TEA
Texas Education Agency

2020-2021 Services to Students with Autism
Letter of Interest (LOI) Application Due 5:00 p.m. CT, December 20, 2019

NOGA ID

Authorizing legislation	**General Appropriations Act, Article III, Rider 76, 86th Texas Legislature; TEC Section 29.026**

This LOI application may be submitted via email to **loiapplications@tea.texas.gov** or in hard copy by mail or hand delivery. Mail or hand deliver one original to the following address:
Document Control Center, Grants Administration Division, Texas Education Agency
1701 N. Congress Avenue, Austin, TX, 78701-1494
The LOI application may be signed with a digital ID, or it may be signed by hand. Both forms of signature are acceptable, regardless of how the application is submitted. (The digitally signed LOI application may be emailed, or it may be printed and submitted in hard copy. The hand-signed LOI application may be scanned and emailed, or it may be submitted in hard copy.) TEA must receive the application by **5:00 p.m. CT, December 20, 2019**, regardless of whether it is emailed, mailed, or hand-delivered.

Application stamp-in date and time

[RECEIVED stamp: DOCUMENT CONTROL CENTER, 2019 DEC 18 PM 2:59, TEXAS EDUCATION AGENCY]

Grant period from	**June 1, 2020 to May 31, 2021**
Pre-award costs permitted from	**The date the award is announced**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization	Brownsville ISD	CDN	031-901	Campus	746000418	ESC	1	DUNS	030917579

Address	1901 Price Road	City	Brownsville	ZIP	78586	Vendor ID	(956) 548-801

Primary Contact	Dr. Anysia Treviño	Email	dratrevino@bisd.us	Phone	(956) 547-4113

Secondary Contact	Dr. Dora E. Sauceda	Email	drdesauceda@bisd.us	Phone	(956) 547-4181

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions   ☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances   ☒ Lobbying Certification

Authorized Official Name	Dr. Réne Gutiérrez	Title	Superintendent of Schools

Email	rene.gutierrez@bisd.us	Phone	(956) 548-8011

Signature	*[signed] Rene Gutierrez*	Date	12/17/19

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 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 LOI 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 to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 Services to Students with Autism Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 Services to Students with Autism Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant provides assurance to perform the functions and activities agreed upon during the negotiation process.

☒ 6. The applicant provides assurance to collaborate with TEA staff, provide documentation and related information to accomplish goals of this project, and provide mid-year and end of the year reports that include metrics and milestones.

REQUIRED BY STATUTE:

☒ 7. The applicant provides assurance that the program will reflect the diversity of the state.

☒ 8. The applicant provides assurance that priority for enrollment will be given to students with autism ages 3 through 9 and grant funds will be used for activities that are directly related to the improvement of services to students with disabilities.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Project SPACES (Sensory Places for Autism Classroom Engagement and Success) will provide innovative services to students, teachers and parents with autism for multiple districts and charters (10) in Brownsville at 34 elementary campuses; many of which are severely struggling economically with regular students let alone autistic students as the Brownsville Independent School District (BISD) is #1 in the state and 5th in the nation for poverty with populations over 45,000 students. With 5,091 disabled, the student demographics includes; Hispanic (98.4%) students who are At Risk of educational failure (65%), living in poverty (95.8%), English Learners (65.4%), with disabilities (11.1%) and not finishing college (96%). The collaborative efforts will be led by BISD in partnership with the University of North Carolina TEACCH Program, Educational Service Center 1 (ESC1), CIS, Texas Southmost College (TSC) and UTRGV. SPACE will serve 600 autistic students with ages of 3 and 9 years of age and who are enrolled in PK – 3rd grade. SPACE will demonstrate a solid basis in research-based best practice for students with Autism Spectrum Disorder (ASD), including opportunities for inclusion and appropriate interaction with non-disabled peers with robust plans for parent and stakeholder engagement. SPACE Design Team Advisory members met together to target the specific needs and mission for the grant. The overall goals are to decrease behavioral problems, increase independence and greater participation in general education available for state replication. (see Appendix A-C)

Summary of Program Cont'd

SPACES is based on high-leverage evidence-based practices (EBP) addressing the core base of autism for a large Hispanic population to include nationally recognized partners. Parents who adopt a 'wait and see' autism approach pay a significant price on early interventions. Early versus late intervention research studies indicate that there is a larger effect sizes in kindergarten/1st grade than in 2nd and 3rd grades (Wanzek & Vaughn, 2007; Wanzek et al., 2013). When "at risk" beginning readers receive intensive instruction, 56% to 92% of at-risk children across six studies reached the range of average reading ability (Torgesen, 2004). Overall, converging research points to the importance of early and individualized interventions for "at risk" students for improving the effectiveness of remediation (Denton & Vaughn, 2008; Flynn, Zheng, & Swanson, 2012). SPACES Educational Strategies that center on teacher, parent and student modeling with new sensory environments, trainings and resources will include specialized support services to include but not limited to:
- BISD Autism Conference for family support, training, and Individualized Educational Plans (IEP) with Autism nonprofit Circle of Friends.
- BISD Support Website with CIS that customizes parent training per grade level, behavioral or academic issues including parent rights.
- TSC/UTGRV Accommodations Professional Development (PD) for scientifically based research practices with new Neurological Center.
- North Carolina TEACH Autism Training for sustaining research-based practices once grant cycle expires for BISD Teachers and Admin.
- Remedial Programs, Software, Applications and PD with Assistive Technology (AT) to include new Library Maker Spaces and Tech.
- ESC 1 Instructional Intervention Professional Development to include Applied Behavioral Analysis (ABA) and PRIM Toolkit Strategies.
- Positive Behavior Intervention Strategic (PBIS) Plans with Moody Clinic ABA Therapy Consultants.
- ESC 1 Differentiated Instruction Professional Development with Hand Over Hand Training, modeling, coaching and follow up.
- Afterschool ACE Reverse Inclusion (RI) practices and Community Service Learning (CSL) for helping building sensory spaces.
- Model Classrooms for Students with Learning Disabilities (LD) to include AT Smart Labs, Sensory room with sensory reading garden.
- Social Emotional Learning Strategies with Special 'Bring a Friend Day Events' and Summer Day Camp with Friends of Laguna Atascosa.
- SPACES Collaborative Team Teachers to support campus with new SPED state certification requirements.
- Community Based Instruction (CBI) Events (Gladys Porter Zoo Extended Petting Area, SPI Turtle Inc, Olmitto Grounds Miniature Horses).

Goals, Objectives, and Strategies

Describe the major goals/objectives of the program in relation to the core features of autism. Identify specific evidence-based practices (EBPs) to be incorporated, and provide strong evidential support for selected practices.

SPACES incorporated specific evidence based practices (EBPs) and collaborative experienced partners who have worked specifically with autistic children. SPACES utilizes comprehensive treatment models (CTMs) for skills and abilities and focused intervention practices for educators (Odom, Boyd, Hall,& Hume, 2010). BISD stakeholders were asked for real trench needs for each campus supported by actual teacher specific requests for applied and requested PD (Appendix A-D).
GOAL #1: SPACES Resources: Campuses are in need of new, early intervention Instructional teaching resources with specific toolkits, book strategies (Smith J., Archer L, 2008), new library makerspace interactive boards, campus sensory rooms, CSL inclusion for sensory reading gardens, AT for special needs with 1:1 grade level devices, New teacher training materials and classroom support to accommodate new environment for autistic students (Hirshwood, R., Gray M., 1995), Web and Application resources for sustainability beyond the cycle of the grant. Each campus will develop their SPACES.
GOAL #2: SPACES Model Instruction and Sensory Classrooms: Schools are over reliant on outdated autism special education standards and use normal instruction methods to evaluate grade level completion. These schools require new methods in Evaluation, Collaborative structures, Time allocation, Smart Labs, Model Classrooms, CBI, ABA, PBIS services in new 'Cool Zones' where both regular and Autistic students can go before they experience a meltdown (Fowler, S., Kingsley, J. 2008).
GOAL #3: SPACES Culture: The schools with the lowest overall achievement have fundamental challenges in meeting the needs of the autistic student population. They warrant new strategies for organizational structures, autism specific instructional technology, Autism curriculum alignment, staff modeling and training, Early Evaluation Testing Overall, Campus Based SPED Teacher with modern trainings on latest TEA guidelines for autistic students, ESC 1 SPED Professional Learning Team. Converging research points to the importance of early and individualized interventions for "at risk" students for improving the effectiveness of remediation (Denton & Vaughn, 2008; Flynn, Zheng, & Swanson, 2012).
GOAL #4: SPACES Family Support: Families will be given support for extended day, library resources, classroom modifications, parent trainings, web site support, summer camps, CBI trips with reverse inclusion friends, e-books, Assistive Technology (1:1), bilingual sessions, campus advocacy, educate the entire family for autism support, make community resources available to them, create SPACES Campus support groups, train on how to create home to community story boards for successful community experience to the store, bank or birthday outing. "I was sadden when my child was the only child not to be invited to a school birthday party and I understand why I just wish they could see how much it hurts ." - BISD Autism Council Testimonial. SPACES conference and parent trainings will invite all 10 districts and charters.

Performance and Evaluation Measures

Describe quantifiable student outcome-based metrics for this program which are related to the core features of autism. Describe methods of data collection on specified metrics, including baseline, progress, and outcome data, and processes for using the data to support effective program implementation.

SPACES will collect baseline, progress, and outcome data for participants for program evaluations to include pre and post data analysis of service impacts with experienced External Evaluator, Dr. Noe Ramirez, UTRGV Professor. Tools, schedules and training will be utilized for ongoing improvements and Stakeholder Reports.; 1. Effective Increase P > .05% in Grades between control groups. 2. Effective Increase P > .05% in Attendance between control groups. 3. Effective Increase P > .05% in Grade Promotion between control groups; Provide evaluations and observations reports to include rosters, evaluation forms, and data collections; 1. Effective Increase P > .05% in Discipline Behavior between control groups. 2. Effective Increase P > .05% in STAAR scores between control groups. 3. Effective Increase P > .05% in IEP Evaluations between control groups. 4. Teacher Survey in gen. ed. participation; Evaluations to include grades, attendance, promotion, discipline, and sensory space creation data; 1. Increase in SPACES PD with Autism Teaching and Learning. 2. Increase in SPACES Assistive Tech (AT) usage between School to Home. 3. Increase in SPACES Parent Participation and Guidance with website. 4. Increase in Sensory rooms and gardens for behavioral data; PD and staff report to include rosters, evaluation forms, and data collections; 1. Increase in SPACES Sustainability Funds for Continuation funding. 2. Increase in SPACES Partnerships with local colleges and ESC 1. 3. Increase in SPACES Regional Professional Learning Community. 4. Increase in PRIM toolkit usage for teaching models. Evaluation recommendations and reports to include budgets, forms, and data collections for sustainability purposes; The Evaluation plan includes focus groups, monitoring, coaching, checklists, toolkits and schedules.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

SPACES's primary concern was to make sure the grant is well implemented with fidelity through an experienced BISD SPED administrator with office and cluster support for all 34 sites as well as careful partnership inclusion and coordination. Approximately, 10% of the budget with in-kind support will include 8 dedicated workers to include a Director, 6 Assistant Principals and 1 secretary. A big part of the budget was allowing experienced partners (12) such as the IHEs, non profits, and Autism Vendors to help implement the proper design elements so that 50% ($500K per year) of the grant was contracted services to include an external evaluator for meeting performance measures. Another large part of the grant was supplies for the teachers, campuses, libraries and sensory environments as 40% of the grant will customize these sites for all the 34 sites selected to participate to include all charter schools in Brownsville. Adjustments will be made to the SPACES Blueprint through the Director and BISD administrator as the grant is evaluated and monitored for ongoing improvements.
A high-level snapshot of funds currently allocated to similar programs includes but not limited to ACE, LIBRO, SPED, and Community Partnerships such as TSC, UTRGV and Community in Schools at BISD Middle Schools. MOAs stipulate that:
1.) Each campus assign an in kind contact person to work with grant on Needs, Design, Plan and serve as Academic Liaison/Advisor to the program; 2.) Attend planning, review meetings, and special events; 3.) Communicate with teachers and families to gain support; 4.) Assist with teacher recruitment and support for the program; 5.) Ensure that a sensory space or environment is created within an indoor room or part of a sensory reading garden with adequate and appropriate space for Autistic students and is available for program implementation; 6.) Assist in professional development plans and training; 7.) Have Data Clerk or PEIMS Clerk partner with grant for appropriate data collection to meet necessary reporting, compliance, and evaluation needs; 8.) Welcome the grant as part of the Special Education Initiatives; 9.) Work with program staff to schedule parent trainings, conferences, and or align any special autism events and functions with the scope and objectives of the grant ; 10.) Implement the grant application and subsequent continuation proposals; 11.) Monitor the program for grant compliance; 12.) Provide training on district policies and procedures, best practices, and SPED development; 13.) Supervise staff, program instructors, and community partners; 14.) Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture; 15.) Serve on the appropriate campus committees; 16.) Supervise purchasing, payroll, contracts, and hiring of consulting staff; 17.) Maintain the grant records for fiscal accountability and grant reporting; 18.) Complete all evaluation reports. BISD will use the approved 4.305% indirect cost and inkind about 40%.

Statutory Requirements

1. Describe how the program will incorporate evidence-based practices and research-based design and how the program will include the effective use of technology.

SPACES will incorporate evidence-based and research-based design to include effective use of Assistive Technology (AT) by adding interactive strategies in the Library Makerspace/TECH Labs and 1:1 devices at each campus . SPACES will introduce a wide variety of new AT devices and resources with schools to home applications to include a 400 e-book home kit available to all BISD families that is both Spanish and English formats with auditory functions that allow the children to hear the words in Spanish and English available on any device and/or smart phone. Technology-aided instruction and intervention (TAII) is interventions in which technology is the goal. Technology is "any electronic item/ equipment/ application/or virtual network that is used intentionally to increase/maintain, and/or improve daily living, work/productivity, and recreation/ leisure capabilities of adolescents with autism spectrum disorders" (Odom, Thompson, et al., 2013). Research further shows that a toolbox of approaches can be effective (Baker, 2010), with proven approaches designed to be individually tailored to the needs of each student, incorporating the best treatment methodologies. In general, AT compensates for a student's skills deficits or area(s) of disability. SPACES will supplement AT with remedial instruction aimed at alleviating deficits (such as software designed to improve poor phonic skills). A student will use remedial reading software as well as listen to audio books. In fact, research has shown that AT can improve certain skill deficits (e.g., reading and spelling). The term "assistive technology" has usually been applied to computer hardware and software and electronic devices. However, many AT tools are now available on the Internet (K., Stanberry & M., H., Raskind, 2009). AT for kids with ASD is defined as any device, piece of equipment or system that helps bypass, work around or compensate for an individual's specific learning deficits. SPACES Sample AT devices include: Reading (8) e-books, OCR software; Learning/Studying(12) e-organizers, hand scanners, Math (16) talking calculators, Alt keyboards; Writing (10) slantboard, VR software; Computers (10) word prediction, joysticks; Composing (10) talking processors, multimedia software; communication (6) Voice output devices with icon sequencing, displays and synthesis, eye gaze frame, voice output devices. BISD will also have the Technology Lending capacity through other funding streams that allow students to checkout a laptop, ipad or chromebook for their home to school use. BISD libraries will also introduce interactive boards, lego and brite light walls as well as sensory resources for makerspace.

2. Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. Describe the process by which baselines for these metrics will be established.

SPACES is based upon effectiveness measures with assessment of objective empirical data regarding the need for activities with both SPED and Gen. ED Teachers to ensure program fidelity in inclusive settings. BISD identifies baseline special needs through an evaluation process that is sensitive to the student's cultural and linguistic needs in compliance with state and federal guidelines. The process also ensures equitable, well-planned, and consistently implemented academic supports in the least restrictive environment. finally, BISD works collaboratively with all stakeholders, including students, families, and outside agencies to transition students to appropriate post-secondary opportunities. The program design is aligned with the principles of effectiveness to overcome educational failures in an economically disadvantaged community that lacks resources to support a comprehensive and supportive ASD program. The approach recognizes that a new guidance plan must incorporate the entire community and provide intensive intervention models to program participants and their families in diverse areas with stimulating ASD activities. Objective Baseline Measures were completed by the design team through surveys and parent meetings to evaluate current ASD programming and customized future activities. Disaggregated STAAR data was used to determine which core subject areas were needed and for what grades. Individualized campus data was collected to determine campus need for training teachers and parents with a SPACES Region 1 meeting. Data driven decisions will continue to be used for objective data that leads to continuous improvements and improved ASD academic strategies. The program evaluator and SPACES report will help establish benchmarks for capacity and quality of services to ensure replication and sustainability. SPACES will collect empirical data such as STAAR, STAAR ALT, TPRI and CLSI with program activities and usage with measurable instruments such as appropriate State approved screeners for ASD student achievement and improvement. Instructional Specialists will use Benchmark testing and state testing data to support effective program implementation with upgraded yearly changes in Autism Evaluations.

Statutory Requirements

3. Describe how the program will incorporate meaningful inclusion and opportunities for appropriate interaction with non-disabled peers.

SPACES will establish a culture of meaningful inclusion through appropriate ASD practices as their non disabled classmates through EPB comprehensive treatment models (CTMs) for skills (play groups, peer mediated, antecedent) and focused intervention educational practices (prompting, time delay, Pivotal Response Training) to include integrating students without disabilities into a class that has students with disabilities (Hardin & Hardin, 2002). Reverse Inclusion will be added to Community Based Instruction (CBI) events where by typically developing peers are invited to attend trips, tutoring or special events where they can learn side by side with ASD students while forming social cognitive bonds and increase wellness for both groups. BISD students will then work alongside each other with the typically developing students serving as role models. Research on the attitudes and beliefs of inclusion practices from parents of both disabled and non-disabled preschool children indicate both parents and preschool providers are in favor of an inclusive preschool program and the benefits it could provide their children (Rafferty & Boettcher, 2000). With the support of Afterschool Centers for Education (ACE) grant, secondary students from 10 different BISD campuses will join the groups when creating, assembling and planning the sensory environments. The idea is for non disabled students to participate in these new areas alongside Autism students so that they can understand and appreciate each other. The "Chill Zones" will be a place to destress, unwind or deescalate behavioral issues for all students. SPACES will include mindfulness, yoga and reflections. Classrooms will be enhanced directly for support and training making the environment suitable for greater general education engagement. Inclusion teaching strategies (~ARD) will include discrete trial learning, applied behavior analysis (ABA), visual supports augmentative communication, and social skills. Inclusion Opportunities include; community events, parent trainings, non regular school hours, CBI trips, Sensory rooms and gardens, AT activities, library events, Holiday celebrations, and campus awareness for Autism kids. If it is true that we learn by doing, then the best way to learn about supporting students with autism is to include them (Kluth, P, 2010, "You're Going to Love This Kid!": Teaching Students with Autism).

4. Describe how the program will incorporate parental support and collaboration.

SPACES will incorporate ASD Parent Support, Collaborations and Incentives to include multiple entry points such as face to face, Online, individual and group with ongoing feedback, communication with consideration for culture and language. Parent Services include: Utilizing new Model Classrooms for Students with Autism Spectrum Disorder (ASD) to include library Labs and new sensory rooms and reading gardens; Inclusion Strategies with Special 'Bring a Friend Day Events'; Specific Teacher Training with IHE supports; Attending Community Based Instruction (CBI); Learning new Assistive Technology (AT) Devices with preloaded software and applications for school to home usage; Participating in Summer Camps, social emotional learning and parent trainings. Parents will be held responsible for training school to home lessons, AT software and AT devices so that home learning reinforces school adjustments. Understood organization will be used for registering parents to this valuable online support system of guidance trainings for special needs students. SPACES will work with collaboratively with BISD SPED Department to ensure that students receive Behavior Interventions, understand Community Based Vocational Training, homebound services, in class support, transition trainings and home trainings. A Behavior Intervention Plan (BIP) will outline steps to prevent problem behaviors and will teach and reinforce desired behavior with A Functional Behavior Analysis (FBA) Extended school year (ESY) services are programs offered during the summer break. They may also be needed during transition such as holidays. ESY services are needed if the student may be expected to lose skills during school breaks. Extended School Day (ESD) may be needed to meet the goals that are not addressed during the scheduled school day. SPACES Family Training and Support will be provided by qualified personnel in autism spectrum disorders and includes a Parent and family training and support forms, manual, notebooks, printed materials, and websites with workshops and conferences understanding that Mothers, fathers, and other caregivers in the home might have different training needs. SPACES In Home Training that is designated to "train parents as trainers" will add a support group to enhance best practices within the campus community. Through participation, parents will acquire teaching and management skills to assist their child in the development and mastery of specific skills and behaviors. Utilizing an in-home trainer, target skills/behaviors mastered in the educational setting will be generalized to the home setting through use of an in-home trainer. SPACES will provide CBI educational family trips that are direct, planned, and hands on in community environments providing real life experiences otherwise difficult for families to do.

Program Requirements

1. Identify specific evidence-based practices to be incorporated in the program and describe methods to ensure fidelity of implementation.

Specific evidence-based practices to be incorporated in the program include: Cognitive behavioral intervention (CBI), Differential reinforcement of alternative, incompatible, or other behavior (DRA/I/O), Discrete trial teaching (DTT), Antecedent-based interventions (ABI), Functional behavior assessment (FBA), Functional communication training (FCT), Modeling (MD), Naturalistic intervention (NI), Parent-implemented intervention (PII), Peer-mediated instruction and intervention (PMII), The Picture Exchange Communication System (PECS), Pivotal response training (PRT), Prompting (PP) procedures, Response interruption/redirection (RIR), Scripting (SC), Self-management (SM), Social narratives (SN), Technology-aided instruction and intervention (TAII), Time delay (TD), Video modeling (VM),Visual supports (VS),Task analysis (TA), Structured play groups (SPG), and Social skills training (SST). SPACES wanted to ensure a high quality Autism grant with specific evidence-based practices to be incorporated in the program for all BISD ASD students so a partnership with North Carolina University's TEACCH® was created. The TEACCH® training and consultation is offered in the state of North Carolina as well as to programs across the United States and around the world. TEACCH® Autism Program offers a variety of training and consultation to professionals who work with individuals with ASD. Their vision is a world where all individuals with ASD and their families have access to excellent evidence-based services in their home communities. TEACCH® has a comprehensive Professional Certification Program that allows professionals to document their use of evidenced-based practices. The training has a comprehensive Professional Certification Program that allows professionals to document their use of evidenced-based practices and eventually become a trainer of trainers with certification for three years before a renewal is expected. TEACCH® Autism Program provides clinical services such as initial referral and consultation, diagnostic evaluations, family consultation sessions and parent support groups, social play and recreation groups, individual counseling for higher-functioning clients, and employment services. In addition, TEACCH® Autism Program conducts training nationally and internationally and provides consultation for teachers, residential care providers, and other professionals from a variety of disciplines with research activities include psychological, educational, and biomedical studies. Currently, not one TEACCH® trainer is available in South Texas so BISD is making the investment with the grant so sustainable high quality training will become a long lasting grant element for fidelity in implementation. With Training, BISD teachers will; 1. Understand the unique learning styles of children and adolescents with ASD, 2. Conduct informal assessments to set learning objectives and monitor progress, 3. Create meaningful and individualized visual structure for students with ASD in both individual and group settings, 4. Implement Structured TEACCHing strategies to facilitate development of skills in the areas of academics (literacy and numeracy), communication, independence, social and leisure, and vocational, 5. Conduct a behavioral assessment and implement problem solving approaches to reduce behavioral difficulties, 6. Develop and implement relaxation and coping interventions, 7. Implement strategies for working and collaborating with families of individuals with ASD. To ensure program fidelity, a BISD teacher will attend as the representative BISD trainer who will have extensive knowledge and years working with ADS students. BISD will also send as many possible for the Core Training and one or tow teachers will submit to the certification requirements as BISD trainers of trainers based on the required TEACCH requirements (see Appendix A- MOAs).

2. Describe the plan for staff training that incorporates ongoing coaching and feedback for fidelity of implementation and continuous improvement.

The SPACES Plan for staff training incorporates ongoing coaching and feedback with a dedicated SPACES Director for fidelity of implementation and continuous improvement. SPACES Training will include ESC Region One Autism Training, UTRGV SPED Leadership Training, North Carolina University TEACCH Certifications (increasing fidelity), ongoing BISD PD (42 different SPED Workshops), TSC Parent Support, Moody Clinic PD with focus groups provided by the external evaluator who will attend the administrative meetings (see Appendix A). The ongoing coaching and feedback will be structured for 3 Structured for Life (SFL) teachers, 22 Behavioral Intervention (BI) teachers, 28 Lifeskills (L/S) teachers, 20 Early Childhood Special Education (ECSE) teachers, for a total of 73 teachers with similar para-professionals for a grand total of 146 staff trained in Effective and Evidence Based Autism Strategies. SPACES provided a full Teacher needs Analysis for all 34 campuses to ensure that each campus teacher had a chance to request specific and appropriate training with administrative support. Sample Training Topics Requested includes but not limited to; Behavior, Sensory, Communication, Parent Training, Technology, BCBA, Strategies, Inclusion (see Appendix B). Sample Parent Training Topics Included: Social, Support, Conference, Communication, Resources and Modern Apps. PD Feedback will include all T-TESS Rubric items (I-IV).

Statutory/Program Requirements

Response to Program Requirement 2 continued:

I. Autism Planning: Standards and Alignment; Data and Assessment; Knowledge of Students; Activities. II. Autism Instruction: Achieving Expectations; Content Knowledge and Expertise; Expertise; Communication; Differentiation; Monitor and Adjust. III. Autism Learning Environment: Classroom Environment, Routines and Procedures; Managing Student Behavior; Classroom Culture. IV. Autism Professional Practices and Responsibilities: Professional Demeanor and Ethics: Goal Setting: Professional Development: School Community Involvement. Sample Workshops: 122948 - Fundamentals of Autism Spectrum Disorders for Campus Leaders - DAY 3 This is a three day workshop. DAY 1 October 29 - Understanding Autism Spectrum Disorders DAY 2 November 19 - How Autism Spectrum Disorders Affects Student Learning and Behavior DAY 3 December 9 - High Functioning Autism Spectrum Disorders and the General Education Classroom 130948 - Autism and Challenging Behavior: Learning to C.O.P.E. This workshop will discuss autism spectrum disorders, challenging behaviors. 130959 - Autism Spectrum and Anxiety. This workshop will discuss high functioning autism spectrum disorders and how anxiety affects these students as they learn and grow. 130963 - Region One 2020 Autism Conference - READY, RE-SET, GO! The theme of this conference is READY, RE-SET, GO! ESC One will start the day off with Autism, Behavior & Movement.

3. The describe the plan that addresses the structure of the learning environment and instructional strategies related to communication, social competence, and independence. Address all components in a comprehensive and well-integrated model with consideration for sustainability.

The SPACES Plan creates the most effective EBPs using the Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder (Odem, S.L. ,2014) while adding campus resources and PD for each classroom. With TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) PD Training on Structured Learning and Teaching Environments (SLATE) guided teaching concepts and strategies specifically developed for children with autism, SPACES will addresses the structure of the learning environment and instructional strategies related to communication, social competence, and independence. SLATE was developed by the late Dr. Eric Schopler, founder of Division TEACCH at the University of N. Carolina, Chapel Hill, a SPACES PD Partner. SPACES will use the following sample EPBs for:
COMMUNICATION: Picture Exchange Communication System (PECS) Learners are initially taught to give a picture of a desired item to a communicative partner in exchange for the desired item. PECS consists of six phases which are: (1) "how" to communicate, (2) distance and persistence, (3) picture discrimination, (4) sentence structure, (5) responsive requesting, and (6) commenting. Discrete trial teaching (DTT) Instructional processes with trial and response systems.
SOCIAL COMPETENCE: Social narratives (SN) Narratives that describe social situations in some detail by highlighting relevant cues and offering examples of appropriate responding. Social narratives are individualized according to learner needs and typically are quite short, perhaps including pictures or other visual aids. Social skills training (SST) Group or individual instruction designed to teach learners with autism spectrum disorders (ASD) ways to appropriately interact with peers, adults, and other individuals. Most social skill meetings include instruction on basic concepts, role-playing or practice, and feedback to help learners with ASD acquire and practice communication, play, or social skills to promote positive interactions. Antecedent-based intervention (ABI) Arrangement of events or circumstances that precede behaviors.
INDEPENDENCE: Self-management (SM) Instruction focusing on learners discriminating between appropriate and inappropriate behaviors, accurately monitoring and recording their own behaviors, and rewarding themselves for behaving appropriately. Video modeling (VM) A visual model of the targeted behavior or skill via video recording and display.

4. Describe how the program will coordinate services with private or community-based providers, **if applicable.**

SPACES will coordinate services with private or community-based providers to include:
TRAINING: Regional Autism Conference-ESC 1, TEACCH Certifications- North Carolina University, Professional Learning Communities-TSC, Parent Support Centers and Groups-Community In Schools, Circle of Friends and Familia Azul, Coaching for SPED Educational Leaders-UTRGV, AT Technology for Instruction-DELL, Teaching Learning Strategies,
SPECIAL SERVICES: Community Based Instruction (CBI)- Gladys Porter Zoo, Birding Center, Seat Turtles Inc, WFS, Summer Camps-Friends of Laguna Atascosa and TSC, Universal Design for Learning (UDL), Reach Out and Read. Fishing's Future,
SUSTAINABILITY: Sensory Environments- Educational Specialty, ABA Therapy-Moody Clinic, Sensory Reading Gardens-ACE Program, Master Gardeners, Family Literacy and Makerspace Events and activities- LIBRO Program, TX Parks and Wildlife
RESEARCH: Research and Evaluation- UTRGV External Evaluator and UTRGV Neurological Center, BISD Assesment Research and Evaluation, LIBRO Program, Summit K-12, Follett, School Specialty.

County District Number or vendor ID:		Amendment #	
Grant Period:	June 1, 2020, to May 31, 2021	**Fund Code: 429**	

Program Budget Summary

	Description and Purpose	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre-Award Costs
			Source of Funds			
1	Payroll Costs	6100	$ 78,420	$ -	$ 78,420	
2	Professional and Contracted Services	6200	$ 1,044,100	$ -	$ 1,044,100	
3	Supplies and Materials	6300	$ 787,780	$ -	$ 787,780	
4	Other Operating Costs	6400	$ 3,600	$ -	$ 3,600	
5	Capital Outlay	6600	$ -	$ -	$ -	
	Consolidate Administrative Funds			N/A		
6	Total Direct Costs:		$ 1,913,900	$ -	$ 1,913,900	0
7	Enter Percentage (%) of Indirect Costs: 4.305		N/A	$ 43,050	$ 43,050	
8	Grand Total of Budgeted Costs :		$ 1,913,900	$ 43,050	$ 1,956,950	0

Administrative Cost Calculation

10	Total Grant Amount Requested:	$ 2,000,000	
11	Percentage limit on administrative costs established for the program (15%)		
12	Maximum amount allowable for administrative costs, including indirect costs:	$ -	

County District Number or Vendor ID:	031-901	Amendment # (for amendments only):	

Payroll Costs (6100)					
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions Less than 100% Grant Funded**	**Grant Amount Budgeted**		**Pre-Award**
Academic/Instructional					
1	Teacher			$	-	
2	Educational Aide			$	-	
3	Tutor			$	-	
Program Management and Administration					
4	Project Director		1	$	30,000	
5	Project Coordinator			$	-	
6	Teacher Facilitator			$	-	
7	Teacher Supervisor			$	-	
8	Secretary/Admin Assistant			$	-	
9	Data Entry Clerk			$	-	
10	Grant Accountant/Bookkeeper			$	-	
11	Evaluator/Evaluation Specialist			$	-	
Auxiliary					
12	Counselor			$	-	
13	Social Worker			$	-	
14	Community Liaison/Parent Coordinator			$	-	
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			$	-	
16	ESC Coordinator/Manager/Supervisor			$	-	
17	ESC Support Staff			$	-	
18	ESC Other: (Enter position title here)			$	-	
19	ESC Other: (Enter position title here)			$	-	
20	ESC Other: (Enter position title here)			$	-	
Other Employee Positions					
21	(Enter position title here)			$	-	
22	(Enter position title here)			$	-	
23	Subtotal Employee Costs:			$	30,000	0
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			$	-	
25	6119 - Professional Staff Extra-Duty Pay			$	36,000	
26	6121 - Support Staff Extra-Duty Pay			$	-	
27	6140 - Employee Benefits			$	12,420	
28	61XX - Tuition Remission (IHEs only)			$	-	
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			$	48,420	0
30	Grand Total:			$	78,420	0
31	Total Program Costs*:			$	78,420	0
32	Total Direct Admin Costs*:			$	-	

*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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

FOR TEA USE ONLY			
Changes on this page have been confirmed with:		On this date:	
Via telephone/fax/email (circle as appropriate):		By TEA staff person:	

County District Number or Vendor ID:		Amendment #:	0	

Professional and Contracted Services (6200)

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. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land	$ -	
2	Service: SLATE Training/TEACCH Autism Program Specify purpose: Teacher training	$ 11,500	
3	ESC Region One Specify purpose: Training for teachers, para professionals and parents.	$ 24,000	
4	Service: Moody APA Therapy Specify purpose: Basic Behavior and Behavior Management Training.	$ 20,600	
5	Service: Community Based Instruction Local Vendors Specify purpose: Minature Horses, Zoo, Fishing, Birding, Sea Turtles for students.	$ 18,000	
6	Service: Communities in Schools Specify purpose: Parent Training	$ 40,000	
7	Service: Dr. Ramirez Specify purpose: Evaluator	$ 60,000	
8	Service: School Specialty & Follet Specify purpose: Consult, order and install sensory rooms at 34 campuses.	$ 870,000	
9	Subtotal of professional and contracted services requiring specific approval:	$ 1,044,100	0
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ -	
11	Grand Total:	$ 1,044,100	0
12	Total Program Costs*:	$ 1,044,100	
13	Total Direct Admin Costs*:	$ -	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.