



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

Application stamp-in date and time

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.

Grant period from **June 1, 2020 to May 31, 2021**

Pre-award costs permitted from **The date the award is announced**

Required Attachments December 19, 2019 4F

- 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 CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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 Title

Email Phone

Signature Date

2020-021035

701-20-109-018

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.

Hays CISD in collaboration with San Marcos CISD, Lockhart ISD, and Liberty Hill ISD are applying for the 2020-2021 Services to Students with Autism grant (RFA #701-20-109; SAS #291-20) in order to establish a school-wide model to serve students with autism. This grant submission proposes an innovative, comprehensive model of services designed to improve cognitive, language, behavioral, social, and academic skills of students with autism between the ages of 3-9 years. This model creates high quality, inclusive learning environments through comprehensive professional development, real-time coaching and advanced technology video training. Through creating effective learning environments and targeting essential student skill development, students will spend more quality time engaged in general education settings. The goals of this grant are directly aligned to districts' goals. Specifically, all four districts submitting this proposal are committed to providing effective professional development to improve the fidelity of implementation of evidence-based practices (EBPs) and the outcomes of preschool and elementary students with autism. The focus of this proposal is to provide comprehensive training in EBPs to preschool and elementary educators serving students with autism in self-contained, collaborative and inclusive classrooms. The model establishes exemplary, model classrooms and districtwide coaches. Comprehensive parent training is part of the model and includes face-to-face training, advanced remote video training, and online training modules.

This school-wide model is based on the research on effective practices for students with autism spectrum disorders (National Research Council, 2001; National Autism Center, 2015; National Professional Development Center, 2013; Connolly, P. & York, P. 2002; Fixsen, D. L., Naoom, S. F., Blase, K. A.,

Summary of Program Cont'd

Friedman, R. M. & Wallace, F. 2005; Hoyle, T. B., Samek, B. B. & Valois, R. F. 2008).

Each of the participating LEAs will be working towards implementing specific components of the model based on the district's current level of implementation of EBPs. The main focus of the model is to provide intensive professional development to both special and general educators to ensure implementation and sustainability of EBPs across grade levels and campuses. Activities to reach this goal will develop model classrooms, providing opportunities for educators to observe and model EBPs. Additional activities will include training and resources for district level coaches to support classrooms, administrator trainings and supports, parent training and collaboration, and networking between districts.

A primary focus of this project will be on preschool inclusive classrooms that also serve students with autism. At least 14 preschool inclusive classrooms have been identified to receive support across the four participating districts. An additional 42 special education preschool and elementary classrooms will be supported to implement the evidence-based practices as part of this project. Of the total 56 classrooms, at least 15 - 20 will be identified and trained to serve as model training sites. It is also expected that grant activities will change instructional practices in general education preschool and elementary classrooms to support student success in these classrooms and reduce the number of students referred for more restrictive settings.

The model will collect baseline and on-going data that align with student need and the desired student outcomes. It is the goal of this project to ensure that every student makes progress on IEP goals. Outcome data will include standardized assessments, curriculum-based assessments and on-going instructional data. When appropriate, parent and staff training will be provided with a bilingual option to ensure all parents and educators have access to high-quality training opportunities.

Professional Development Plan: Overview

An effective research-based professional development plan will be implemented in collaboration with STAR Autism Support (SAS). The professional development model includes comprehensive workshops, intensive Extended School Year (ESY) summer training, ongoing in-class coaching, online training modules, online training of coaches via Insight advanced (an interactive video system), video and media resources, and evidence-based curricula. A professional development training plan and all needed materials have been developed by SAS for each of the professional development goals. SAS consultants are experts at providing comprehensive professional development and include Autism Specialists, School Psychologists, Educational Specialists, Speech Pathologists, and BCBA's. SAS consultants hold PhD and Masters' degrees in Special Education.

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.

The major goals of the program are designed to fully implement the evidence-based practices that have been found to produce positive outcomes for students with autism. **Goal 1.** Implement a school-wide model that will improve student's social communication, social interaction, and behavior skills (core features of autism). **Goal 2.** Establish district coaches for sustainability. **Goal 3.** Establish district model training sites. **Goal 4.** Implementation of EBPs with fidelity. **Goal 5.** Parent collaboration and training. **Goal 6.** Provide administrator training and support. **Goal 7.** Implement online video coaching to improve fidelity of implementation. **Goal 8.** Focus on inclusion by training general educators and early childhood providers.

The model proposed addresses the core features of autism: **Deficits in social communication and social interaction across multiple contexts and restricted, repetitive patterns of behavior, interests or activities** (*Diagnostic and Statistical Manual of Mental Disorders, DSM-5, American Psychiatric Association*).

To positively affect the core features of autism, educators need to be familiar with, and competent, in using EBPs and assessment tools to evaluate student skills and learning needs. A primary goal of the grant will be to train educators to conduct an appropriate baseline assessment of student skills and match the assessment to the appropriate EBP. After identifying learning needs, it is imperative to teach appropriate curriculum content that has been individualized for each student. National Standards Report (2009, 2015) and the National Professional Development Center (Wong et. al. 2013) detail the EBPs that research

Relationship between Core Features of Autism, Curriculum Domain and Evidence-based Practices

Core Features of Autism (DSM V)	Curriculum Domain Instruction (Wong, et. al, 2013; National Research Council, 2001; Arick, Loos, Falco and Krug, 2015).	Evidence-based Practices Needed to Produce a Positive Outcome (National Standards Report, 2015; National Professional Development Report, 2013). <i>Underlined EBP= Primary Strategy</i>
Deficits in Social Communication across Multiple Contexts	Spontaneous Communication (SC)	<u>Pivotal Response Training</u> , Naturalistic Teaching Strategies, Scripting
	Expressive Language Skills (ELS)	<u>Pivotal Response Training</u> , Discrete Trial, Functional Communication Training
	Receptive Language Skills (RLS)	<u>Discrete Trial Training</u> , Modeling, Video Modeling, Visual Supports
	Social Skills (SS)	<u>Social Skills Training</u> , Naturalistic Teaching Strategies
	Functional Routines (FR)	<u>Task Analysis</u> , Visual Supports, Antecedent Package, Behavioral Package, Self-Management, Schedules, Naturalistic Teaching Strategies, Parent Training
Deficits in Social Interaction in context	Social Interaction and Play Skills	<u>Pivotal Response Training</u> , Structured Play Groups with Peer Mediated Instruction, Modeling, Video Modeling, Parent Training
	Social/Emotional Skills	<u>Social Skills Training</u> , and Social/Emotional Skills Training
	Social Communication, RLS, FR	EBPs shown above for these Curriculum Domain areas
Restricted, repetitive patterns of behavior and interests	Functional Routines, RLS	EBPs shown above for these Curriculum Domain areas
	Academic Skills	<u>Discrete Trial Training</u> , Modeling, Visual Supports
	Play Skills	<u>Pivotal Response Training</u> , Naturalistic Teaching Strategies, Structured Play with Peer Mediated Instruction, Modeling/Video Modeling, Parent Training
	Self-Management Skills	<u>Self-Management Instruction</u> , Task Analysis, Schedules

has found to produce the best outcomes for children with ASD. The school-wide model will implement the EBPs that have been recommended by these two national reports. In addition to using effective EBPs, educators need to assess and teach curriculum content that is both developmentally appropriate and has been shown to lead to the improvement in students functioning and positively affect the core features of autism. Professional development will be provided to ensure that instructors implement the EBPs with fidelity and are able to conduct appropriate baseline and on-going assessment of students to align the appropriate EBPs for each student. The above table shows the relationship between the core features of autism, the curriculum domains needed for instruction to be effective, and the evidence-based practices that will produce a positive outcome.

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.

A rigorous evaluation design will collect and analyze data in three main areas: student outcome data; educator's ability to implement instructional strategies with fidelity; and teacher, administrator and parent perception of the success of the project. Student outcome data collected will include, but is not limited to, the following:

- All students with autism served in the district classrooms will be assessed at baseline and updated weekly using the STAR Student Learning Profile, SLP, (Arick, Loos, Falco and Krug, 2015) to measure many of the core features of autism including social communication skills, spontaneous communication skills, cognitive skills, social interaction and play skills and academic skills. These data are collected daily as part of student instruction. These data are reviewed throughout the day as part of the STAR curricula and decisions are made by the instructors based on these data. If needed, adjustments are made in student lessons based on the data collected.
- Functional routine (FR) task analysis data will also be collected in all district classrooms to measure improvement in student behavior and independence in a variety of environments and to measure the reduction in repetitive behaviors. These measures will provide quantitative data on the ability of the student to perform needed skills and activities in a variety of environments.
- Students in the model training sites will be assessed at baseline and at the end of the school year with the Autism Behavior Checklist, the Sample of Vocal Behavior and the Social Interaction Assessment from the Autism Screening Instrument for Educational Planning (Krug, Arick and Almond, 2012) to directly measure the overall change in the core features of autism with standardized norm-referenced measures.
- An Inclusion Survey and review of student schedules will be used to collect data on student access to more inclusive settings. The survey will be distributed in September, January and May. Data from this survey will identify if the project is achieving the goal of increasing inclusion opportunities for students. If movement towards this goal has not been met by January, the networking team will evaluate project data and make recommendations for adjusting activities to address inclusion opportunities.
- Fidelity of implementation of instructional strategies. During in-class coaching, consultation forms will be completed providing educators with immediate feedback on instructional practices. Both self-assessment and consultant rating scales will be used to evaluate when instructional staff are implementing with fidelity. Additional support will be provided for educators who do not meet fidelity, as measured by the fidelity checklists.
- Participation levels and participant survey of usefulness, satisfaction and knowledge. Throughout the project, data will be collected on the number of educational staff participating in training activities, students impacted and family participation. Additional data collected will include student attendance and behavioral referrals. Participant and parent knowledge and satisfaction with the project will be collected at the middle and end of the project. Data from the surveys will be analyzed to determine modifications that might need to be made to achieve project goals.

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.

As mentioned above, the proposed project creates high-quality, inclusive learning environments through comprehensive professional development, coaching, and on-going technology-based support. The budget outlined below ensures each of the four involved districts has access to the necessary resources to achieve fidelity in the identified target areas. In order to meet the needs of a variety of districts at different sizes and geographic locations, it is imperative that grant activities are collaborative and efficient. Simultaneously, grant activities are focused on building capacity and sustainability. The specific budget can be found in attached application part 2. Activities include:

- Professional development for inclusion sites and general educators: At least 14 Pre-K inclusion classroom sites have been identified to receive initial training and ongoing coaching to support fidelity of implementation of evidence-based practices in inclusive settings. The proposed budget includes fees for overview workshops, as well as trainer fees for approximately 4 training visits throughout the year for each identified classroom.
- Implementation of evidence-based practices and curriculum tools: Approximately 42 special education classroom sites across the four districts have been identified to receive curriculum materials and initial workshop training from STAR Autism Support and a minimum of two days of in-classroom support.
- Professional Development for Model Training Sites and Coaches: Approximately 15 – 20 of the above implementation sites will be identified to become training sites and will receive at least one in-class training visit from STAR Autism Support each month. Additionally, 1-2 district coaches will be identified in each district who will accompany STAR Autism Support trainers to build their capacity to support others in the future. Coaches will also meet regularly to collaborate across districts to further their skills.
- Online professional development: The Insight Advanced tool has been identified to facilitate interactive review of educator implementation of evidence-based practices. This tool allows teachers and coaches to share video of instructional sessions and provide feedback on these sessions.
- Miscellaneous professional development: Funding has been allowed for a variety of training activities for all stakeholders, including administrators, general educators, and parents.

As can be seen, the majority of grant funded activities involve support and resources for existing district personnel. The intent of this project is to focus on building internal capacity and sustainability of practices. When grant funds are discontinued, it is expected that existing district staff will have the tools necessary to continue effective implementation of evidence-based practices. In particular, a primary goal of this project is for district level coaches to have the required resources to continue supporting all educators across the district when access to the STAR Autism Support consultants may be more limited in the future. An additional benefit of leveraging the Insight Advanced tool is that in future years, district team members will have access to consultants through distance learning (a more efficient method of professional development). This use of technology will dramatically decrease the cost of access to high quality professional development and it is expected that current district resources for staff training and support will be sufficient in the years following the grant. Additionally, the district collaboration amongst the four districts will continue to reduce the individual cost of ongoing support and maintenance.

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.

The program will train staff to implement the EBPs described in the goals and objectives section above using a school-wide model based on the research of effective practices for students with autism spectrum disorders (National Research Council, 2001; National Autism Center, 2015; National Professional Development Center, 2013). To ensure this occurs, the school-wide model will take baseline and on-going data on each students' improvements in the core features of autism including, social communication skills, social interaction across multiple contexts and improvements in behavior that is incompatible with restrictive, repetitive patterns, interests or activities. Based on student data, instructional strategies will be modified to accelerate learning rates. These procedures will allow the project to implement a multiple-based research design. The table below shows how the program incorporates the EBPs, research-based design, and technology.

How the Program Incorporates Evidence-based Practices, Research-based Design and Technology

Evidence-based Practices	Research-based Design	Technology
Through the use of several research-validated curricula and Professional Development the following EBPs will be implemented by participants: Pivotal Response Training Discrete Trial Training Naturalistic Teaching Task Analysis Visual Supports Schedules Modeling Video Modeling Self-management Peer Mediated Tutoring Behavioral Package Antecedent Package Parent Training Social Skills Training Scripting	Baseline Data (see Performance Measures) Intervention <ul style="list-style-type: none"> • Professional development training • On-site consultation and training • Assessment and on-going evaluation of Skills • Research-validated Lesson Plans and data collection forms • Review of data collection on student outcomes • District coach support to educators • District model training site visitations • Fidelity of implementation data On-going Data Collection Data will be collected on a daily basis to track skills learned and make data-based decisions on instructional strategies. The STAR Program includes all forms and procedures needed to collect this data. Post Intervention Data Collection Data Analysis for Intervention Effectiveness	<ol style="list-style-type: none"> 1. Advanced on-line interactive video training for district coaches. 2. On-line courses for General Education teachers and Early Childhood Staff. 3. STAR Media Center will be provided to all participants. This includes: <ol style="list-style-type: none"> a. On-line video examples of all EBPs and instructional content b. On-line thematic units for generalization of skills learned c. On-line visual resources including visual supports and visual schedules d. E-scheduler for advanced scheduling of staff and students. 4. Project website with all data collection procedures and forms needed. 5. Links On-line curriculum to provide task analysis and data collection strategies for general education inclusion opportunities

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.

In order to ensure reliability and validity of data collection and fidelity of implementation of EBPs, educators will use a research-based assessment and curriculum. The school-wide model will use several assessments and curricula to provide this resource. One curriculum to be used is the STAR Program (Strategies for Teaching based-on Autism Research; Arick, Loos, Falco and Krug, 2004, 2015). Multiple independent research studies have been conducted on the STAR Program (Arick, Young, Falco, Loos, Krug, Gense and Johnson, 2003; Mandell 2010; Bacon, Dufek, Schreibmann, Stahmer, Pierce and Courchesne, 2014; Young, Falco and Makoto, 2015). In each of these studies the STAR Program has been shown to implement evidence-based practices, teach appropriate content, and improve student outcomes if the strategies have been implemented with fidelity.

The project will collect a variety of empirical data on student achievement and improvement and use that data to support effective implementation. These procedures are detailed below along with the baseline process: **1) Student achievement and skills measured by a curriculum-based assessment.** All target students in participating classrooms will be assessed at baseline and updated weekly using the STAR Student Learning Profile (SLP). This is a research-validated (Bacon, et. al. 2014) curriculum-based assessment that measures student skills in the areas of expressive, receptive and spontaneous language, academic skills, social and play skills and independence on functional routines. The SLP is used to track student progress and identify the appropriate lessons to be taught. **2) Level of Independence measured by functional routine task analysis.** The STAR Program and the Links curriculum both include functional routine (FR) assessments. These FR assessments have been used in several research studies and were found to be effective in measuring changes in a student's level of independence. This project will use FR assessment to measure improvement in student behavior and independence in a variety of environments. The FR assessment will be conducted during transitions, inclusion, academic work times, and group participation. **3) Participation in general education.** This will be measured by reviewing a student's individual schedule over time and via an Inclusion survey. It is important to determine if the instruction provided is making a difference in the student's ability to participate in typical school activities with typical peers. Each student's amount of inclusion will be measured at baseline, midpoint, and end of year. The quality of inclusion will also be measured by collecting the FR data described above while the student is participating in a general education classroom. For target students enrolled in inclusive preschool settings, in addition to the data collected in 1 and 2 above, inclusion data will be collected to identify the quality of participation at baseline, mid-year and end of the year. **4) Student achievement and improvement** will be measured in the model training sites by assessing students at baseline and at the end of the school year with the Autism Behavior Checklist, the Sample of Vocal Behavior and the Social Interaction Assessment from the Autism Screening Instrument for Educational Planning (Krug, Arick and Almond, 2012). This will be done to directly measure the overall change in the core features of autism with standardized norm-referenced measures. **5) District school-wide measures.** Students will participate in districtwide/statewide assessments, when appropriate. Data will be collected and summarized for students who are participating in the districtwide/statewide assessments. **6) Fidelity of implementation data will be used to determine if additional training/support is needed to improve EBP implementation.** The fidelity of implementation checklist from the STAR Program administration manual will be used. The contents of this checklist has been used in two of the randomized control trial studies listed above and has produced reliable results. Insight Advanced allows you to develop on-line fidelity measures and checklists that can be shared interactively and as part of the video training and feedback.

Statutory Requirements

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

The program will establish an inclusive culture through a focus on providing general and special educators training and resources to educate students in inclusive, general education settings to reduce the number of students referred to more restrictive placements. Students who are currently in self-contained placements will gain the academic, communication, social and behavioral skills to be successful in general education settings. In addition, functional routines will be taught in the general education classroom to teach students appropriate social, behavioral and academic skills. Preschool classrooms in collaborating districts include students with and without disabilities. These classrooms will provide extensive opportunities for instruction in social interaction, peer modeling and social communication. The program will provide comprehensive training in the use of student schedules. Student schedules can assist students in knowing where to go and what to expect during each inclusion activity. Student schedules will be individualized based on the support each student needs. Staff schedules will be used to provide instructors information on the type of support each student needs to be successful in the general education setting. The staff will have access to the STAR Media Center's Routine Essentials and E-scheduler to assist in making the needed student and staff schedules (SAS, 2019). Student assessments will be used to determine EBP that will address the student's learning challenges in the general education setting including social skills training, structured play groups, antecedent-based interventions, peer-mediated instruction and communication intervention. The specific EBPs will be selected to support positive experiences with peer models in the school-wide model. The staff training provided will include information on how to structure the environment to positively effect inclusion and model training sites will demonstrate clear expectations for a culture of inclusion.

This program will also provide training to community early childhood programs, general education staff and program administrators. This training will focus on how to facilitate inclusion of students with autism in their community classrooms and in the general education setting. The use of visual supports, social skills training and support for students with disabilities will be a focus of this training. Examples of staff in general education settings who will benefit from these training and resources include, Head Start teachers, Early Learning Center teachers, Pre-K teachers and elementary teachers.

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

A key component of the model is parent communication, which includes parent training, resources, and support. Parent training focuses on teaching families effective and practical ways to improve their children's skills during everyday home routines. This project incorporates parent training and communication into professional development activities. As students learn new skills it is imperative that these skills are generalized in a variety of environments including school, home and community. Teachers will be able to choose from a variety of ways to share parent information and refer parents for further training, when appropriate. Parent communication and training will include both low tech and digital technology solutions and have a bilingual component when needed.

The program includes assessments to help identify parent support and training needs, and provides specific methods and incentives to meet those needs. A preschool team from each district will be trained to implement the parent training program "Teaching Social Communication to Children with Autism: A Parent Training Program" (Ingersol and Divorschak, 2012). This curriculum provides educators a curriculum tool for parent training. The curriculum includes a series of classes with all the materials needed to conduct the parent training, including a manual for parents. In addition to group parent training sessions, the manual also describes how to provide parents with 1:1 coaching to help them implement both direct and indirect instructional procedures.

This program uses strategies that encourage partnerships and collaboration (e.g. parents with educators, parents with other parents), and are designed with consideration for cultural and linguistic characteristics of the participants. The program provides multiple flexible entry points and options for parents to obtain the information (e.g. variable timing, face to face, on-line, individual and group). The program will encourage participation and facilitate ongoing communication and feedback from the parents.

Program Requirements

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

The school-wide model incorporates strong evidence-based components identified by the National Autism Center and the National Professional Development Center. The STAR Program (Arick, J., Loos, L., Falco, R. and Krug, D. 2004, 2015) curriculum and strategies to be used will help ensure that teachers have a reliable process to implement the strategies in their schools. The use of training sites and district coaches will provide assurance that practices are implemented with fidelity.

The project includes an evaluation plan that is designed to produce research-based results. Many of the model components make use of effective technology, including the Links online curriculum, online training modules, and website networking methods. The following chart shows how evidence-based practices will be used to teach needed curriculum domains and the methods to ensure fidelity of implementation in this model:

Specific Evidence-based Practices to be Used and the Methods to Ensure Fidelity of Implementation

Curriculum Domain in STAR Program or Social Emotional Curriculum. (Assessment, Lesson Plans and Data Forms included)	Evidence-based Practices Needed to Produce a Positive Outcome (National Standards Report, 2016).	Method to Ensure Fidelity of Implementation
Spontaneous Communication	Pivotal Response Training, Naturalistic Teaching Strategies	1. Professional development training 2. On-site consultation and training 3. Assessment and on-going evaluation of Skills 4. Research-validated Lesson Plans and data collection forms 5. Review of data collection on student outcomes 6. District coach support to educators 7. District model training site visitations 8. Fidelity of implementation data
Expressive Language Skills	Pivotal Response Training, Discrete Trial Training, Functional Communication Training	
Receptive Language Skills	Discrete Trial Training, Modeling, Video Modeling, Visual Supports	
Social Interaction and Play Skills	Pivotal Response Training, Structured Play Groups with Peer Mediated Instruction, Modeling, Video Modeling, Parent Training	
Social/Emotional Skills	Social Skills Training, Social/Emotional Skills Training, Naturalistic Teaching Strategies	
Academic Skills	Discrete Trial Training, Modeling, Visual Supports	
Self-Management Skills	Self-Management Instruction, Task Analysis, Schedules	
Functional Routines	Task Analysis, Visual Supports, Antecedent Package, Behavioral Package, Self-management, Schedules, Naturalistic Teaching Strategies, Parent Training, Generalization across people and settings	

Fidelity of Implementation Procedures

Project Component	Training on EBPs	Fidelity of Implementation Procedure	Data Collection Schedule
Coaches implementation of EBPs	Workshops, on-site coaching, on-line video coaching	Coach certification by SAS Trainer on Fidelity of Implementation Checklist	Monthly Checks
Model training sites implementation of EBPs	Workshops, on-site coaching, on-line resources	Teacher and paraprofessional certification by SAS Trainer on Fidelity of Implementation Checklist	Monthly Checks
All District staff participating in the program implementation of EBPs	Workshops, on-site coaching by district coaches, on-line resources	Teacher and paraprofessional certification by district coaches on Fidelity of Implementation	Monthly Checks
General education teacher's implementation of EBPs	Workshops, on-line resources	General educator's on-line certification for knowledge of EBPs	When each module is completed
Administrators knowledge of EBPs	Workshops, model site visitations, on-line resources	Administrators use of the checklist	Following each workshop
Parents implementation of EBPs	Parent training series and Teaching Social Communication Program.	Parent assessments of their child and homework assignments	During and following each session.

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

The school districts applying for this grant propose to work with STAR Autism Support (SAS) to train district coaches and establish model training sites and implementation sites. This process will ensure a sustainable district-wide program for students with autism. The school districts propose to meet the goals of this proposal by implementing a comprehensive system of professional learning opportunities that will result in improved outcomes for students. No one professional development activity can meet the needs of every school or school district, therefore a variety of training materials, workshops, webinars and in-class coaching protocols will be provided that can be adjusted to meet specific goals or unique needs of a classroom, school or district. Several hundred educators (both general and special educators) have been identified by the four school districts as potential participants in professional development activities. Each district will have the opportunity to send educators to workshops and trainings during summer and throughout the school year. Additionally, educators will be selected for additional in-class coaching. A unique component of this grant is the focus on training general educators in typical early childhood programs to address the needs of students with autism in their inclusive classroom. The University of Pennsylvania, Temple University and University of Santa Barbara conducted a research study on the fidelity of implementation of the STAR Program following training by STAR Autism Support. The study found that teachers were able to implement the evidence-based practices of discrete trial training, pivotal response training and teaching functional routines with fidelity following workshops and on-site coaching by SAS (Stahmer, A., Rieth, S., Reisinger, E., Mandell, D. and Connell, J. 2015).

Participants in this project will be provided with the following resources as part of the Professional Development services to assist in implementation of the EBPs: The STAR Program (Level 1, 2 and 3); STAR Media Center; specific coach resources; Insight Advanced on-line video training system; General Education Teacher and Early Childhood staff EBPs on-line courses; Links On-line curriculum and extensive powerpoint handouts at workshops.

Statutory/Program Requirements

Response to Program Requirement 2 continued:

Goal	School-wide Professional Development Implementation Plan: Activity and Participant	Training/Fidelity Types	Timeline
Goal 1. Implement a school-wide model that improves the core features of autism.	Comprehensive training on EBPs & research-based curriculum to all special education staff.	1) Workshops 2) On-site training 3) Model site visits 4) Fidelity checks	Summer & Fall 2020
Goal 2. & 7. Establish district coaches & implement online coaching procedures to improve fidelity.	District will identify & SAS will train district coaches to support instructional staff. SAS will provide training to coaches to use fidelity checklists.	1) Workshops 2) On-site training 3) Video training 4) Fidelity training	Summer & Fall 2020
Goal 3. Establish district model training sites.	District will identify and SAS will provide on-site, on-going training to district model training sites to reach fidelity.	1) On-site training feedback 2) Video training 3) Training resources	2020-2021 school year
Goal 4. Ensure educators across the district implement EBPs with fidelity.	District coaches and SAS will provide on-site training and feedback on fidelity of implementation in all participating sites.	1) Workshops 2) On-site training with fidelity feedback 3) Model site visits 4) Resources	2020-2021 school year
Goal 5. Provide training and support for parents and early childhood (EC) programs.	SAS and district coaches will provide research-based parent training and early childhood provider training.	1) Workshops 2) Online resources 3) Parent coaching sessions with their child	2020-2021 school year
Goal 6 & 8. Provide training to administrators and general education teachers on EBPs.	District coaches and SAS will provide training to administrators to support staff and SAS will provide EBP training to general educators.	1) Workshops 2) Online resources 3) Internet modules	Summer 2020 & 2020-21 school yr.

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 student learning environment will be individualized for each student and be consistent with implementation of EBPs. Environmental supports at each student's level will be developed 1. Daily visual schedule at the student's level of representation (e.g. picture schedule, written schedule); 2. Physical environment that meets the students learning needs (e.g. small table with reinforcers available and 1:1 instruction, large table with several students in a group with visual supports to assist with collaboration) 3. Visual supports that meet each students' needs. 4. Reinforcement system at the students' level (e.g. 1:1 reinforcement with social praise; token board; social praise only). 5. Access to general education (e.g. inclusion for part of the day to full inclusion with curriculum adaptations and support as needed). All students will have access to an appropriate curriculum that uses the EBPs and has research-validated content with the following components: 1. Comprehensive curriculum-based assessment of student skills to identify the specific skills the student needs to learn; 2. Written instructional lesson plans that include the use of EBPs and appropriate curriculum content. 3. Daily data to monitor progress on each of the student's goals and objectives. 4. Functional routine data collected in the natural environment (during natural routines including time in general education classrooms). 5. Use of on-line resources to provide EBPs that include theme-based instruction and on-site video training.

Communication. The lesson plans for teaching communication skills in this project have been research validated in several studies (Bacon, Dufek, Schreilbmann, Stahmer, Pierce and Courchesne, 2014; Young, Falco and Makoto, 2015) and use the pivotal response training strategy, discrete trial training strategy and functional routine strategy depending on the skill taught. Lessons are focused on functional and spontaneous communication and initiation including a core vocabulary, visual supports and functional routines. They also use responsive communication partners, naturalistic intervention, and behavioral strategies such as antecedent-based interventions and functional communication training. The lesson plans also include the use of various communication systems (e.g. pictures, gestures, verbal), address the range of communicative functions (requesting, protesting, greeting, commenting, gaining attention, sharing thoughts and feelings).

Social Competence and Independence. Lesson plans also emphasize strategies that encourage social interaction with peers and adults such as social routines, social narratives, peer-mediated instruction and intervention, structured play groups, and explicit social skills instruction with opportunities to practice skills with non-disabled peers in natural settings. The lesson plans for teaching functional routines are designed to promote personal independence (e.g. picture schedules, visual supports, video modeling) and self-management (e.g. identifying and labeling emotions, evaluating and monitoring behavior, solving problems, technology-aided instruction and intervention). Each functional routine lesson plan has a data collection form that provides the instructor with generalization data on the students' ability to be socially competent and independent.

Sustainability and Replicability. The school-wide model is designed to provide the LEA with a sustainable and replicable training program. The model includes comprehensive professional development of all staff, the establishment of district model training sites and district-wide coaches.

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

Hays ISD currently works with Head Start, YMCA after school program, Extend-A-Care after school program, as well as contracted bus drivers and monitors. The staff in each of these programs are responsible for and provide support to students who will be served by classrooms being trained under this grant. Each of these private and community-based partners will be invited to participate in professional development workshops, including the general education workshops. Additionally, STAR Autism Support offers online training modules for general education staff and early childhood staff. These modules will be made available to any private or community-based providers that participate in professional development.

Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

Authorized by: G.A.A., Article III, Rider 76, 86th Texas Legislature; TEC Section 29.026

County District Number or vendor ID: 105906		Amendment #				
Grant Period:	June 1, 2020, to May 31, 2021			Fund Code: 429		
Program Budget Summary						
Description and Purpose	Source of Funds					
	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Costs	
1 Payroll Costs	6100	\$ 72,198	\$ -	\$ 72,198		
2 Professional and Contracted Services	6200	\$ 743,600	\$ -	\$ 743,600		
3 Supplies and Materials	6300	\$ 100,439	\$ -	\$ 100,439		
4 Other Operating Costs	6400	\$ -	\$ -	\$ -		
5 Capital Outlay	6600	\$ 48,780	\$ -	\$ 48,780		
Consolidate Administrative Funds			N/A			
6	Total Direct Costs:		\$ 965,017	\$ -	\$ 965,017	0
7	Enter Percentage (%) of Indirect Costs:	3.54%	N/A	\$ 34,162	\$ 34,162	
8	Grand Total of Budgeted Costs :		\$ 965,017	\$ 34,162	\$ 999,179	0
Administrative Cost Calculation						
10	Total Grant Amount Requested:			\$ 999,179		
11	Percentage limit on administrative costs established for the program (15%)					
12	Maximum amount allowable for administrative costs, including indirect costs:			\$ -		

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

Authorized by: G.A.A., Article III, Rider 76, 86th Texas Legislature; TEC Section 29.026

County District Number or Vendor ID:		105906 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			\$ -	
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:			\$ -	0
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ 46,098	
25	6119 - Professional Staff Extra-Duty Pay			\$ 18,750	
26	6121 - Support Staff Extra-Duty Pay			\$ 7,350	
27	6140 - Employee Benefits			\$ -	
28	61XX - Tuition Remission (IHEs only)			\$ -	
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 72,198	0
30	Grand Total:			\$ 72,198	0
31	Total Program Costs*:			\$ 72,198	0
32	Total Direct Admin Costs*:				
<p>*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.</p>					

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

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

Authorized by: G.A.A., Article III, Rider 76, 86th Texas Legislature; TEC Section 29.026

County District Number or Vendor ID:		105906	Amendment #:	0
Professional and Contracted Services (6200)				
<p>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.</p>				
Description of Service and Purpose			Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land		\$ -	
2	Service: Specify purpose:		\$ -	
3	Service: Specify purpose:		\$ -	
4	Service: Specify purpose:		\$ -	
5	Service: Specify purpose:		\$ -	
6	Service: Specify purpose:		\$ -	
7	Service: Specify purpose:		\$ -	
8	Service: Specify purpose:		\$ -	
9	Subtotal of professional and contracted services requiring specific approval:		\$ -	0
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		\$ 743,600	
11	Grand Total:		\$ 743,600	0
12	Total Program Costs*:		\$ 743,600	
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.

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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County District Number or Vendor ID:		105906	Amendment #:	0
Supplies and Materials (6300)				
Expense Item Description			Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:		\$ 100,439	
2	Grand Total:		\$ 100,439	0
3	Total Program Costs*:		\$ 100,439	
4	Total Direct Admin Costs*:		\$ -	
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>				

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

Authorized by: G.A.A., Article III, Rider 76, 86th Texas Legislature; TEC Section 29.026

County District Number or Vendor ID:		105906		Amendment #:	
Capital Outlay (6600)					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669 - Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$ -	
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)		\$ -	\$ -	
3			\$ -	\$ -	
4			\$ -	\$ -	
5			\$ -	\$ -	
6			\$ -	\$ -	
7			\$ -	\$ -	
8			\$ -	\$ -	
9			\$ -	\$ -	
66XX - Software, capitalized					
10	Technology	1	\$ 48,780	\$ 48,780	
11			\$ -	\$ -	
12			\$ -	\$ -	
66XX - Equipment, furniture, or vehicles					
13	(Enter description and brief purpose)		\$ -	\$ -	
14			\$ -	\$ -	
15			\$ -	\$ -	
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
16	(Enter description and brief purpose)			\$ -	
17	Grand Total (sum of all lines):			\$ 48,780	
18	Total Program Costs*:			\$ 48,780	
19	Total Direct Admin Costs*:			\$ -	
<p>*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					

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Flores, Yvonne

From: Shelli Cervenka <Shelli.Cervenka@hayscisd.net>
Sent: Thursday, December 19, 2019 4:51 PM
To: loiapplications
Cc: Nadine Hogan
Subject: 2020-21 Services to Students with Autism Grant Application
Attachments: Grant Application.pdf; Hays Grant App Part 2.xlsx

Hays CISD's grant application for Services to Students with Autism is attached. Thank you for this opportunity!

Shelli Cervenka
Coordinator of Early Childhood Services
Hays CISD Special Education Dept.
512-268-8250 x46985

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