

SHARED SERVICES AGREEMENT TO
IMPLEMENT
2020-21 STUDENTS WITH AUTISM
GRANT PROGRAM

Pursuant to the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, the independent school districts of **Aldine ISD** Independent School District, Bellville Independent School District, Cleveland Independent School District, and Klein Independent School District, Magnolia Independent School District, Tomball Independent School District, and Waller Independent School District, College Station Independent School District, Sheldon Independent School District, (collectively the "Member Districts") hereby agree to this Shared Services Agreement ("SSA" or "Agreement"). This Agreement is subject to the final approval of the Commissioner of Education, of said Agreement. Member Districts agree as follows:

- I. **PURPOSE.** The purpose of this SSA is to create a cooperative arrangement through which the Services to Students with Autism Grant Program award can be administered in the Member Districts. The Member Districts do not intend by entering into the SSA, or otherwise, to create a separate or additional legal entity.
- II. **FISCAL AGENT.** The **Aldine ISD** Independent School District shall serve as the fiscal agent for this SSA. As Fiscal Agent, **Aldine ISD** is responsible for:
 - A. Coordinating distribution of funds awarded under the grant;
 - B. Ensuring that funds awarded to **Aldine ISD** and Member Districts under the **2020-2021** Services to Students with Autism Grant Program are used in accordance with the grant award and the Texas Education Agency (TEA) Financial Accountability System Resource Guide;
 - C. Maintaining financial accounting records as required by the grant;
 - D. Preparing any necessary amendments to the grant budget with assistance from Member Districts as needed;
 - E. Preparing and submitting on behalf of the Member Districts any reports required by federal or state law related to the entire grant;
 - F. Maintaining records as required by state and federal guidelines.
- III. **TERM.** This SSA shall be effective from the date of the grant award and shall continue through **May 31, 2021**.
- IV. **ORGANIZATION.**
 - A. **Aldine ISD**'s Executive Director of Special Education Services, the Director of Federal & State Programs and Superintendent or Designee of the Member Districts are the authorities enacting the fiscal and programmatic components of this SSA.
 - B. For the purpose of this SSA, **Aldine ISD** will act as the Purchasing Entity for purchases made with the fiscal award and Member district's will receive a reimbursement for substitute cost only.
 - C. Each Member District will maintain appropriate staff to provide fiscal support or technical assistance to the Member District.

- D. Member Districts agree to cooperate with the Fiscal Agent by providing information or records as reasonably requested by the Fiscal Agent;
- E. Member Districts must remain in the SSA for the entire period of the grant award

V. PROVISIONS, ASSURANCES, AND CERTIFICATIONS. Each Member District is responsible for operating in accordance with the Provisions, Assurances, and Certifications stated in the Texas Education Agency 2020-2021 Services to Students with Autism grant application. The grant application is attached here to as Exhibit 1.

VI. OWNERSHIP OF ASSETS AND NOTICE OF GRANT AWARD STATUS.

- A. All assets, both liquid and fixed (if any), will be owned by the Member district as ordered for by the Fiscal Agent, Aldine ISD .

VII. LIABILITIES.

- A. Should liabilities be incurred due to complaints, grievances, litigation, or required refund due to monitoring or audits, each Member District bears its own risk of loss attributable to its own actions and will be responsible for all costs associated with any damage to or loss of personal or real property, administrative costs, litigation expenses, awards of actual damages, court costs, attorney's fees, and settlement costs attributable to its actions.

VIII. USE OF FUNDS.

- A. Aldine ISD , as the Fiscal Agent, will pay flow through funds to Member Districts for properly documented expenditures that are authorized by the Grant.
- B. Member Districts must not exceed the amounts authorized by Class/Object Code as noted on Exhibit 2. Each Member District budget change must be approved by Aldine ISD prior to expenditures of funds in the changed budget categories.
- C. The Member District must account for its Member District expenditures in its official accounting records. The Fiscal Agent along with each Member district must budget, expend, and report funds according to the TEA Financial Accountability System Resource Guide.
- D. All expenditures must occur after the beginning date and ending dates of the grant. (June 1, 2020, through May 31, 2021) All travel must occur by the ending date of the grant. All materials and equipment must be delivered before the ending date of the grant and must be ordered and delivered in time to substantially benefit the current grant period in no case after the ending date of the grant.
- E. Expenditures of grant allocations are restricted to the provision of

services in accordance with the guidelines under which this agreement is made.

F. PAYMENT.

- A Member District must return an executed original or counterpart of this SSA before any properly documented, approved cost expenditures will be reimbursed.
- Member Districts will receive payment for all allowable expenditures, once the Fiscal Agent has received all invoices and related documentation as requested.

G. RECORDS AND REPORTS.

- Member Districts must maintain financial records related to the SSA and grant for seven (7) years after the end of the SSA and such records are subject to an audit by **Aldine ISD** and TEA.
- Fiscal and Expenditure ReportsThe Fiscal Agent is responsible to submit Expenditure Reports through the TEA TEAL system for reimbursements for allowable expenses.
- Each Member District must submit invoices for reimbursement within 30 days of planned and said activities allowable for reimbursement.
- Each Member District must submit its final invoice no later than 45 days prior to the last day of the program period of the Autism grant.

H. PROGRAM REPORTS

Each Member District will submit program reports quarterly. Schedule of due dates will be sent out by the s required by the SAS shall include the name and signature of the Member District Superintendent or Designee.

I. ACCESS TO SERVICES BY MEMBER DISTRICTS.

- **Aldine ISD** , as the Fiscal Agent, will contract directly with a selected service provider to provide training to its allowable employees and allowable employees of Member Districts.
- The Fiscal Agent will allow employees from all Member Districts to attend such training (face to face or virtually) as planned and contracted.
 - Each Member district is responsible to ensure that their employees attend planned and scheduled training.
 - Each Member district employee allowed to participate in said planned training are required to register and attend training.
 - The registration will take place electronically and be kept by the Fiscal Agent.

J. NOTICES.

All Notices given under this SSA, except for emergency requests, shall be made in writing to the address contact stated herein. A Member District may change its address or name of contact by submitting a written notice of change to the other Member Districts at the addresses noted herein.

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| <u>Aldine ISD</u> | Director of Special Education |
| Contact Name | Tracy Bailey |
| Address | 15010 Aldine Westfield Rd. Houston, TX 77032 |
| Telephone | 281-985-6615 |
| Facsimile | |
| Email | tybailey@aldineisd.org |
| <i>With a copy to: (optional)</i> | Name: Address: Telephone: Facsimile: Email: |

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| <u>Bellville ISD</u> | Director of Special Education |
| Contact Name | Megan Pape |
| Address | 518 South Mathews Bellville, TX 77418 |
| Telephone | (979) 865-7012 |
| Facsimile | |
| Email | mpape@bellvillebrahmas.org |
| <i>With a copy to: (optional)</i> | Name: Address: Telephone: Facsimile: Email: |

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| <u>Cleveland ISD</u> | Director of Special Education |
| Contact Name | Tammie Marberry, Ed.D |
| Address | 303 E Fort Worth St, Cleveland, TX 77327 |
| Telephone | 281-592-7362 ext. 1136 |
| Facsimile | |
| Email | tammie.marberry@clevelandisd.org |

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| <i>With a copy to: (optional)</i> | Name: Address: Telephone: Facsimile: Email: |
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| <u>Klein ISD</u> | Elementary Coordinator for SPED |
| Contact Name | Kelli Murray |
| Address | 4411 Louetta Rd. Klein, TX 77388 |
| Telephone | (832) 249-4387 |
| Facsimile | |
| Email | kmurray1@kleinisd.net |
| <i>With a copy to: (optional)</i> | Name: Address: Telephone: Facsimile: Email: |

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| <u>Magnolia ISD</u> | Assistant Director of Special Education |
| Contact Name | Christy Johnson |
| Address | 31141 Nichols Sawmill Rd Magnolia, TX 77355 |
| Telephone | 281-252-2111 |
| Facsimile | |
| Email | cjohnson@magnoliaisd.org |
| <i>With a copy to: (optional)</i> | Name: Address: Telephone: Facsimile: Email: |

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| <u>Tomball ISD</u> | Assistant Superintendent of Student Support |
| Contact Name | Michael Webb |
| Address | 1302 Keefer Street, Suite C Tomball, TX 77375 |
| Telephone | (281) 357-3140 |
| Facsimile | (281) 357-3144 |
| Email | michaelwebb@tomballisd.net |

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| <i>With a copy to:</i> Xochitl Salazar | Name: Address: Telephone: Facsimile: Email: |
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| <u>Waller ISD</u> | Director of Special Education |
| Contact Name | Kirsten Omelan |
| Address | 1915 Locust St Waller, TX 77484 |
| Telephone | 936-931-9146 |
| Facsimile | |
| Email | komelan@wallerisd.net |
| <i>With a copy to:</i> <i>(optional)</i> | Name: Address: Telephone: Facsimile: Email: |

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| <u>College Station ISD</u> | Assistant Director of Special Education |
| Contact Name | LeAnne Towns |
| Address | 1812 Welsh College Station, TX 77840 |
| Telephone | 979-694-5659 |
| Facsimile | |
| Email | ltowns@csisd.org |
| <i>With a copy to:</i> <i>(optional)</i> | Name: Address: Telephone: Facsimile: Email: |

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| <u>Sheldon ISD</u> | Director of Special Education |
| Contact Name | Susan Pansmith |
| Address | 11411 C.E. King Parkway Houston, TX 77044 |
| Telephone | 281-727-2061 |
| Facsimile | |
| Email | SusanPansmith@sheldonisd.com |
| <i>With a copy to:</i> <i>(optional)</i> | Name: Address: |

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| | Telephone: Facsimile: Email: |
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K. MISCELLANEOUS.

- Entire Agreement/Amendments. This SSA sets out the entire agreement of the parties and supersedes and replaces all previous agreements among the parties related to its subject matter. This Agreement may not be changed, amended, or altered except by written amendment signed by all parties.
- B. Hold Harmless. To the extent allowed by law and without waiver of any immunity or defense, the Member Districts agree to hold each other harmless against claims arising from the alleged negligent acts or omissions of their respective public employees or agents, which occurred or are alleged to have occurred during the performance of this Agreement.
- C. Severability. If any term, covenant, or condition of this SSA or its application to any person or circumstance shall be held invalid or unenforceable, the remainder of this SSA or the application of such term or provision to persons or circumstances shall not be affected, and each term shall be valid and enforceable to the fullest extent permitted by law.
- D. Immunity. This SSA is expressly made subject to each party's governmental immunity under state and federal law. The parties hereto expressly agree that no provision of this Agreement in any way is intended to constitute a waiver of any immunities or defenses from suit or from liability that a party has by operation of law.
- E. Interpretation /Waiver. This SSA shall be deemed drafted equally by all parties hereto and its language shall be construed as a whole according to its fair meaning and not in favor of or against any party. The failure of a party to insist on strict adherence to any term of this SSA will not be construed as a waiver or deprive a party of the right thereafter to insist upon strict adherence to the terms of this Agreement.
- F. No third Party Beneficiaries. Notwithstanding any provision herein, the parties to this SSA do not intend to confer any rights to this agreement to any non-party.
- G. Counterparts. This SSA may be executed in several counterparts each of which shall be deemed an original but off of which together shall constitute one and the same instrument. This SSA may be transmitted by facsimile or by electronic scanning and electronic mail, and the parties intend that their faxed or scanned signatures shall constitute original signatures. A facsimile copy of any counterpart or conformed copy of the agreement with the signatures, original, faxed, or scanned of all of the Member districts shall be binding the parties.

H. DISPUTE RESOLUTION

- Mediation. The Member Districts agree to negotiate in good faith to resolve any dispute related to this Agreement. If the dispute cannot be

resolved through negotiation, the dispute shall be submitted to mediation before resort to litigation. The mediatory will be mutually chosen and the cost of mediation shared equally by all Member Districts. Mediation will result in a binding settlement only with the agreement of all Member Districts.

- Applicable Law. This Agreement shall be governed and construed in accordance with the laws of the State of Texas. Any dispute of the parties not resolved through mediation, as stipulated in this Agreement, shall be filed with a court of competent jurisdiction in Harris County, Texas.
- Terms are Severable. If any portion of this Agreement becomes or is held violative of any law and unenforceable, the invalidity of that provision shall not invalidate other provisions of this Agreement.

I. SIGNATURES.

In Witness WHEREOF, after approval of this SSA by the Board of Trustees of each Member District, the parties hereto have executed this SSA to take effect as of the effective date of the Services to Students With Autism Grant.

[Signature pages follow. Remainder of the page intentionally left blank.]

Bellville ISD Independent School District Counterpart Signature Page Shared
Services Agreement for Services to Students With Autism

Bellville ISD Independent School District

By:

Name: _____

Title: _____

Date Signed: _____

Approved as to Form

(If Required)

By:

Name: _____

Title: _____

Date Signed: _____


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

NOGA ID

Authorizing legislation

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

This LOI application may be submitted via email to loiapplications@tea.texas.gov or in hard copy by mail or hand delivery. Mail or hand deliver one original to the following address:

**Document Control Center, Grants Administration Division, Texas Education Agency
1701 N. Congress Avenue, Austin, TX, 78701-1494**

The LOI application may be signed with a digital ID, or it may be signed by hand. Both forms of signature are acceptable, regardless of how the application is submitted. (The digitally signed LOI application may be emailed, or it may be printed and submitted in hard copy. The hand-signed LOI application may be scanned and emailed, or it may be submitted in hard copy.) TEA must receive the application by **5:00 p.m. CT, December 20, 2019**, regardless of whether it is emailed, mailed, or hand-delivered.

Application stamp-in date and time

Grant period from

June 1, 2020 to May 31, 2021

Pre-award costs permitted from

The date the award is announced
Required Attachments

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

Amendment Number

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

Applicant Information

Organization **Aldine Independent School District** CDN **101902** Campus ESC **4** DUNS **073898017**

Address **2520 W.W. Thorne Blvd.** City **Houston** ZIP **77073** Vendor ID **74-6001110**

Primary Contact **Katherine Seals** Email **kmseals@aldineisd.org** Phone **281.985.6600**

Secondary Contact **Perla Davila** Email **padavila@aldineisd.org** Phone **281.985.6289**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

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

☒ LOI application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name **Dr. Tamika Alford-Stephens**

Title **Chief Financial Officer**

Email **tralford-stephens@aldineisd.org**

Phone **281.985.6222**

Signature

Date

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.

The proposed Shared Service Arrangement (SSA) comprised of Aldine, Bellville, Cleveland, College Station, Klein, Magnolia, Sheldon, Tomball and Waller Independent School Districts (ISD) represent a diverse sample of Texas school districts from the southeast region of the state seeking to enhance opportunities for students with Autism Spectrum Disorder (ASD) and their families through innovative programming and services. Overall student enrollment of this SSA is over 200,000 students with approximately 1,600 students with ASD ages three through nine receiving special education services. This unique cross section of Texas school districts are not only geographically diverse, including rural, sub-urban and urban communities, but this cohort of districts is also commensurate to the state's ethnic, racial and socio-economic diversity. The recent United States Supreme Court decision rendered through the Endrew F. v. Douglas County School District RE-1 (Endrew F.), pivots the perspective of the courts and in-turn the implementation of special education services by local education agencies to offer "ambitious" programming designed to foster growth towards academic, behavioral and social goals. The framework of evidential support described throughout this proposal for students with ASD attempts to meet the threshold of "ambitious" programming described in Endrew F. and establish a replicable model of service delivery for young students with ASD in Texas.

Summary of Program Cont'd

To achieve this intent, this SSA is pursuing the Texas Education Agency (TEA) Autism Grant Cycle II to accelerate a full continuum system of care model for students with ASD, which will include an innovative comprehensive team-based approach for ASD evaluations, advanced Behavior Skills Training (BST), pioneering curriculum frameworks that connect home and school (SCERTS®), and interactive dynamic /static display devices to build self-determination for students with autism from a very young age. This full continuum model will expand professional development and evidenced-based practices in all partnering districts that will impact licensed specialists in school psychology (LSSP), occupational therapists, speech and language pathologists (SLP), related service personnel, special education teachers/paraprofessionals, general education teachers, district special education leadership teams and most importantly, families and students. Evidenced based practices described in this full continuum system of care model for students with ASD will include four principal areas of focus. Each principal area of focus is linked to a recommendation cited within Educating Children with Autism (2001) by the National Academies of Science, Engineering and Medicine, Evidence-based Practice; Autism in Schools (2nd edition) by the National Autism Center (2015); or Cutting-Edge Therapies for Autism (Prizant, Wetherby, Rubin and Laurent, 2010). Principal Area of focus one: Comprehensive Team Based Evaluations (CTBE), (Educating Children with Autism, 2001). The SSA will collaborate with Dr. Jan Schaefer, BCBA-D to deliver all CTBE professional development and job-embedded follow-up sessions. Dr. Schaefer is the CEO of Collaborative Autism Resources & Education (CARE, LLC) and provides CTBE professional development at ESCs across the state. Principal Area of Focus Two: Behavior Skills Training (BST), (Autism in Schools, 2nd edition). This SSA will collaborate with Dr. Kristina Vargo, Ph.D., BCBA-D, LBA to deliver all BST professional development and job-embedded follow up sessions for coaching and feedback. Dr. Vargo is an Associate Professor at Sam Houston State University in the Low Incidence Disabilities and Autism program (LIDA). Principal Area of Focus Three: The SCERTS® Model, (Prizant, Wetherby, Rubin and Laurent, 2010). Professional development for SCERTS® will also be provided by Dr. Schaefer. Principal Area of Focus Four: Interactive Dynamic/Static Display Devices and Applications, (Educating Children with Autism, 2001).

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.

This proposal includes a robust method of quantifiable data collection to measure student outcomes related to the core features of ASD from an individual and system-wide perspective. Data will be collected from two individual and nine system-wide goals in the fall, winter and spring of 2020-2021. The Grant Lead (Employee identified by fiscal agent) will coordinate all activities associated with data collection for this SSA. The SCERTS® Model includes a well-coordinated assessment process that helps teachers measure a child's progress, and determine the necessary supports to be used by the child's social partners (educators, peers and family members). Each district within the SSA will identify primary assessors, which will be special education teachers serving students with ASD. Each primary assessor will administer the SCERTS® assessment to at least 50% of the students on their caseload to determine individual progress on social communication (SC), emotional regulation (ER) and transactional supports (TS) which are core deficits associated to ASD. Individual data collection by the SCERTS® assessment will provide base-line data for individual goals A and B. Goal A: Increase gains in initiation of spontaneous communication in functional activities for students with ASD ages three through nine. Goal B: Increase generalization of gains across activities, interactants (adults and peers), and environments for students with ASD ages three through nine. Nine system-wide goals developed within this proposal will assist the SSA in monitoring the program's overall effectiveness by each district in areas associated to core deficits of ASD. Goal 1: Train 100% of evaluation professionals in the SSA associated to the assessment of ASD for children ages three through nine in Comprehensive Team Based Evaluation (CTBE). Goal 2: Conduct ten follow-up visits within the SSA to provide coaching and feedback on topics associated to CBTE for ASD evaluation personnel who received the initial ASD professional development. Goal 3: Decrease disproportionality in AU identification identified in six of the nine districts in this SSA below a risk ratio of 2. Goal 4: Increase teacher BST performance based skills and BST skills knowledge to improve instruction and better support students with ASD in inclusive settings by 40% (establish baseline in September 2020). Goal 5: Conduct fifteen follow-up visits within the SSA to provide coaching and feedback on topics associated to BST for Special Education, General Education teachers and paraprofessionals who received initial BST training. Goal 6: Train 100% of special education teachers and paraprofessionals in the SSA in special education restrictive settings serving students with ASD on the SCERTS® framework. Goal 7: Conduct fifteen follow-up visits within the SSA to provide coaching and feedback on topics associated to SCERTS® for Special and General Education teachers who received initial BST training. Goal 8: Train 200 parents from within the SSA on the school to home connection within the SCERTS® framework.

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.

Goal 9. Increase frequency usage of dynamic/static display devices by 70% (establish baseline in September, 2020). Data collection associated to student outcome-based goals (i.e., metrics) described above will be coordinated by the Grant Lead (Employee identified by fiscal agent). Baseline data will be collected during the fall data collection window (September 1st - September 30th). Subsequent data will be collected during the winter and spring data collection windows to measure progress and to make necessary adjustments. Data will be collected on each of the nine system wide goals and each of the two individual goals during each data collection window as described in the above section. Outcome-based data on student achievement will be collected through the SCERTS® Assessment Process (SAP). This process will begin with assessment and complete with program implementation and ongoing tracking. The SAP process includes 10 steps: (1) Determine the child's communication stage. (2) Gather information with the SAP-Report form. (3) Identify assessment team members and plan the SAP observation. (4) Complete the SAP observation. (5) Conduct behavior sampling. (6) Compile and integrate information with the SAP summary (7) Prioritize goals and objectives (8) Recommend further assessment. (9) Design a SCERTS® educational program. (10) Perform ongoing tracking. The SCERTS® model of a well-coordinated assessment process described above will help teachers measure a child's progress, and determine the necessary supports to be used by the child's social partners (educators, peers and family members). Each district within the SSA will identify primary assessors, which will be special education teachers serving students with ASD. Each primary assessor will administer the SCERTS® assessment to at least 50% of the students on their caseload to determine individual progress on social communication (SC), emotional regulation (ER) and transactional supports (TS).

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.

The budget required for each district in the SSA to achieve a high level of grant implementation includes four components; professional development, stipend for Grant Lead (Employee identified by fiscal agent) to assist in coordinating the program, substitute reimbursement, assessment materials and curriculum, and interactive dynamic/static display devices. Professional Development will be delivered at a district hub (hub) with multiple participating districts from the SSA in geographic proximity to increase collaboration and to conserve grant funding, rather than providing professional development in each individual district. Training hub one will include Aldine, Cleveland and Sheldon ISDs. Training hub two will include Klein, Magnolia, Tomball and Waller ISDs. Training hub three will include Bellville and College Station ISDs. Professional development delivered to appropriate personnel within each hub will include topics associated to CTBE, BST and SCERTS®. Coaching and follow-up from the initial trainings will take place on campuses in each individual district. Data collection, the development of checklists and rubrics for program sustainability and coordination of professional development will be coordinated by the Grant Lead (Employee identified by fiscal agent) for the SSA. Assessment materials and curriculum procured through this grant will include the Psychoeducational Profile, Third Edition (PEP-3) to augment CBTE, and the SCERTS® curriculum and assessment. Interactive Dynamic/Static Display Devices and communication applications will include the purchase of interactive tablets with communication applications or dynamic/static display tool with voice output devices, based on district preference (i.e., i-pad, dyanvox, GoTalk, etc.). Currently, each district allocates local and IDEA funding in the areas of evaluation, behavior training and interactive dynamic/static display devices. Funding however, is limited to embark on new approaches such as SCERTS® and professional development in areas of evidenced based practices such as BST by regionally recognized consultants in the areas of CBTE and BST as described in this proposal.

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.

Principal Area of Focus One, Comprehensive Team Based Evaluation (CTBE): This full continuum model proposal will meet the needs of young students with ASD by focusing on the development of strong comprehensive, team based evaluations. Authors of Education Children with Autism (2001) recommend, "Identification of autistic spectrum disorders should include a formal multidisciplinary evaluation of social behavior, language and nonverbal communication, adaptive behavior, motor skills, atypical behaviors, and cognitive status by a team of professionals experienced with autistic spectrum disorders. An essential part of this evaluation is the systematic gathering of information from parents on their observations and concerns." Principal Area of Focus Two: Behavior Skills Training (BST) Behavioral skills training (BST) is a competency-based staff training procedure used to teach staff, caregivers, and teachers performance-based skills that can be implemented with children with autism. Authors of Evidence-based practice and autism in the schools (2nd ed.) from the National Autism Center (2015) state, "There are 14 Established Interventions that have been thoroughly researched and have sufficient evidence for us to confidently state that they are effective. The largest category of Established Interventions is the Behavioral Intervention category." Principal Area of Focus Three: The SCERTS® Model Prizant, Wetherby, Rubin & Laurent, 2010, as cited in Cutting-Edge Therapies for Autism recommend treatment options for autism including the SCERTS® model: "The SCERTS® Model has been derived from a theoretical as well as empirically based foundation and addresses core challenges of children with ASD as they relate to social communication, emotional regulation, and transactional support. The SCERTS® Model also is consistent with empirically supported interventions and it reflects current and emerging "recommended practices" (National Research Council, 2001)." Principal Area of Focus Four: Interactive Dynamic/Static Display Devices: Collaborating districts in this SSA will achieve high use of technology by integrating the use of interactive dynamic/static display devices and appropriate communication applications to enhance behavior skills training (BST) and the implementation of the SCERTS® curriculum for students with ASD. Authors of Education Children with Autism (2001) recommend, "A possible advantage of a voice output communication aids (VOCA) over a low-technology symbol board is the ability to facilitate more normalized, natural interactions and provide verbal models for speech development due to the voice output."

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.

Empirical data on student achievement will be collected through the SCERTS® Assessment Process (SAP). This process will begin with assessment and compete with program implementation and ongoing tracking. The SAP process includes 10 steps: (1) Determine the child's communication stage. (2) Gather information with the SAP-Report form. (3) Identify assessment team members and plan the SAP observation. (4) Complete the SAP observation. (5) Conduct behavior sampling. (6) Compile and integrate information with the SAP summary (7) Prioritize goals and objectives (8) Recommend further assessment. (9) Design a SCERTS® educational program. (10) Perform ongoing tracking. The SCERTS® model of a well-coordinated assessment process described above will help teachers measure a child's progress, and determine the necessary supports to be used by the child's social partners (educators, peers and family members). Each district within the SSA will identify primary assessors, which will be special education teachers serving students with ASD. Each primary assessor will administer the SCERTS® assessment to at least 50% of the students on their caseload to determine individual progress on social communication (SC), emotional regulation (ER) and transactional supports (TS) which are core deficits associate to ASD. Individual data collection by the SCERTS® assessment will provide base-line data for individual goals A and goal B.

Goal A. Increase gains in initiation of spontaneous communication in functional activities for students with ASD ages three through nine.

Goal B. Increase generalization of gains across activities, interactants (adults and peers), and environments for students with ASD ages three through nine.

Statutory Requirements

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

Inclusive opportunities for students with ASD begins with meaningful evaluation to identify unique core deficits for each student with ASD. The CBTE professional development and procurement of assessment instruments made possible by this grant will ensure appropriate eligibility under the Individuals with Disabilities Education Act (IDEA), effective recommendations and better descriptions of present levels of academic achievement (PLAAFP). Better developed PLAAFPs based on improved evaluation and identification of unique core deficits will produce enhanced supports and services determined in the Admission Review and Dismissal (ARD) committee meetings. General and Special Education teachers will receive in-depth training on BST practices to improve implementation of IEP goals, schedules of services and accommodations in the least restrictive environment (LRE). The SCERTS® framework will improve students' social communication (SC), emotional regulation (ER) and transactional supports (TS). Without effective instruction and behavioral supports aligned to SC, ER and TS, these targets become barriers to effective inclusion. Increased usage and implementation of interactive dynamic/static display devices will also assist in purposeful language, which will increase the likelihood of success in inclusive environments for students with ASD. The school to home component of the SCERTS® model and accompanying professional development for parents will provide a superior layer of support not commonly evident districts that will increase and restore inclusive opportunities for students with ASD.

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

The grant year of 2020-2021 will launch by the SSA communicating with all parents of children with ASD age three through nine to highlight the four principal areas of focus within this grant. Communication through parent letters, brief videos and a grant website will highlight new professional development in the SSA districts, strategies and techniques in which parents will begin to interact through ARD meetings and parent trainings. The Grant Lead (Employee identified by fiscal agent) will coordinate the development of parent surveys to determine the method of delivery in which parents will wish to receive additional information throughout the grant year and beyond (i.e., letters, system-emails, parent meetings, social media, website, etc.), however all information will remain on the grant website.

Furthermore, the core feature of the SCERTS® framework is to generalize social communication (SC), emotional regulation (ER) and transactional supports (TS) into the home setting. This proposal includes a series of professional development sessions in each district of the SSA for parents to understand how to support and implement the SCERTS® framework. Over 200 parents will receive direct professional development on the home to school connection within the SCERTS® framework.

Program Requirements

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

The Grant Lead (Employee identified by fiscal agent) will coordinate the completion of all activities associated with monitoring the fidelity of the proposed full continuum of care for students with ASD. This will include the collection and dissemination of data aligned to the nine system-wide goals, two individual goals and other outcomes-based metrics (i.e., SCERTS® assessment). The Grant Lead (Employee identified by fiscal agent) will collaborate with consultants delivering professional development in the areas of CBTE, BST and SCERTS® to develop checklists and rubrics to assist district Special Education leaders in following-up and sustaining the professional development delivered in the principal areas of focus described in the grant through ongoing coaching and feedback. In addition, the Grant Lead (Employee identified by fiscal agent) will coordinate the district training hubs for the approximately 30 training sessions covering CBTE, BST and SCERTS® training. Consultants providing CBTE, BST and SCERTS® professional development in addition to the initial professional development, will complete follow-up job-embedded classroom visits to provide ongoing coaching and feedback in each district to further support implementation of BST and the SCERTS® curriculum. Each district must identify a Special Education leader to accompany each consultant providing job-embedded follow-up and coaching.

The nine system-wide goals and two individual goals monitored by the Grant Lead (Employee identified by fiscal agent) and developed within this proposal will assist the SSA in monitoring the program's overall fidelity. Data will be collected during screening windows in the fall (September 1st – 15th), winter (January 15th – 31st and spring (May 15th – June 1st), and will be shared with special education leadership teams from each SSA district. As a result of systematic data collection, special education leadership teams of each district will make necessary individual district adjustments throughout the 2020-2021 school year optimize the Texas Education Agency grant award. This SSA as part of a possible year two Autism Grant award is preparing to broaden BST and SCERTS® professional development to more general education teachers in each district to further support inclusion and equitable general education curriculum access.

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

Professional development for Comprehensive Team Based Evaluations (CTBE), behavior skills training (BST) and the SCERTS® model will take place at district training hubs that will be attended by participants from neighboring districts in this SSA which are in close geographic proximity. This model which will combine partnering districts will also increase collaboration among ASD professionals from within this SSA. Special Education leaders from each district will attend each professional development sessions. Special Education leaders from each district will partner with each professional development consultants and provide job-embedded professional development (i.e., classroom coaching and feedback) as follow-up to the initial training sessions. A website will be developed and maintained by the Grant Lead (Employee identified by fiscal agent) for information, resource sharing and discussion on each principal area of focus in which participants have received training. Professional development associated with CTBE will include standards of best practice associated to ASD, which will include selection of instruments, conducting observations and interviews, and when to use ASD related specific instruments. CBTE professional development will improve the multi-disciplinary evaluation team's ability to produce well written full and individual

Statutory/Program Requirements

Response to Program Requirement 2 continued:

evaluations. Professional development of meaningful functional behavioral assessments (FBA) is included in principal area one. BST professional development will utilize four components: instructions, modeling, rehearsal, and feedback (Miltenberger, 2016). During the instruction portion, written and verbal instructions regarding how to perform the skills are distributed and reviewed with the trainer. The trainer then models correct performance of the skill, either through an in-vivo model or video model while the staff observe. Staff are then given the opportunity to practice the skill with other staff and the trainer, while receiving constructive feedback on their performance. BST has been used extensively to teach multiple skills and has been shown to be an effective and efficient procedure (Drifke et al., 2017; Gianoumis et al., 2012; Giles et al., 2018; Gunn et al., 2017; Hogan et al., 2015; Homlitas et al., 2014; Maffei-Almodovar et al., 2017). Participants will also receive professional development on SCERTS®. SCERTS® is a research-based educational approach that targets challenges associated to individuals with ASD, which include social communication (SC), emotional regulation (ER) and transactional supports (TS). SCERTS® provides an innovative program for supporting children and their families with a focus on progress within routines at school, home and in the community (Prizant, Wetherby, Rubin and Laurent, 2010).

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.

This proposal of a full continuum systems of care model for students with ASD addresses the learning environment first by scaling Comprehensive Team Based Evaluation professional development for evaluators of ASD, which will also include professional development on functional behavioral assessments (FBA). FBAs are instructional tools that will assist educators and parents in understating environmental impacts (i.e., setting conditions, antecedents, triggers and reinforcers, etc.) which may influence behaviors. The FBA is an essential tool in not only understanding environmental factors in special education settings, but also in general education settings where environmental factors are qualitatively different. The Behavior Skills Training (BST) within this full continuum system of care model will provide general education and special education the skills and training they may have previously lacked to implement effective curriculum and assessment recommendations associated with ASD. Infused in the structure of the SCERTS® model is a focus on communication, social competence and independence. The SCERTS® assessment, combined with the curriculum scope and sequence framework and parental support makes this approach innovative when implemented with integrity. Interactive Dynamic/Static Display Devices will compliment evaluation recommendations associated to communication and self-determination. The interactive display devices will also enhance BST training and SCERTS® implementation by providing students with the tools to overcome language barriers, which are core ASD. Sustainability will be driven by the Grant Lead (Employee identified by fiscal agent) in collaboration with the professional development consultants developing implementation rubrics and checklists that can be used years beyond the grant cycle to preserve the impact of the CBTE, BST and SCERTS® professional development. The job-embedded follow up and coaching by the professional development consultants and Special Education leadership of each district in the SSA will further embed the effects of this innovative training into the fabric of each school district.

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

The focus of this grant is to provide SSA staff with professional development activities that will enhance how to use a comprehensive-team based evaluation process that involves gathering information from a variety of sources including parents as well as any outside providers in which the students may be involved. Parents and SSA staff will be trained on the SCERTS® model and together they can identify additional community-based resources and/or providers that may be available to provide opportunities of generalization of the skills being learned in the school and home environments. Parents will be more knowledgeable of the core deficits of ASD and as a result will be better equipped to seek out community-based providers that may work on the deficits that they are trying to improve in their children. A list of community resources in the various districts will be developed and disseminated to parents of children with ASD ages three through nine. This list will be updated as parents and/or SSA staff members identify additional providers. Community based resources and lists will be posted on the grant website by the program team.

Appendix I: Amendment Description and Purpose

Leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

| Amended Section | Reason for Amendment |
|-----------------|----------------------|
| | |
| | |
| | |
| | |
| | |

Exhibit 2 – Authorized Amounts

Summary:

| | |
|---------------------|--------------------|
| 6339 - Testing Kits | \$2,400.00 |
| 6339 – SCERTS Kits | \$1,528.55 |
| 6399 – iPads & Apps | \$17,870.00 |
| 6499 – Substitutes | \$2,784.00 |
| TOTAL | \$24,582.55 |

Testing kits:

[illegible]

SCERTS:

SCERTS Curriculum, Scoring and Training Materials

Vendor: Brooks
Publishing

Book: [The SCERTS® Models](#)

The SCERTS® Model

A Comprehensive Educational Approach for Children with Autism Spectrum Disorders
Price: \$124.95

[DVD: Autism Spectrum Disorders and the SCERTS® Model](#)

A Comprehensive Educational Approach

Price: \$279.00

CD Rom:

[SCERTS® Easy-Score™](#)

\$249.95

Code 6339-00

| Books | Price Per Unit | Amount | DVD | Price Per Unit | Amount | CD-Rom | Price Per Unit | Amount | Total |
|-------|----------------|----------|-----|----------------|----------|--------|----------------|----------|------------|
| 8 | 124.95 | \$999.60 | 1 | \$279.00 | \$279.00 | 1 | \$249.95 | \$249.95 | \$1,528.55 |

Bellevue USD

iPads and Apps (see attached quote - includes price of iPads + accessories and apps):

- 10 iPads
- 10 Cases
- 10 Headsets
- plus Apple care

Apps (10 each, but can purchase 20 for same price as 10 because of Vpp credit)

- Proloquo2Go - \$250
- Go Talk Now Plus - \$170
- Sono Flex - \$100
- Touch Chat - \$300
- AACorn - \$150
- LAMP - \$300

| | | | # of iPads | Price Per Unit | Amount |
|--------------|--|----------|------------|----------------|------------|
| Districts | | Apple ID | | | |
| Belville tSD | appleadmin@belvillebrahmas.org | | 10 | \$394.00 | \$3,940.00 |

| Type of case | # of iPads cases | Price Per Unit | Amount | # of iPads headphones | Price Per Unit | Amount | Total |
|------------------------|------------------|----------------|--------|-----------------------|----------------|--------|-------|
| Brenthaven Edge Bounce | 10 | | | 0 | 10 | | |

| Row # | Details & Comments | Qty | Unit List Price | Extended List Price |
|----------------------|---|-----|-----------------|---------------------|
| 1 | Brenthaven Edge Bounce for iPad 10.2 inch (7th Generation) – Gray Part Number: HNZR2VC/A | 10 | \$37.00 | \$370.00 |
| 2 | Brenthaven Edge Rugged Headset – Gray Part Number: HMVU2LL/A | 10 | \$37.00 | \$370.00 |
| 3 | 3-Year AppleCare+ for Schools – iPad 8th Gen. no service fee Part Number: S7831LL/A | 10 | \$49.00 | \$490.00 |
| 4 | 10.2-inch iPad Wi-Fi 128GB – Space Gray (10-pack) Part Number: MYLX2LL/A | 10 | \$394.00 | \$3,940.00 |
| 5 | Volume Purchase Program Credit for Education Part Number: D6701Z/A | 1 | \$12,700.00 | \$12,700.00 |
| Edu List Price Total | | | | \$17,870.00 |

Details
Name: Megan Pape
Institution/Company: Bellville ISD
Email: appleadmin@bellvillebrahmas.org

The amount for Substitutes (This is the only thing that we need an invoice for):

| | |
|---------------|------------|
| Bellville ISD | \$2,784.00 |
|---------------|------------|