	kwhitehurst@responsived.com		(972)315-9506	
Secondary Contact				
First name	M.I.	Last name	Title	
Suzan		Brown	Director of Special Education	
Telephone #	Email address		FAX #	
(972)316-3663	sbrown@responsived.com		(972)315-9506	
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
Kalese		Whitehurst	Chief of Staff
Telephone #	Email address		FAX #
(972)316-3663	kwhitehurst@responsived.com		(972)315-9506
Signature (blue ink preferred)		Date signed	

Kalese Whitehurst

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 221801

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 221801

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 221801

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: 221801

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.

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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: NOTE ALL SIGNED PAGES ARE SEPARATELY ATTACHED				
1.	221801	Kalese Whitehurst	972-316-3663	\$885,000
			kwhitehurst@responsiveed.com	
Member Districts				
2.	227826	Sara Cotner	512-522-2429	15,000
	Montessori for All		saracotner@montessoriforall.org	
3.	072801	Robert Davison	972-316-3663	25,000
	Premier [LEEP Elementary]		rdavison@responsiveed.com	
4.	015815	David Lee	210-659-0329	25,000
	Heritage Academy		dlee@heritageacademy.net	
5.	227803	Matt Abbott	512-228-7363	25,000
	Wayside Schools		mabbott@waysideschools.org	
6.	116916	Graham Sweeney	903-413-4744	25,000
	Boles ISD		gsweeney@bolesonline.com	

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Schedule #3—Certification of Shared Services

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Fiscal Agent				
1.	221801	Kalese Whitehurst	972-316-3663	850,000
	Texas College Preparatory Academies	<i>Kalese Whitehurst</i>	kwhitehurst@responsiveed.com	
Member Districts				
2.	County-District #	Name	Telephone number	25,000
	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

County-district number or vendor ID: 221801

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Fiscal Agent				
1.	221801	Kalese Whitehurst	972-316-3663	850,000
	Texas College Preparatory Academies		kwhitehurst@responsived.com	
Member Districts				
2.	072801	Robert Davison	972-316-3663	25,000
	Premier High School		rdavison@responsived.com	
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 ServicesCounty-district number or vendor ID: 221-501

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.

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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.	227826	Sara Cotner	512-522-2429	\$15,000
	Montessori For All		saracotner@montessoriforall.org	
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
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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 221801

Amendment # (for amendments only):


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Fiscal Agent				
1.	221801	Name	Telephone number	850,000
	Texas College Preparatory Academies		Email address	
Member Districts				
2.	015 815	Dr. David Lee	210-659-0329	25,000
	Heritage Academy		dlee@heritageacademy.net	
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

Schedule #3—Certification of Shared ServicesCounty-district number or vendor ID: 221801

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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 # 227803	Name Matthew Abbott	Telephone number	Funding amount \$25,000
	County-District Name Wayside Schools		Email address mabbott@waysideschools.org	
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	
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Schedule #3—Certification of Shared ServicesCounty-district number or vendor ID: 221801

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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.	116-916	Graham Sweeney	903-413-4744	\$25,000
	Boles ISD		gsweeney@bolesonline.com	
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	
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Schedule #5—Program Executive Summary

County-district number or vendor ID: 221801

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.

Overview of Foundation School for Autism

Since 2010, the Foundation School for Autism (FSA) in San Antonio has been providing a customized educational experience for children ages 3-7 who are on the autism spectrum. The school focuses on early intervention because research shows early intervention can change lives. Instruction is provided in an small learning environment and paired with a rich array of support services, including speech therapy, occupational therapy, and applied behavior analysis. Further, the school teaches important socio-emotive skills to help children navigate tricky social situations that often cause them difficulty during their school years. The school additionally emphasizes parent engagement and training in the skills that will help them enable their child to have successful school experiences.

FSA operates as a tuition-free, open-enrollment public school under the umbrella of the Texas College Preparatory Academies charter school organization. The school's staff-to-student ratio is quite small at 2 to 7, a model that is expensive but necessary to provide the intensive services that prepare our children to transition successfully into larger school environments (typically the traditional public school districts in our region). This early investment builds the skills that enable our students and their families to navigate more independently – and more successfully -- throughout the remainder of the school experience, thereby making the approach quite cost-effective over the long-term. Most importantly, these early intensive services really do change lives. Children leave our school with the strong foundation that that enables them to have rewarding and productive experiences throughout the remainder of their education.

Strengthening Our School

Our school team is diligent about continuous improvement and recognizes that there are many ways we can strengthen our offerings. Specifically, we have identified five key areas that we seek to strengthen with grant funding. We are proposing investments that will yield benefits that extend beyond the grant period over the long-term:

- Professional Development Resource Library
- Equipment to Foster Imagination, Physical Development, Sensory Integration
- Communications Technology
- Integrated Summer Programming
- Partnerships that Provide Supplemental Staffing

Extending Our Reach: Sharing Our Practices

The investments above also contribute to our ability to serve as a demonstration and training site. Although our core mission will always be to provide excellent services to the children and families we serve directly, we also believe we have much to offer the field in terms of the environment and practices cultivated at our school. Addressing the five areas of need above will enable us to present a model that more fully represents best practices.

The Foundation School for Autism plans to promote effective services for young students through the **Texas Autism Early Learning Consortium**. FSA will serve as the hub of the Consortium to share best practices among both charter schools and traditional school districts. We will launch this consortium with five other LEAs clustered in two regions, Central Texas and Dallas/Fort Worth. **(The five LEAs will participate in a Shared Services Arrangement and are identified in Schedule 3, Page 5.)** The Consortium will perform the following functions:

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 221801

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.

- Convene members regularly in a **professional learning community** customized for educators serving young children on the autism spectrum
- Host **Residential Externships** at the Foundation School for Autism (and later at a Dallas replication site) that enable educators to directly observe and practice skills and techniques under the guidance of FSA experts through intensive, immersive, collaborative training, team teaching, job shadowing, evaluation, and ongoing adjustment. **All LEA staff supported with grant funds will provide services to FSA or Dallas site students through an externship during the grant period.**
- Provide a **video training course** suitable for both specialists and mainstream educators **Facilitate replication** of the FSA model by identifying and support educators in the network to lead replication of the FSA model in either a schoolwide or independent program setting.

The central office of our nonprofit sponsoring organization (Texas College Preparatory Academies), is very well equipped to support us in facilitating the Consortium. The office is in the Dallas area and provides administrative services to schools across the state. The FSA team will serve as the subject matter experts, but the central office team will handle all the logistical matters associated with the Consortium in order to minimize disruption at the school and to ease the administrative burden of member LEAs.

Extending Our Reach: Preparing for Replication

In addition to hosting the Consortium, FSA plans to scale its impact by supporting replication of its model across the state, beginning with the Dallas area. Our research indicates that there are approximately 9,000 children age seven and under on the autism spectrum in the DFW region. While there are a number of private programs offering specialized services, many families are unable to afford them. It is our desire to offer these families the same high quality, customized educational experience we provide in San Antonio.

As with the Consortium, our central office (located in Dallas) will provide the backbone infrastructure for replication—the FSA team will focus on design and quality control, making sure the model is replicated with fidelity. This first replication site will be constructed as the lead demonstration site for our planned statewide network of schools. In addition to providing a nurturing setting appropriate for young children with special needs, the Dallas site will be designed very intentionally to facilitate educator training. Importantly, the site will be carefully planned to enable educators to observe instruction and support services without intruding on the learning environment.

Once operational, the Dallas demonstration site will provide training in a variety of modalities, including a residential externship program informed by our pilot at the FSA San Antonio site, site visits for school teams, and virtual options for educators unable to travel to Dallas. The training will include modeling and peer observation, co-teaching with peers and specialists, and guided data analysis and will be based on key principles of adult learning, including active engagement, modeling, be based on key principles of adult learning reflection, metacognition, application, feedback, ongoing support, and formative and summative assessment that support change in educator knowledge, skills, dispositions, and practice. We are currently exploring a partnership with the Kristin Farmer Autism Center at UNT in support of this initiative.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 221801			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85 th 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	\$495,000	\$	\$495,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$60,000	\$	\$60,000
Schedule #9	Supplies and Materials (6300)	6300	\$80,000	\$	\$130,000
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$	\$5,000
Schedule #11	Capital Outlay (6600)	6600	\$260,000	\$	\$160,000
Total direct costs:			\$900,000	\$	\$900,000
Percentage% indirect costs (see note):			N/A	\$100,000	\$100,000
Grand total of budgeted costs (add all entries in each column):			\$900,000	\$100,000	\$1,000,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$115,000	\$	\$115,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,000,000
Percentage limit on administrative costs established for the program (15%):					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: 221801			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			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Campus Director –	2	100%	\$110,000
5	Project coordinator and planning	3	25%	\$100,000
6	Teacher facilitator			\$
7	Replication and PD Coordinators	2	100%	\$90,000
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper	2	25%	\$30,000
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Behavior Analyst	1	25%	\$20,000
16	Occupational Therapist	1	25%	\$10,000
17	Speech Pathologist	1	25%	\$20,000
18	Subtotal employee costs:			\$330,000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay – Partnerships for Summer Integrated Play Groups; Summer Program Replication Professional Development; Partner training and capacity development; summer residency extra duty pay		\$125,000
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$40,000
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$165,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$495,000

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: 221801		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	University of North Texas Kristin Farmer Autism Center – High quality training and professional development in individualized autism intervention, early childhood intervention, applied behavior analysis, and other evidenced-based practices and treatments	\$50,000
2	Professional Development Library Video Production	\$10,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$60,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$60,000

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: 221801		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:	\$130,000
Grand total:		\$130,000

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 #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 221801		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. In-State Travel for consortia members, site visits, etc.:	\$5,000
Grand total:		\$5,000

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: 221801			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	Multi sensory play centers with built in tactile elements to foster imagination, creativity and sensory integration	1	\$60,000	\$60,000
20	Replication School start up, Residential Externship and Professional Development site furniture, equipment, audio/video and related furnishings		\$	\$100,000
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:				\$160,000

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: <u>721 801</u>		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:	<input type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit
		<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution
Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	16	2	2:16
K	12	2	2:12
1 st	12	2	2:12
2 nd			
3 rd			
COMMENTS			
Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.			
Amount of Instruction		COMMENTS	
School day hours (ex) 8:30am – 4:30pm	PK - 8:00 am – 1:00pm K-1 - 8:00 am – 3:00 pm		
Number of days in school year	177		
Minutes of instruction per school year	PK – 53,100 K-1 – 74,340		

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 221801

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 FSA needs assessment process, described below, is carried out during our annual planning period is informed by **three primary sources of data:**

Student Data

- A school-level analysis of disaggregated student achievement by content area as well as non-academic outcome data including including development of fine motor skills in writing and the use of school tools, participation in play activities, and self-help skills.
- Student-level review of progress toward specific IEP goals, including progress in language arts in math

Educator and Therapeutic Staff Reflections

- Campus Director meets with individual educators to review individual plans for professional growth based on student achievement trends and specific priorities for current students
- Cross-disciplinary team reflections about opportunities to improve services

Family Feedback

- Campus director and therapeutic leaders document and regularly review feedback from families and caregivers
- As a small community, FSA also maintains relationships with families whose children have graduated to more traditional education settings and uses information about student progress in their new settings as part of our feedback loop to continuously improve our practices

After areas for improvement are identified through the multi-pronged process above, the leadership team identifies commonalities across the various data sources. The most common issues are prioritized as they are most indicative of systemic weaknesses rather than situational or temporary difficulties. Having identified three to five top priorities, the leadership team conducts a **root-cause analysis** to determine the changes that will drive significant long-term improvement (rather than just address symptoms). After determining how the required changes will be operationalized (e.g., if additional staff development is needed, identifying the right modality), action steps are planned and implications for the campus budget, schedule, family engagement planning, etc. are determined.

Lower-ranked needs are designated for attention by staff immediately responsible for the presenting issue. If the following year the same needs arise again they are advanced in priority. When appropriate, educators are encouraged to use the principles of action research to assess needs in a particular domain of practice, gather related information, and develop and test hypotheses until a practical solution is formed.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 221801

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Training resources that are cost-effective and enable on-demand use. New staff at FSA report that observation of seasoned team members as they interact with children is highly valuable. Our staffing structure, however, does not enable frequent peer observation. Care will be taken to get appropriate permissions from parents and otherwise protect privacy of students.	A professionally developed video library will enable staff to view (and re-view) expert team members as they demonstrate key practices. Supervisors will integrate into educators' professional development plan and elicit reflections as videos are completed. The video library will also be a critical tool for educators preparing for externship roles at FSA and for the team that will lead and teach at the Dallas site.
2.	Equipment to foster imagination, physical development, sensory integration, visual-spatial and perceptual motor activities, and socialization. Our budget has not permitted purchase of equipment that is specially designed to develop these capacities. We improvise, but specialized equipment would strengthen our program.	Children with autism process sensory input differently benefit from multisensory learning approaches. Movement during learning helps organize student's nervous system, allowing them to be "ready to learn". It improves social communication, attention, behavioral issues and performance on academic tasks. An example of equipment we will purchase is a sensory play center with built in tactile elements.
3.	Communications technology. We have need for technology to support communications with both parents and students. To support parental engagement and understanding, we need to technology to display training materials and student progress data. For our classrooms, our children would benefit from Smartboard displays.	Projection technology will enable our team to have more interactive discussions with families about the needs and progress of their children. Smartboards will be particularly helpful for our children both because they are interactive, enable direct, tactile manipulation of shapes, facilitate object classification skills (by moving objects into correct categories). Student interaction with Smartboards have also been shown to generate self-confidence.
4.	Summer program to improve socialization and communication. Because we have a schoolwide model dedicated to serving students on the autism spectrum, we must be very intentional in creating opportunities for interaction with neurotypical peers. Ideally, these peers will selected carefully to ensure appropriate social skills and would be supported to learn how to interact with our students.	We will adapt the Integrated Play Group (IPG) model to the needs of our students and their peer playmates. The IPG model provides meaningful multi-sensory social interaction, communication, play and imagination between students on the autism spectrum and their non-disabled peers.
5.	Auxillary Educator/Therapeutic Support and Partnerships. Our unique model presents a challenge and opportunity relating to resources. We cannot afford a large staff, but have much to offer in terms of educator development. We seek to leverage our strengths by creating externships, student-teaching/therapy partnerships, and supporting replication sites that in turn provide supplemental staffing.	FSA will host teaching and allied therapeutic staff of the LEAs in our Consortium, as well as Dallas site team, in externship residencies that provide supplemental staffing for FSA during the 2018-19 school year and following summer. Dallas replication site staff will serve our Summer program in the first part of the summer and then FSA will support services to students in the Dallas site in the latter part of the summer. We will expand our San Antonio IHE partnerships and explore a training partnership with the Kristin Farmer Center.

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Schedule #14—Management Plan

County-district number or vendor ID: 221801

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Sp Education	Fifteen years experience administering special education services at the LEA level. Master's Degree, Special Education Certification.
2.	Campus Director (FSA)	Over ten years experience leading a schoolwide or independent program dedicated to serving young children with autism; proficiency in monitoring implementation of IEPs; dedicated to robust family engagement; experience managing program integrating Applied Behavior Analysis, Speech Language Pathology services, Occupational Therapy Services, Applied Assistive Technology, Augmentative and Alternative Communication, Accessible Curriculum, and Kinesthetic Learning.
3.	Campus Director (Dallas)	Ten years experience administering a program dedicated to serving young children with autism; proficiency in monitoring implementation of IEPs; dedicated to robust family engagement; experience managing program integrating Applied Behavior Analysis, Speech Language Pathology services, Occupational Therapy Services, Applied Assistive Technology, Augmentative and Alternative Communication, Accessible Curriculum, and Kinesthetic Learning.
4.	Project Manager	Ten years experience managing complex projects in service of public school students; familiarity with special education requirements; experience with students with ASD; significant process improvement experience and communication skills; experience managing multiple projects.
5.	Project Coord	Five years project management experience in public school, university, non-profit environment.

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.	Build FSA capacity to provide and demonstrate model services	1. Develop video training library	06/01/2018	08/31/2019
		2. Integrate video library into PD	09/01/2018	09/30/2018
		3. Purchase, install, train on specialized equipment	09/01/2018	09/30/2018
		4. Purchase, install, train on communications tech.	09/01/2018	09/30/2018
2.	Establish LEA Consortium and Residencies	1. Orientation	04/01/2018	09/30/2018
		2. Consortium member needs assessment	05/01/2018	08/31/2018
		3. Site visits and convenings	06/01/2018	05/30/2019
		4. Residencies at FSP	01/01/2019	05/30/2019
3.	Establish Integrative Summer Program	1. Identify local program partners	04/30/2018	05/01/2018
		2. Co-design program	04/30/2018	06/01/2018
		3. Train San Antonio and Residency Staff	06/15/2018	07/01/2018
		4. Pilot, Refine, Launch	07/01/2018	08/31/2019
4.	Prepare Dallas Replication Site and Residencies	1. Immersive Residency for Campus Director at FSA	01/01/2019	05/30/2019
		2. Complete School Design	01/01/2019	05/30/2019
		3. Finalize location, enrollment, partnerships	01/01/2019	05/30/2019
		4. Residencies for Full Leadership Team at FSA	01/01/2019	05/30/2019
5.	Begin Services at Dallas Replication Site	1. Summer staff in-service	07/15/2019	08/31/2019
		2. Family Orientation	08/01/2019	08/31/2019
		3. Refine Service Plan	08/01/2019	08/31/2019
		4. Late Summer Student Orientation Program	07/15/2019	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: 221801

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.

As outlined in the description of the FSA needs assessment protocol, the FSA team is very intentional about ongoing organizational development and continuous improvement. This process is keyed to explicit student achievement and project management goals. Staff and partners will be required to participate in the development of the following components of the larger program: a change management plan, a communications plan, a risk assessment and management plan, the training plan, and the roll out, measurement and evaluation plan. FSA current measures of program quality and success are routinely revisited with Action Research to incorporate new learnings. Logical, program driven milestones will be established that are supportive and rational for each program component, whether it is training, integrating new resources, or assessing teacher and student learnings. The Project Manager will oversee process improvement essential to keep the project on track while ensuring that each component is leading to the project's end goals. As with any continuous improvement process, implementation fidelity relies on employees from throughout the school and partners organizations. organization who will be impacted by the change to help provide ideas, suggestions, test out theories and help improve the initiative. Each member of the partnership will be required to designate specified team members and will be required to demonstrate support from their leadership that such designated members will have the authority, time, and flexibility to provide full and free feedback, ensuring measures and milestones are still aligned to project goals and objectives, or make significant changes if needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FSA has a strong record of building partnerships to sustain and improve our model. For instance, we currently have a partnership with UT Health Science Center for Occupational Therapy Student. Level One Students observe (shadow) Foundation School for Autism's occupational therapist. We also partner with the ARC of San Antonio, a non-profit agency, who provides counseling to our parents on various resources available for their child. We have also become quite proficient at developing community fundraising partnerships and have effectively leveraged the many forms of official recognition we have received, including a visit and public recognition by Speaker Strauss and recognition from Texas Senate leadership for creating the first public charter school dedicated to serving children with autism.

Going forward, with the support of this, we will be establishing partnerships that will supplement our staffing and other resources by serving as a demonstration and training site. Although our core mission will always be to provide excellent services to the children and families we serve directly, we also believe we have much to offer the field in terms of the environment and practices cultivated at our school. More specifically, we will host Residential Externships at the Foundation School for Autism that provide supplemental staffing, including enabling an Integrative Summer Program, while enabling our partner educators to directly observe and practice skills and techniques under the guidance of FSA experts through intensive, immersive, collaborative training, team teaching, job shadowing, evaluation, and ongoing adjustment. We will to supplement our revenue by serving as expert advisors to the Dallas and future replication sites

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Schedule #15—Project Evaluation

County-district number or vendor ID: 221801

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.	Regular review of Student Academic Progress Data	1.	IEP Academic Goal Progress and Attainment
		2.	Curriculum Based Assessments
		3.	TPRI achievement level rise
2.	Regular review Student Behavioral Progress Data	1.	IEP and BIP Goal Progress and Attainment
		2.	Applied Behavioral Analysis in school setting shows improvement
		3.	Data derived from Applied Behavioral Analysis in home setting shows improvement
3.	Staff Survey	1.	Video Training Course Tools improve service delivery
		2.	Added Value of Externship Residency Program improve service delivery
		3.	Specialized Equipment and Integrated Summer improve student skill
4.	Family Survey	1.	Families report information is more accessible
		2.	Families report children enjoy and benefit from specialized play equipment
		3.	Families report children enjoy and benefit from integrated summer program
5.	Partner Survey	1.	LEA Partners report residencies improve educator service delivery
		2.	IHE Partners report preparation students gain valuable skills/knowledge
		3.	Dallas Replication Site team report FSA guidance met needs

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.

Student academic and behavioral data are routinely collected and analyzed at both the individual and aggregate level. Our small size makes these processes relatively straightforward, but when issues with data collection arise our protocol provides that the Campus Director and therapeutic team address quickly on an ad hoc basis and revisit during routine meetings. With respect to survey data, the survey protocol as well as risk mitigation strategies will be built into partner agreements.

The evaluation team will have access to both extant data and data collected specifically for the purposes of the evaluation (evaluation data). The evaluation data available will include both quantitative (e.g., TRPI, classroom data, program implementation data, surveys) and qualitative (e.g., stakeholder interviews) data.

All available relevant data maintained by our school system will be available for the evaluation for both participating and comparison students, for multiple baseline years prior to the 2018-2019 school year and for each program year thereafter. Available data include: student demographic data; student enrollment data; campus- and district-level demographic, assessment, and financial data from the state Texas Academic Performance Report (November of the following school year).

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

County-district number or vendor ID: 221801

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.

Teachers and instructional assistants at Foundation School for Autism are highly qualified with experience in educating students with autism in a special education setting, as well as the the principles of Applied Behavior Analysis (ABA). Teaching strategies are based on peer reviewed, evidence based practices for students with ASD, to support implementation of their individual education plan. Each of our core strategies is evidence and researched based. ABA is the science of applying principles of behaviorism to make meaningful changes in the lives of individuals. Implementing ABA interventions requires the selection of observable, measurable, and meaningful objectives. Clear teaching procedures are then developed that utilize evidence-based behavioral strategies. Data are collected to determine that the intervention was responsible for the change in behavior, that the results were significant, and that the skills generalized across contexts. Classroom staff is provided direct support from our BCBA through observation, collaboration, functional behavior analysis, development of a student's behavior intervention plan, and parent training. Therapists also provides one-on-one behavior training with our student's parents in order to help with generalization to the home and community. As another example, we have incorporated the research-based Social Communication and Emotional Regulation, and implementing Transactional Supports (SCERTS) model into our programming. More generally, the leadership team regular consults concerning latest research to determine if program refinements are warranted. With respect to technology, as one example, our occupational therapist supports academic and non-academic outcomes including fine motor skills in writing and the use of school tools providing assistive technology to support student success. We will secure specialized training for best and highest use of Smartboards for students with ASD. With respect to the training and professional, the latest research concerning adult learning will be applied.

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.

Progress is individually assessed for each student as follows: behavior data, individual education plan data, collaboration between teachers and therapists on each student's progress, feedback from parents on their child's generalization of skills from school to home and home to school, feedback concerning transition to new school after first grade. With respect to behavior and IEP's we use the student's Behavior Intervention Plan and IEP goals and objectives. For the generalization piece with the families we use the SCERTS model. We use the Unique Learning System as our curriculum-based assessment. This tool allows us to track students' skills in relation to the core curriculum (state standards) over the course of the year. It is set up for learners who need augmentative communication and have alternate methods of responding to questions. It is very symbol-based, providing options for manipulatives and visual supports. We also use TRPI when appropriate, though most of our students are younger. With respect to metrics and baselines, we have an established cadence of setting and reviewing student achievement goals and progress. We will capture the progress status at the onset of the grant period on each of the academic, behavioral, emotional, sensory/motor and social indicators we track and monitor and report at regular intervals.

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

County-district number or vendor ID: 221801

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The critical role of parents and parent training in the progress of children with Autism Spectrum Disorder is well documented. In the article *Early Intervention in Autism*, authors G. Dawson and J. Osterling, cited in the journal "Infants & Young Children" Vol. 18, No. 2, parents are significant implementers of seven of the nine models that demonstrated effectiveness. In the article *A Critical Review of Applied Behavioral Analysis and Parental Involvement for Autism Spectrum Disorder*, published Bowling Green University in July 2017, author Kathryn O'Donnell found that nine out of ten studies examined indicated that parent-implemented ABA is successful at increasing communication in children with ASD compared to ABA that is not implemented by parents. Our Speech Language Pathologist supports the students' language, communication, and joint attention, and has implemented the SCERTS model into our program. SCERTS (Social Communication and Emotional Regulation, and Transactional Supports) is a collaborative educational model in that families and educators work together to identify and develop strategies to successfully engage the child in meaningful daily activities. In addition, our Board Certified Behavior Analyst (BCBA) provides one-on-one behavior training with our student's parents in order to help with generalization to the home and community. Our students are with us for only a small portion of each day, so we encourage our parents to carry over the skills we are teaching their child. Through this collaboration, our students are able to successfully generalize these skills into the home and community. We provide parent training on communication and behavioral techniques, and offer collaboration with their child's private speech and behavior therapists. This training is provide on a 1:1 basis and we conduct approximately five sessions on behavior and eight sessions on communication annually. We have attempted group training, but found that it is difficult because each parent's concerns and needs are unique. We also follow up with families after students transition to new schools. Family surveys will enable us to refine our practices.

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.

FSA's student population is reflective of the demographics of the surrounding community, with an African American population around 10%, an Hispanic population of approximately 58%, and a low socioeconomic income population of 50%. Recognizing the value of inclusive, multi-ethnic community, the project will direct efforts toward ensuring the D/FW Metroplex Replication site will likewise reflect the community, with intentional recruitment and enrollments efforts to that end. FSA's history of a balanced and diverse student enrollment within a community demonstrates the feasibility of replication of the model in any part of the state. Thoughtful consideration to the needs of rural communities will be required to ensure the resources and partnerships that benefit the current program are available regardless of geographic location, socioeconomic status, rural or urban settings, and cultural or ethnic make up of the target population. Use of distance learning technology, residential externships, and site visits will enable smaller communities to benefit from the model as well as communities similar in make up to the original FSA model school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 221801

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.

Staff to student ratio in our classrooms is 2 to 7, with a TEA certified Special Education Teacher and a TEA Certified Instructional Assistant. The classroom staff is supported by a Board Certified Behavior Analyst (BCBA), a Speech Language Pathologist (SLP), and an Occupational Therapist (OTR). Teachers and instructional assistants are highly qualified with experience in educating students with autism in a special education setting, as well as the the principles of Applied Behavior Analysis (ABA). ABA is the science of applying principles of behaviorism to make meaningful changes in the lives of individuals. Implementing ABA interventions requires the selection of observable, measurable, and meaningful objectives. Clear teaching procedures are then developed that utilize evidence-based behavioral strategies. Examples of behavioral strategies include, but are not limited to, positive reinforcement, shaping, prompt fading, and task analysis. Data are collected to determine that the intervention was responsible for the change in behavior, that the results were significant, and that the skills generalized across contexts. Classroom staff is provided direct support from our BCBA through observation, collaboration, functional behavior analysis, development of a student's behavior intervention plan, and parent training. The BCBA also provides one-on-one behavior training with our student's parents in order to help with generalization to the home and community.

FSA has incorporated kinesthetic curriculum supports in order to maximize our students learning potential. Kinesthetic learners benefit from being actively involved in the learning process in order to gain understanding. Learning strategies include physical movement, role playing, and incorporating fine motor skills. To include: Zoo-phonics Multisensory Language Arts Program. Zoo-phonics provides a multi-modal approach to learning all aspects of language arts, including vocabulary development and articulation, based on phonics and phonemic awareness. Touch Math, a multisensory teaching and learning math program. Handwriting Without Tears, a developmentally appropriate, multisensory handwriting program. Snap Words, a sight word curriculum that includes an image embedded into each word as well as a body motion for the word and a sentence for comprehension.

Speech therapy is provided to students who meet the special education eligibility of speech impairment. Our SLP supports the students' language, communication, and joint attention, and has implemented the SCERTS model into our program. She is also responsible for the programming/designing of language-based augmentative communication equipment in addition to providing direct intervention with students and indirect roles of consulting, coaching, collaborating, and training our educators and families. The SCERTS model is a comprehensive, team-based, multidisciplinary model for enhancing abilities in Social Communication and Emotional Regulation, and implementing Transactional Supports for children and older individuals with autism spectrum disorders (ASD) and their families. The SCERTS Model, emphasizes the importance of child initiated communication in natural as well as semi-structured activities for a broad range of purposes such as requesting, greeting, calling, and commenting. Objectives for the child are developmentally appropriate and may target both verbal and non-verbal forms of communication. SCERTS is a collaborative educational model in that families and educators work together to identify and develop strategies to successfully engage the child in meaningful daily activities. Speech therapy is provided in the form of direct, indirect, and consultative services and takes place largely in the classroom setting to foster generalization across people/contexts.

Occupational Therapy is a related service and it supports a student's ability to participate in desired daily school activities. Our OTR supports academic and non-academic outcomes including fine motor skills in writing and the use of school tools, participation in sports, and self-help skills. He also supports the teaching staff to address our students who may exhibit difficulties with sensory processing. Our OTR collaborates within the education team to support student success. This contributes to reducing barriers that limit student participation within the school environment , providing assistive technology to support student success, supporting the needs of students with significant challenges, and helping the teachers to plan relevant instructional activities for ongoing implementation in the classroom. Occupational therapy is provided in the form of direct, indirect, and consultative services.

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

County-district number or vendor ID: 221801

Amendment # (for amendments only):

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

The Integrated Play Group (IPG) model that will be implemented provides meaningful including with multi-sensory social interaction, communication, play and imagination between students with ASD and their non-disabled peers. Strong evidence suggests that benefits of meaningful inclusion can greatly accelerate the development of both students with ASD and their nondisabled peers and that socialization and play experiences are a vital part of children's learning, development and culture. FSA plans to bring together both sets of students, led by a qualified adult facilitator, in an individualized play curriculum that is part of each child's education program. Using sensitive assessments, play sessions are tailored to children's unique interests, abilities, and needs within a specially designed play environment and may include pretending, constructing, movement, interactive games, art, music, and drama. Sources such as the Journal of Autism and Developmental Disorders, National Autism Center, the American Speech-Language-Hearing Association have found the IPG model to increase academic and learning outcomes in a wide range of children of diverse ages, abilities, socio-economic groups, languages and cultures.

Further, the FSA model includes a kinesthetic Learning model. Children with autism process sensory input differently and may have challenges. In a learning environment that supports visual, auditory, tactile and kinesthetic learning modes, children with ASD will connect with learning concepts in different ways. Movement during learning helps organize student's nervous system, allowing them to be ready to learn and improves social communication, attention, behavioral issues and performance on academic tasks. To maximize the role of movement and play in the IPG model, as well as to take advantage of the benefits of a multisensory approach to learning, FSA intends to upgrade the current facilities to include swings, crawling tunnels, and a sensory play center with built in tactile elements, encouraging children to explore various textures and shapes.

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

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

FSA has a strong record of building partnerships to sustain and improve our model. In partnership with UT Health Science Center at Houston, Level One Occupational Therapy Students observe (shadow) Foundation School for Autism's occupational therapist 2 ½ days a week. This observation is part of the level one students pediatric field work. Their syllabus for this semester includes occupational therapy for children and adolescents; early childhood occupational therapy services for children birth to five; pediatric treatment activities; creative ideas for therapy sessions; and fine motor skills development activities.

We also partner with the ARC of San Antonio and the University of North Texas Kristin Farmer Autism Center. The ARC is a non-profit agency providing counseling to our parents on resources available for their child, including family support services for the special needs individual such as early testing/diagnosis, eligibility for public funding programs, medical services, preschool/childcare services, and school advocacy. In our partnership with UNT, our staff benefit from high quality training and professional development in individualized autism intervention, early childhood intervention, applied behavior analysis, and other evidenced-based practices and treatments by UNT staff members who are licensed and/or board certified in behavior analysis, special education, and counseling. UNT's services support a multi-disciplinary, team approach to student engagement and instruction by caring, compassionate and competent providers. The UNT Kristin Farmer Autism Center also generously offers meeting and training space in it's fully renovated 21,000 square foot building in the DFW Metroplex for the provision of ongoing training for parents and professionals.

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