



2020-2021 Services to Students with Autism

Letter of Interest (LOI) Application Due 5:00 p.m. CT, December 20, 2019

NOGA ID [redacted]

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](mailto: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

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

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

**Required Attachments**

*December 20, 2019 MF*

- 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): **N/A**

**Applicant Information**

Organization **Harmony Science Academy** CDN **101-846** Campus **101-846-102** ESC **4** DUNS **085187438**

Address **14100 Southwest Frwy, Ste 100** City **Sugar Land** ZIP **77478** Vendor ID **76-0615245**

Primary Contact **Ihsan Kara** Email **ikara@harmonytx.org** Phone **713-343-3333**

Secondary Contact **Pam Rustemier** Email **prustemier@harmonytx.org** Phone **832-656-0657**

**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 **Umit Alpaslan** Title **Deputy Superintendent of Schools**

Email **ualpaslan@harmonytx.org** Phone **713-343-3333**

Signature *U. Alpaslan* Date **12/20/2019**

*2020-091087*

**701-20-109-039**

**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.

Harmony Public Schools (HPS) is a public charter school system with 7 districts in Texas, 57 schools, 35,000 students, over 2900 students in special education and 417 students with autism spectrum disorder (ASD). All HPS districts are a STEM (Science, Technology, Engineering and Math) charter providing the full array of services to our students with disabilities. Harmony's mission statement includes the core values of High Expectations, Dedicated Staff, Working Together, Character Matters, and STEM for All (every student will graduate with a strong understanding and appreciation of STEM and how it connects to the real world). Our Special Programs Department's mission statement includes the beliefs that all children can learn, all children have the right to be challenged in order to meet their full potential, positive reinforcement and a positive learning environment lead to great accomplishments, and educating children in the least restrictive environment leads to greater success in life.

We have grown tremendously since our inception in 2000. However, one of our continued challenges is our widespread geographical locations throughout the state of Texas (as far east as Beaumont and as far west as El Paso) result in challenges combining resources on one or a few campuses. In order to provide an array of services to all of our students, each program must be provided on every campus; this can be cost prohibitive. We continually search for solutions.

**Summary of Program Cont'd**

In 2017-18, in an effort to expand our climate of inclusion and to continue to meet our mission goals, Harmony introduced the Positive Approach to Student Success (PASS) program in our San Antonio district. The PASS program is a well-established, evidence-based behavior program developed for students with emotional / behavioral difficulties. It focuses on teaching behavioral skills and then providing support in the general education environment to promote generalization of skills. After the first year of implementation, there was a 70.5% decrease in discipline referrals for PASS students when comparing fall, 2017 discipline referrals to spring, 2018. 92% of the same students showed an increase in district assessment scores for reading, and 86% showed an increase in math scores. This has led to the expansion of the PASS program into 5 more of our districts. Given the success of this program at Harmony, we will utilize its structure for our students with ASD next school year.

Students with ASD present unique challenges regarding socialization and behavior. Research conducted by Kim, Berkovits, et al. in 2012 concluded that students with high functioning ASD responded better to human interaction when a robot was present, than when another human or computer screen was available. This is consistent with previous research that indicates that social robots can be used as supportive tools for social and communication skills therapy in children with ASD (Duquette et al. 2008; Feil-Seifer and Mataric 2009; Kozima et al. 2009 2005; Robins et al. 2005; Scassellati 2005; Stanton et al 2008). Based on the research by Kim, Berkovits, et al., RoboKind (a private company) has created Milo, "the humanoid robot that engages students with autism and helps them learn social skills". Milo utilizes Robots4Autism curriculum that contains 130 social skills lessons in 4 key areas: Emotional (identifying facial expressions, how to respond to others, labeling feelings), Conversational (how to begin, maintain and end a conversation), Situational (understand and succeed in less familiar situations) and Calm Down (multiple techniques to reduce physical responses to stress).

HPS will utilize PASS classes and Milo's Robots4Autism curriculum (consistent with STEM) as innovative technology to teach the social and behavioral skills unique to students with ASD. HPS is presenting this proposal for the Exploration campus (101-846-102) of our Houston South District in collaboration with 6 additional campuses from multiple other HPS districts (015828, 101858, 161807, 227816, 101862, 071806).

**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.

According to the Diagnostic and Statistical Manual -Fifth Edition, core features of ASD include persistent deficits in social communication and social interaction (including deficits in nonverbal communicative behaviors used for social interaction and deficits in developing, maintaining, and understanding relationships) and restricted, repetitive patterns of behavior, interests, or activities. According to the American Speech-Language-Hearing Association (ASHA), these features lead to deficits in problem-solving skills, ability to plan and organize, ability to be flexible, and poor social communication skills.

Our first goal is to provide students with ASD education in the Least Restrictive Environment (LRE). To achieve this goal, utilizing a new innovative evidence-based curriculum (Robots4Autism) that blends artificial intelligence and adaptive technology, Milo will teach students with ASD the following skills: 1. problem-solving skills; 2. planning and organization; 3. the ability to be flexible; and 4. effective social communication. Robots4Autism has embedded the following evidence-based practices into the program: technology-aided instruction and intervention, social narratives, social skills training, self-management, video-modeling, visual supports, prompting, exercise, naturalistic intervention, reinforcement, functional communication training, and scripting. Baseline data will be established through lesson runs with Milo with each of the 4 skill areas and measuring accuracy of lesson completion. We aim to increase accuracy of completion in 3 of the 4 areas by 20% for 75% of the students.

It has long been established (e.g., see Warren 1988; Kamhi 1988) that children with ASD experience more difficulties generalizing learned skills into other settings than typically-developing students. This leads to the second goal: for students to generalize the learned skills taught by Milo into other settings by utilizing the PASS program. PASS will do this by implementing evidence-based strategies such as providing immediate feedback regarding behavior, reteaching skills, providing an opportunity to practice and implement the skill, and incentives through positive reinforcement. Baseline data will be established by observing the students for 30 minute sessions in the general education classroom at the start of the school year, and counting the number of occurrences of each of the skills. We aim to increase 3 of 4 of these skills by 20% in 75% of the students by the end of one school year. Progress will be measured 3 additional times during the school year through 30 minute observations in the general education setting.

HPS' program will include a strong family component. Aligned with Harmony's general practice, students with ASD will have at least one home visit annually. We will also offer throughout the year, 2 parent workshops and specialized in-home and community-based instruction (CBI) to generalize skills into the community setting.

**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.

Both PASS and RoboKind utilize data collection to evaluate student progress and success of the program.

Aligned with our first goal, RoboKind's data captures the set of metrics including lesson attempts, accuracy of response, and response time; Robots4Autism provides pre- and post-tests for baseline and progress data. Milo's lessons will be presented to the student by a Speech Language Pathologist (SLP) daily for 30 minutes. This consistency, with use of the data, will allow the SLP to determine when lessons need to be repeated and when they're mastered.

PASS identifies "target behaviors" based on the student's behavior goals. These behaviors are then observed by the general education teachers while the student is in the mainstream setting, and constant and immediate feedback is provided to the student regarding those behaviors via the token system. Aligned with our second goal, PASS staff monitors all of the students every 15 minutes to record behavioral data. This tracking data is kept over time and utilized to provide feedback to the students and to evaluate program success.

HPS has examined the following data previously to determine PASS program efficacy: number and type of discipline referrals, PASS data tracking, grades, state and district assessment results. If PASS is effective, in addition to the achievement of the 2 stated goals, above, the number of discipline referrals should decrease by a minimum of 30% and student achievement (grades, assessment results) should increase by a minimum of 30% from the previous year (as we observed in our 2017-18 data). With this new proposed program, we will continue to gather and study this data for program efficacy. We will also observe student engagement through random PASS teacher observations and include examination of progress on speech, behavior, counseling and social skills IEPs.

**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.

HPS will pilot the program on 7 campuses in multiple districts in 2020-2021 with expansion the following year.

Based on the number of students and job duties, all personnel's salary will be paid in part by this grant and in part by general funds. HPS will hire 7 teachers and 7 aids for each of the 7 PASS classes (1 per campus). Teachers and aids will work with equal number of students with ASD and students with other disabilities, and/or students in the general education; 50% of their salaries will be paid by the grant. SLPs and Licensed Specialists in School Psychology (LSSP) / Board Certified Behavior Analysts (BCBA) will spend approximately 10 hours per week with students with ASD; 25% of their salaries will be paid by the grant. Assistant Principals and district administrators (District Coordinators and Associate Director of Special Programs) are estimated to spend 1/2 day per week on average with the students affected by this grant; 10% of their salaries will be paid by the grant. 7 X 0.5 FTE for PASS teachers = \$245,000; 7 X 0.5 FTE for PASS aids = \$105,000; 7 X 0.10 FTE for Assistant Principal = \$59,500; 7 X 0.25 FTE for LSSP/BCBA = \$148,750; 7 X 0.25 FTE for SLP = \$148,750; 1 X 0.10 FTE for Associate Director = \$10,000; 7 X .010 FTE for District Coordinators = \$59,500; Total personnel costs = \$776,500.

HPS will purchase innovative technology with this grant including 7 Milo robots (1 per campus), which utilize Robots4Autism curriculum with a recurring annual fee per robot. To assist with first year implementation, grant funds will be used to purchase Project Management (bimonthly contact from RoboKind to assist with implementation), 2 additional webinar training sessions, Advanced Reporting and Data Integration services (the latter 2 will be completed by HPS personnel in upcoming years for sustainability). Milo requires the purchase of 2 tablet devices per robot; the tablets will also be utilized by PASS personnel for monitoring rounds and by students for reinforcement. The grant will cover the cost of 14 Samsung Gallery Tablets A 8.0", 32GB (Wi-Fi) or equivalent. 7 Milo Robot, Curriculum & Fees = \$135,000; tablets = \$3,430

Face-to-face training can be costly for a charter school system because of the number of personnel who will need to travel. The grant will be extremely helpful in this regard. Two PASS face-to-face trainings (\$13,000) and travel costs for all training and program observations (\$72,000).

Parent training (\$9800) and in-home visits (\$8750), and the cost for the students to take community based instruction (CBI) trips (\$2800) will be paid by general funds.

The total of grant costs = \$999,930. Please refer to the attached spreadsheet for additional details.

**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.

Evidence-based practices utilized in PASS include BIPs, self-monitoring, emphasis on family involvement, direct-teaching of skills, role-modeling and peer-mentoring. During the initial phase of PASS, "The Draft," school staff review student progress and needs, and meet with parents to make recommendations regarding services and placement. During "Training Camp," specific target behaviors are identified, based upon the student's BIP. Alternative behaviors are directly taught by the teacher and Milo, video-modeled, role-modeled, and practiced. Target behaviors are taught and practiced intensively for a short period of time (e.g., 2 to 6 weeks) in a special education self-contained setting, until the PASS Team (general ed and special ed teachers, administrator, LSSP, BCBA, SLP), parent and student agree that the student is ready for "The Game". During this phase, the student returns to the previous schedule of services (Least Restrictive Environment). Tokens are used to communicate with the student regarding behavior, and to remind the student to utilize alternative behaviors. PASS staff (teacher or paraprofessional) make rounds every 15 minutes to check on students and the tokens, and to record the data. When needed, PASS staff will speak discretely with the student to redirect and practice behavior. The student returns to the class as soon as they're able. "The Game" phase generally lasts the longest period of time. However, when the student is able, they self-monitor their behavior. If they're successful, they then enter the "Retirement" phase of the program. The student is no longer monitored by PASS personnel and serves as a peer mentor for other students currently in "The Game". Throughout the entire process, Milo will be utilized for direct teaching and practice of behaviors and social skills.

Data is tracked every 15 minutes by PASS staff during The Game. Tracking the data on a tablet reduces the time the teacher will later spend inputting the data into the computer and also provides: a place for staff to document incidents; provide feedback to parents; house forms associated with PASS; immediate communication with administrators, staff, and parents; and reinforcement for students.

HPS will also utilize "Milo" the robot, a technology-based intervention system for students with ASD. It utilizes a facially expressive humanoid robot and tablet and it captures performance, improvement, growth and skills mastery data. An integrated data portal provides reporting on the program at the individual student level as well as different levels of organization to show student improvement and fidelity of implementation.

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.

The PASS teacher or aid monitors and tracks student behavior every 15 minutes. Tokens are utilized by the general education teacher to communicate to the student and PASS teacher whether or not the student is engaging in the targeted alternative behavior. If the student is exhibiting the desired behavior, a green token is displayed. If the student requires redirection, a yellow token is displayed. If the student requires removal from the classroom due to behavior, a red token is displayed. A "tracking sheet" is created by monitoring the status of the tokens every 15 minutes. Over time, improvement is shown with increased time in green and yellow. Increased time in yellow indicates that the student is able to redirect their own behavior without having to be removed from the class. This data is shared with the student to provide feedback regarding their behavior. It is also utilized to measure progress on behavior IEPs.

With RoboKind, data is collected automatically while the student is engaged in the lesson. This data includes accuracy of response and time to respond. Surveying about a student's need for prompting, redirection and cuing is associated with each lesson run. Surveying and notes worksheets are also provided to document each extension activity to help track an individual's progress towards generalization of skills to human-to-human interactions. Generalization will be aided by use of PASS target behaviors and will be tracked during The Game.

Individual Education Plans (IEPs) are aligned with PASS and RoboKind via use of the BIP and a RoboKind IEP alignment sheet. This also aligns IEP goals with specific lessons within the Robots4Autism program. IEP progress will be continually monitored every 3 weeks to review progress on goals.

Overall program effectiveness will continue to be determined by comparing discipline referrals, grades, state testing and district testing before implementation of the program to end of the year data. Campus and district administrators will provide classroom observations at least twice during the school year to ensure program consistency and fidelity.

**Statutory Requirements**

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

The purpose of PASS is to provide education in the least restrictive setting possible, by teaching behavioral and social skills that allow education in the LRE and to maintain relationships with same-age peers. For the majority of the PASS program, the student is in the mainstream setting practicing the targeted alternative behaviors (i.e., "The Game"). During this time, the student is utilizing the behavioral skills that allow them to be educated in a general education setting. This setting allows for generalization of skills that were taught during "Training Camp" so that the student's long-term outcome, both in school and post-graduation, are improved. "The Game" also provides an opportunity for the student to utilize the social skills taught by Milo, the LSSP / BCBA, and SLP to develop and maintain peer relationships with non-disabled students. During "The Retirement" phase, students act as peer mentors and role models for students currently in the PASS program.

An integral part of the RoboKind program is extending skills into the naturalistic setting. As students gain mastery in each lesson, there is an array of extension activities paired to the exact skills set they achieved with the robot. These extension activities provide ideas to the educators, as a lesson plan, for stretching students into a social setting. They are similarly scaffolding in difficulty to extend students to display that skills with a familiar peer, unfamiliar peer, familiar adult, and unfamiliar adult. The extension to a familiar peer will occur in the PASS classroom where the student will already achieved a high comfort level.

While PASS and RoboKind assist the student in generalizing skills from a restrictive educational setting into a lesser restrictive educational setting, it does not assist in generalizing those skills outside of school setting. Therefore, the program includes a minimum of 2 CBIs during the 2020-2021 school year. The exact nature of the CBIs will be determined by the campus and parents, as the culture of each of Harmony's cities is quite diverse and unique.

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

School personnel are in close contact with parents prior to the ARD in which PASS services are discussed. Parents will be part of the team that discusses behavioral and social skills deficiencies, and how to improve those at school. Once PASS services are ARDed, parents and PASS teachers communicate on a daily basis. The PASS teacher communicates with the parent via their preferred method (texting, emailing, notes home, etc.) on a daily or weekly basis to provide feedback regarding the student's progress. Parents utilize this same method to inform the teacher of concerns in the home setting.

RoboKind will be introduced to parents with a "Meet Milo" night. This will introduce the parents to Milo and explain how RoboKind and PASS will work in conjunction to education their children. RoboKind provides parent newsletters that describe the lesson goals, objectives, and teach parents methods of support to be used in the home. Reporting of progress and improvement throughout the program are provided in easy-to-read reports.

Annual in-home visits are standard at Harmony with all students. Students, particularly those in elementary school, are excited about having their teachers visit their homes and families. This also establishes and maintains a positive relationship between parents and Harmony personnel. This type of bond is crucial when working with students with significant disabilities because it promotes parental and student trust with their teachers. Additional in-home visits will be offered based upon student need and ARDed services.

A minimum of 2 parent workshops will be offered during the school year. One, offered by the PASS teacher, will focus on how the PASS program works. Included in this parent training will be how to identify "target behaviors" and how to support the PASS program in the home setting. The other training will focus on autism and education, and will be offered by the LSSP / BCBA. This training will discuss in depth the features of autism and how they impact students in the educational setting. Also included will be research-based methods of behavioral training in the home. Parents will be asked to complete a survey after each training. Based on the results of the surveys, additional training may be offered.

Finally, new HPS program does not have an official name. School personnel will be asked to come up with 3 prospective names during their training. Parents will be asked to vote on the names during the parent training. We'll let you know next year what name they decided!

**Program Requirements**

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

As previously noted, both PASS and RoboKind are built on evidence-based practices. These practices include, but are not limited to, the use of BIPs and IEPs, self-monitoring and management, emphasis on family involvement, direct-teaching of skills, role-modeling, technology-aided instruction and intervention, social narratives, social skills training, video modeling, visual supports, prompting, exercise, naturalistic intervention, reinforcement, functional communication training, scripting, and peer-mentoring.

Program fidelity and consistency can be a unique challenge to a charter school because of the numerous campus locations across the state. Public school districts can provide teacher mentors and allow teachers to view each others' classrooms; this is cost-prohibitive when the teacher has to take a flight to see another teacher's classroom. At Harmony, we utilize Zoom to provide training and hold meetings with multiple people across the state. We will also utilize Zoom to allow teachers to view each others' classrooms. All teachers and staff will be able to meet each other and establish relationships in the 2 face-to-face trainings held at the start of the year. This will assist in encouraging communication and support between staff during the school year.

Two face-to-face trainings, 1 computer-based training, and at least 2 virtual trainings are planned to assist with program fidelity. PASS personnel will provide 2 face-to-face trainings: one for supervisors/administrators, and one for teaching staff. HPS will provide an additional face-to-face training to provide details of the program outlined in this proposal as well as to provide responsibilities aligned with the grant. RoboKind provides a standard, computer-based training that allows personnel to begin utilizing Milo and Robots4Autism. HPS will provide 2 additional virtual (webinar) trainings to provide on-going support.

HPS will purchase RoboKind's Program Management that provides bimonthly support to HPS staff, and on-going support for questions and concerns. The Program Management will explore student and program progress, and assist with program implementation, fidelity, and consistency.

The HPS Special Education Associate Director will lead monthly meetings with district staff to discuss individual student progress and program progress. These meetings will be held via Zoom and will allow district staff to share ideas and provide mentoring and support to each other.

PASS meetings will be held on each campus to discuss student and program progress. The meetings will initially be held weekly but may be held less frequently (bimonthly) as the program becomes more effective.

Lastly, to assist with program fidelity and consistency, each PASS class will be observed several times during the school year. This will include observations of Milo lesson runs. Observations will be made monthly (8 times per year) by campus administrators, and twice annually by district personnel. The Special Education Associate Director will visit each class twice during the year to assist with program consistency. Feedback will be provided to teachers and all stakeholders following the observations.

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

As described above, HPS staff will be thoroughly trained. PASS personnel will provide 2 face-to-face trainings. The first is a one-day training for supervisors/administrators. Campus administrators and district-level administrators will attend this training. The second training is a 2-day training for campus teachers, paraprofessionals, LSSPs/BCBAs, SLPs and other special education support staff. Both trainings will be held before school starts, or as close to the start of school as possible. The second set of face-to-face trainings will be for 1 day each but will be broken up into administrator training and teacher/staff training. The mission and purpose of this program will be presented, along with the responsibility each staff member holds to the grant. RoboKind provides a 6-hour computer-based training with its robots. Two additional webinar-style trainings will be purchased. The first will be held approximately 6 weeks after implementing the program to provide initial support. The second will be provided in the second semester.

Coaching will be provided by RoboKind through its Project Management. RoboKind personnel will contact HPS stakeholders twice monthly to discuss student and program progress, and to assist with any questions that staff have. Additional coaching will be provided via district level monthly PASS Zoom meetings. Monthly Professional Learning

**Statutory/Program Requirements**

Response to Program Requirement 2 continued:

Communities (PLCs) will be held via Zoom for campus staff. These meetings will include book studies, presentations by outside companies (e.g., Attainment, EveryDay Speech) and discussion of the HPS program. Lastly, district special education personnel will provide face-to-face coaching with teachers as needed, and more experienced teachers will provide coaching and support via Zoom.

Additional support will be provided to campus staff by the LSSP/BCBA. These personnel will provide weekly support during the PASS Team meetings, and one-on-one with teachers when needed. They will provide training to staff regarding classroom management techniques, and evidence-based behavioral techniques to utilize with students.

HPS will purchase Custom Reporting from RoboKind. Reports track student engagement, number of lessons completed and other data. The Special Education Associate Director will request and review these reports monthly to track student and program progress. Feedback will be provided to campus and district personnel, and will be discussed in monthly Zoom meetings.

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.

HPS' goal is to provide students with Autism education in the Least Restrictive Environment (LRE) by teaching the following skills: 1. problem-solving skills; 2. planning and organization; 3. the ability to be flexible; and 4. effective social communication. The PASS program has been successfully utilized by HPS to address the needs of students with emotional and behavioral disorders and to allow them to receive their education in the LRE. We will expand this model for use with students with ASD, and incorporate their specialized social and cognitive needs. They will be taught these skills by 2 methods: direct instruction in the PASS class by the PASS teacher and via Milo (the humanoid robot). To start, students will be in the PASS classroom all day receiving both their academic instruction and intensive behavior and social skills instruction. When students return to their LRE schedules, they will continue to be provided daily social skills instruction in the PASS class by the PASS teacher. The PASS class will remain their "safe haven". Social and behavioral skills will also be taught by Milo of RoboKind. Initial instruction will occur concurrent with the self-contained portion of the PASS instruction. SLP will provide daily, 30 minute lessons with Milo; this may decrease to once or twice weekly based upon student progress.

Additional support will be provided to the students, based upon their individualized needs, by the LSSP/BCBA. Counseling and specific ABA techniques may be utilized to support IEPs when the students aren't making sufficient progress. These personnel will also provide support to the classrooms and HPS staff.

Parents are an integral part of any educational program. HPS parents will be involved in training and will be kept abreast of their children's progress. Staff will make home visits and provide in-home training as ARDed. Parents' continual feedback will be utilized daily to assist students, and to evaluate program effectiveness.

HPS will utilize the data obtained during this first year to expand to additional campuses the second year.

The purpose of education for any and all students is to allow them to function as independently as possible. Both PASS and RoboKind focus on developing independence by teaching, practicing, and then generalizing communication, behavioral and social skills necessary to be successful.

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

HPS will continue to partner with PASS as it has since 2017. PASS personnel provide training and on-going support as needed. For the upcoming school year, HPS would also like to partner with RoboKind for use of Milo and the Robots4Autism curriculum. Redacted data generated through PASS tracking, discipline records, grades, state and district testing, IEP progress, and, of course, data generated with Milo, will be shared with RoboKind so that they can continue their research on their product.

RoboKind reports that Robots4Autism has and continues to work with private therapy providers as well as community-based providers. Where these services are provided and available, the Robots4Autism can be coordinated and integrated into such practice.



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: 76-061-5245		76-061-5245	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	\$ 647,500	\$ 129,000	\$ 776,500		
2 Professional and Contracted Services	6200	\$ 85,000	\$ -	\$ 85,000		
3 Supplies and Materials	6300	\$ 138,430	\$ -	\$ 138,430		
4 Other Operating Costs	6400	\$ -	\$ -	\$ -		
5 Capital Outlay	6600	\$ -	\$ -	\$ -		
Consolidate Administrative Funds			N/A			
6	<b>Total Direct Costs:</b>		\$ 870,930	\$ 129,000	\$ 999,930	0
7	Enter Percentage (%) of Indirect Costs:	0	N/A	\$ -	\$ -	
8	<b>Grand Total of Budgeted Costs:</b>		\$ 870,930	\$ 129,000	\$ 999,930	0
Administrative Cost Calculation						
10	Total Grant Amount Requested:			\$ 999,930		
11	Percentage limit on administrative costs established for the program (15%)				0.13	
12	Maximum amount allowable for administrative costs, including indirect costs:			\$ 129,000		

**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:

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:		76-061-5245 Amendment # (for amendments only):			
<b>Payroll Costs (6100)</b>					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
<b>Academic/Instructional</b>					
1	PASS Teacher		7	\$ 245,000	
2	PASS Aide		7	\$ 105,000	
3				\$ -	
<b>Program Management and Administration</b>					
4	Special Programs Associate Director		1	\$ 10,000	
5	Assistant Principal		7	\$ 59,500	
6	District Coordinator		7	\$ 59,500	
7				\$ -	
8				\$ -	
9				\$ -	
10				\$ -	
11				\$ -	
<b>Auxiliary</b>					
12	LSSP/BCBA		7	\$ 148,750	
13	SLP		7	\$ 148,750	
14				\$ -	
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16				\$ -	
17				\$ -	
18				\$ -	
19				\$ -	
20				\$ -	
<b>Other Employee Positions</b>					
21	(Enter position title here)				
22	(Enter position title here)				
23	<b>Subtotal Employee Costs:</b>			\$ 776,500	0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay				
25	6119 - Professional Staff Extra-Duty Pay			\$ -	
26	6121 - Support Staff Extra-Duty Pay			\$ -	
27	6140 - Employee Benefits			\$ -	
28	61XX - Tuition Remission (IHEs only)			\$ -	
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ -	0
30	<b>Grand Total:</b>			\$ 776,500	0
31	<b>Total Program Costs*:</b>			\$ 647,500	0
32	<b>Total Direct Admin Costs*:</b>			\$ 129,000	
<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.

**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:

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:		76-061-5245	Amendment #:	0
<b>Professional and Contracted Services (6200)</b>				
<p><b>NOTE:</b> 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>				
<b>Description of Service and Purpose</b>			<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6269 - Rental or lease of buildings, space in buildings, or land		\$ -	
2	Service: 2 PASS Training Specify purpose: To train on PASS program for administrators and teachers		\$ 13,000	
3	Service: Travel of Personnel for Training and program Observation Specify purpose: To provide face-to-face training to staff and for administrators to ob		\$ 72,000	
4	Service: Specify purpose:		\$ -	
5	Service: Specify purpose:		\$ -	
6	Service: Specify purpose:		\$ -	
7	Service: Specify purpose:		\$ -	
8	Service: Specify purpose:			
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>		<b>\$ 85,000</b>	<b>0</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.			
11	<b>Grand Total:</b>		<b>\$ 85,000</b>	<b>0</b>
12	<b>Total Program Costs*:</b>		<b>\$ 85,000</b>	
13	<b>Total Direct Admin Costs*:</b>			

\*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.

**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:

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:		76-061-5245	Amendment #:	0
<b>Supplies and Materials (6300)</b>				
Expense Item Description			Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval (7 Milo robots with curriculum and fees):		\$ 135,000	
	14 Galaxy Tables (2 per robot and campus)		\$ 3,430	
2	Grand Total:		\$ 138,430	0
3	Total Program Costs*:		\$ 138,430	
4	Total Direct Admin Costs*:		\$ -	

\*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.

FOR TEA USE ONLY

## Erwin, Scott

---

**From:** Pamela Rustemier <prustemier@harmonytx.org>  
**Sent:** Friday, December 20, 2019 4:54 PM  
**To:** loiapplications  
**Cc:** Ihsan Kara  
**Subject:** Re: Harmony Public Schools AU Grant  
**Attachments:** HPS AU Grant Excel Workbook Dec 2019.xlsx; HPS-2020-2021 Services to Students with Autism LOI Application.pdf

Good afternoon,

I am resending the grant application and budget for the **2020-2021 Services to Students with Autism, Cycle 2** to ensure that you receive everything on time.

Thank you,

**Pam Rustemier, M.A., LSSP** | Associate Director of Special Programs | Academics Department  
(713) 343-3333 x-270 | 9321 W Sam Houston Pkwy S Houston, TX 77099  
Join Our Team: [Apply Today](#)



**DISCLAIMER:** This e-mail transmission, and any documents, files or previous e-mail messages attached to it, may contain confidential information that is legally privileged. If you are not the intended recipient, or a person responsible for delivering it to the intended recipient, you are hereby notified that any disclosure, copying, distribution or use of any of the information contained in or attached to this message is **STRICTLY PROHIBITED**. If you have received this transmission in error, please immediately notify this sender.