



2020-2021 Services to Students with Autism

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

Texas Education Agency

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 loapplications@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)

December 19, 2019 4P

Amendment Number

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

NA

Applicant Information

Organization **Texarkana ISD** CDN **019907** Campus ESC **8** DUNS **098967961**

Address **4241 Summerhill Road** City **Texarkana** ZIP **75503** Vendor ID **756002579**

Primary Contact **Shawn Davis** Email **Shawn.Davis@txkisd.net** Phone **903-793-7561**

Secondary Contact **Becky Graham** Email **Becky.Graham@txkisd.net** Phone **903-793-7561**

Declaration 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 **Paul A Norton**

Title **Superintendent**

Email **Paul.Norton@txkisd.net**

Phone **903-794-3651**

Signature

Date

12/18/19

RFA # **701-20-109** SAS # **291-20**

2020-2021 Services to Students with Autism

Page 1 of 9

2020-030999

701-20-109-009

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.

In order to address the core areas of development that create barriers to inclusion and increase successful outcomes for students with autism, Texarkana ISD's special education staff developed the ASPIRe (Achievement, Social relationships and communication, Personal daily living skills, Independence, and self - Regulation) Program. Using a tiered system of supports and services, ASPIRe will provide intensive academic, behavioral, and social instruction supported by highly trained and motivated staff. A Board Certified Behavior Analyst (BCBA) will provide training and ongoing coaching for staff and specific student services, in addition to supervising the program's 2 BCBA Supervisees. With successful and meaningful inclusion and independent functioning as the goal, students will move through tiers of supports and services, with a decrease in the need for intensity and frequency.

With limited availability of local programming expertise and a lack of adequate local resources, the ASPIRe program will address family and community-based issues relative to caring for a child with autism. Opportunities for specialized in-home and community-based training, and parent workshops supported by staff, BCBA, and regional agencies, will be provided. A Parent Center will be developed for use during daytime and evening hours. This center will be used for training needs and support meetings, as well as a place where parents can volunteer to help create materials and items for both classroom and home use.

Summary of Program Content

Students benefitting from the ASPIRe program will be taught using evidence-based practices (EBPs) with varying degrees of intensity within each TIER. Students will receive instruction, both individually and in groups, regarding personal daily living skills, communication, social skills, and self-regulation. Furthermore, students will have access to classroom sensory items and a designated calming sensory room as often as needed. Computers and tablets will be used to provide multiple opportunities for technology-aided instruction, which will include the curriculum, as well as a wide range of apps to assist in the acquisition of skills and aide in successful integration into the general education setting. Students will also interact with Milo, robots4autism® by RoboKind®, in order to improve communication skills, emotional recognition and expression skills, self-regulation and executive functioning skills, which will also provide situational practice among students with autism using a program which offers training, skills, and data collection.

Opportunities for community-based instruction will be offered to practice and generalize social and daily living skills. The BCBA will conduct functional behavior assessments (FBA), provide intervention strategies, guide staff in the implementation of EBPs, and develop individual student programming and services. Data will be collected daily on goals and objectives, with educational team review meetings every 2-4 weeks for programming adjustments. A daily communication notebook will help facilitate school to home collaboration, and meetings will be scheduled monthly to review progress and discuss concerns. Parents will also be encouraged to take advantage of in-home training and parent/family training, in order to generalize what is being learned at school to their home and community. Additionally, students will be invited to participate in a 5 week summer camp which will have an intense focus on routines and transitions, social skills, communication, and generalizing skills to community settings.

The ASPIRe program will also be implemented in varying degrees through an SSA agreement in our neighboring school districts. The staff in these districts will be included in professional development opportunities to promote growth and development within their own district programs through activities such as face to face trainings, direct coaching, and observations of model classrooms. Parents and families of students enrolled in the SSA districts will be invited to parent meetings hosted by our district, and SSA students will also have the opportunity to participate in a collaborative summer camp for all students who meet the ASPIRe program requirements.

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.

One of the ASPIRe program's main goals is for students to participate meaningfully and successfully in the general education setting. We are committed to providing critical, data driven instruction through:

1. An academic curriculum designed specifically to help students with autism learn, maintain, and generalize those skills that are often splintered or delayed; and
2. A social skills curriculum with goals focusing on social reciprocity, understanding and showing emotions appropriately, initiating and responding to social interactions, integrating verbal and nonverbal behaviors; recognizing and using facial expressions, gestures, and body language; executive functioning, and developing and maintaining relationships with peers;

Students will be taught in an intensive 1:1 or small group settings through both teacher-led and computer-delivered instruction using evidence-based "best practice" interventions and, as skills are developed, will move to larger group instruction with their same-age, typically developing peers.

Another ASPIRe goal is that both professional and paraprofessional staff are well-trained and proficient in delivering instruction using interventions and strategies that are proven to be effective. Following Cycle 1 of the grant, staff will continue with the training modules through TSLAT and TeachTown ABA Pro training series, as well as ongoing consulting and training from the BCBA. Training will be delivered on-line, face to face, and direct feedback through coaching and modeling. Staff will also continue to develop their Evidence Based Practices (EBP) portfolios, describing their methods for implementation and reflections on the effectiveness of the learned techniques. Interventions will include reinforcement schedules, structured teaching, visual supports, prompting, discrete trial training, principles of ABA, and generalization, as well as others listed on the TSLAT and the AIM websites. These interventions have proven to be effective in the acquisition, maintenance, and generalization of skills, not only for students with autism, but with other developmental delays, as well.

Our third main goal is to empower our parents to become strong, knowledgeable partners with us in the education of their children. This will be done through continuous communication between school and home, monthly parent support and training opportunities, and a Parent Resource Center designed to promote parental involvement in the school and educating them on ways they can support their child's learning at home. This resource center will be the main hub for parents to access online training, pamphlets and other printed resources, as well as, a welcoming place they can create visuals to use in the home or on family outings, or network with other parents with whom they share similar experiences.

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.

Daily data collection, in the form of student binders, will target INDIVIDUAL student progress on goals and objectives. The on-going data collection will be measured using frequency and/or duration, respective to the individual goal's target. Through the use of these measurement systems, ASPIRe staff will be able to graph the collected data, and these progress measures will be reported to the student's educational team in bi-monthly progress meetings to address any need for adjustments in the instructional delivery to ensure successful implementation. IEP progress reports will serve as an update for parents as well as provide a structured system of reporting when educational teams are recommending moving students through the tiered system of supports. Classroom staff and other related service providers will be responsible for collecting and reporting on baseline measures at the beginning of the year as well as on-going progress monitoring for the duration of the IEP year. These data will come from the VB-MAPP or ABLIS-R and Milo by RoboKind®; assessments targeted for persons with autism because of the focus on social skills, communication, and adaptive behaviors. Other district assessments, with a focused curriculum, such as the TPRI, Frog Street Press, Unique, and STAR, and TeachTown Basics, will be conducted throughout the year, as well. The findings, from the culmination of one or more of these assessments, will provide an outline of specific strengths, skill deficits, and the behaviors targeted for intervention. Additionally, based on the needs of each student, the contracted BCBA will consult with staff on specific student data and provide training, using the research-based Decision Tree Protocol, to ensure the chosen evidence-based strategies are effective for each student.

These extensive and ongoing data analyses will keep the administrative team aware of potential needs so adjustments can be made to maintain the fidelity of student achievement and the efficacy of the ASPIRe program.

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.

Our proposed budget will meet the needs and goals of the program as follows:

- 1) Staffing salaries - grant funds will allow us to add several staff members to ensure that student needs are met and that the program is supervised and operates as designed. This includes partial salaries for the Program Director and the Program Coordinator/BCBA Supervisee; a Behavior Intervention Specialist, also a BCBA Supervisee; four Behavior Support Specialists; one Kindergarten Collaborative Teacher; one Counselor/Family Engagement Specialist; and a Diagnostician. Once the grant has ended, staff will be absorbed into positions created through natural attrition, thus continuing to benefit our students with their skills and expertise obtained through grant training.
- 2) Supplies and Materials - classrooms supplies; ABA-based curriculum for social skills and classroom instruction; smart devices and apps for instruction, social skills modeling, and communication; supplies; literacy packs; 2 Milo robots4autism® by RoboKind® with curriculum; items needed to create a Parent Volunteer and Training Center; and items for a lending library. The majority of the items purchased will be non-consumable in order to provide sustainability.
- 3) Professional and Contracted Services - contract with a BCBA, brought in from Dallas, for training and coaching for classroom staff, direct supervision for two BCBA supervisees; curriculum training; online training; and other contracted services needed for operations. This training will help increase the skill level of our staff in delivering quality instruction using EBPs, as well as train our own BCBA's, reducing the need to bring in outside resources for training and coaching, and will provide immediate student programming and services from on-site personnel.
- 4) Other Operating Costs - travel and conference costs to send Texarkana ISD and SSA staff and parents to the State Autism Conference and to the State Parental Involvement Conference; travel to our regional ESC; and Community-Based Instruction trips for students to practice skills they have learned. Because there are few services available in our area for parents or for districts, these trainings and conferences provide opportunities for networking and to hear about research and testimony of best practices that are being implemented across the state. Due to low SES, many parents would be unable to afford to travel and participate in such events. Grant funds will make it possible for them to connect with other families across the state as well as receive help and advice from experts in the field. These activities also serve to grow the expertise of school staff, therefore meeting the needs of our local communities, with the goal of reaching our entire region through replication and implementation of the ASPIRe program.

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.

We used the National Professional Development on Autism Spectrum Disorder (NPDC) and the Texas Statewide Leadership for Autism Training (TSLAT) TARGET guidance tool, as well as consulting with a Board Certified Behavior Analyst (BCBA), to develop a school and community-wide program based on evidence-based practices (EBP), and to prioritize current areas of weakness and needed improvement.

With technology centered as an integral tool for delivering and supporting targeted skills in all developmental areas, each ASPIRe student will have access to a tablet and/or computer, with tablet applications and computer-instructed curriculum integrated into their daily schedule to help in skill acquisition and practice for language and communication, social development, behavior regulation, academic skills, personal daily living, and independent functioning.

Our TeachTown Basics curriculum offers a blend of computer-delivered and teacher-led ABA instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. The system automatically adapts based on each individual's progress providing meaningful instruction to all students. Student data is recorded, analyzed and organized into reports automatically providing educators with an effective and automated progress monitoring system. By using embedded games and animated episodes as systematic reinforcement, students are actively engaged in TeachTown lessons, helping to build student independence and increase motivation. TeachTown lessons can be aligned to Texas Essential Knowledge and Skills (TEKS) standards, and student IEP goals to address a variety of educational needs,

We will also introduce a new, innovative technology, Milo, robots4autism® by RoboKind®, which utilizes cutting-edge, facially expressive robots, and tablet technology to deliver a curriculum addressing relevant social skills for school-aged children with autism. This curriculum employs the evidence-based practices of visual supports, social narratives, and video modeling. It emphasizes improving theory of mind to help with the understanding of emotions, relevant social cues, perspectives and appropriate responses. In addition, the curriculum facilitates coherence by providing multiple ways for the child to gain meaning about social situations.

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.

Baseline data will be collected on each student at the beginning of the school year by analyzing the previous year's IEP goals and objectives, and assessing students using the ABLLS-R or VB-MAPP, focused on social skills, communication, and adaptive behavior, and district/curriculum assessments such as TPRI and Frog Street Press. Data will also be collected on the classroom curriculums: Unique, STAR, TeachTown Basics, and Milo, robots4autism® by RoboKind®. From these assessments, individualized intervention programs will be developed targeting specific areas of skill deficits and delivery will be integrated into the student's daily schedule. Percentage, frequency, duration, and/or narrative data points will be collected daily according to how each goal and objective are written, and will be monitored weekly for progress or problems, and then adjusted accordingly. Student data will be evaluated with consultation and training from a BCBA using the research-based Decision Tree Protocol to ensure that evidence-based and research-based strategies are being effective for each individual student. These ongoing data analyses and periodic benchmarks will keep us aware of potential needs and make adjustments as needed.

End of year district and curriculum assessment, in addition to state testing for 3rd graders, will reveal overall achievement gains and help guide and determine programming for the following school year. Coaching and observations, with immediate feedback, correction, and modeling, will ensure that EBPs are delivered accurately, in order to provide the best opportunity for student progress. Teachers will keep on-going documentation in the form of an EBP portfolio. This working document will showcase the practices that are utilized in their classrooms, this will be demonstrated through an online form and student artifacts. Instructional strategy delivery will be evaluated using the interobserver agreements to determine effectiveness and integrity of implementation. Surveys for staff and parents given at the beginning, middle, and end of the year, will keep us aware of satisfaction and perception levels, so that adjustments can be made in training and support, as needed.

Statutory Requirements

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

While current inclusion efforts include in-class support from both paraprofessionals and special education teachers, this is often limited by time and staffing. With grant funds, the ASPIRe program will be able to add critical staff to help support students in the general education setting, and to specifically address the behavioral and social barriers that impede the student's progress and success. We will add one kindergarten collaborative teacher to allow a broader LRE continuum in which to place our students with autism with the support necessary to help them benefit from being in the general education environment. ASPIRe staff will receive intensive training and coaching in the use of evidence-based practices to support the students they serve and to ensure that student goals, interventions, accommodations and modifications are being incorporated with diligence and fidelity. A Counselor, Behavior Intervention Specialist/BCBA Supervisee, and 4 Behavior Support Specialists, will provide both behavior social support through structured peer groups, individual counseling, and 1:1 instruction. Additionally, a BCBA consultant will help to provide ABA services and design programs focused on improving these skills within the general education setting. Program Administrators, one of which is a BCBA Supervisee, as well as a program dedicated Diagnostician will be on hand to supervise and provide coaching and support.

Students will also have access to Milo, robots4autism® by RoboKind®. An integral part of this program is extending students into the naturalistic setting. As students gain mastery in each lesson, there is an array of extension activities paired to the exact skill set they achieved with the robot, which provide ideas to educators for stretching students into a social setting. They are similarly scaffolded in difficulty to extend students to display that skill with a familiar peer, unfamiliar peer, familiar adult, and unfamiliar adult, thereby enhancing the way students are obtaining mastery in their social settings. The delivery of these services to students will be routinely assessed through walkthroughs and observations with frequent feedback and student progress will be monitored closely through assessment, data collection, and IEP progress reporting, with program adjustments made accordingly.

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

In addition to the ongoing efforts of district staff to encourage parent and family engagement in the usual school functions and special education activities through social media, newsletters, flyers, and daily communication, the ASPIRe program will offer relevant and meaningful training on how to cope with the day-to-day issues associated with living with autism. Additional trainings will include Applied Behavior Analysis (ABA) in the home, reinforcement strategies, functional communication training, and replacement behavior strategies to reduce aggression and self-stimulating behaviors. Parent meetings will include opportunities for parents to network with one another and build a support system within their group. We will also create a Parent Training and Resource Center, a place where parents can learn, volunteer, network, and access resources to help the family better navigate the community.

ASPIRe staff will spend time reaching out to families individually and training them in the special education process, how to connect with area agencies, and forming relationships with them, as a team, so we can provide the appropriate services for their children and maximize student learning outcomes. All parent engagement activities will offer free childcare so that parents can focus on learning skills and networking with other families and area agencies. We will have two family fun nights, focused on socializing and enjoying family time in a safe and structured environment, with games, food and entertainment for the children. All activities and services will be provided at no cost to the families. Additionally, transportation will also be provided as needed for families who are unable to get to meetings or planned events through their own means.

Surveys and questionnaires, designed to provide parent input and feedback, will be conducted and a parent-focus group will be formed to help drive decisions for training, increase parental engagement, and provide a voice for our families so their needs and goals are best understood. These parental engagement activities will include families from TISD as well as families from the smaller, outlying districts, through the SSA. This arrangement will allow the ASPIRe program to impact as many families as possible within our community, reaching some of our most vulnerable families, to whom these resources would be otherwise unavailable. Parents of students who attend Pleasant Grove ISD, Liberty Eylau ISD, Redwater ISD, Maud ISD, and the Western Bowie County Cooperative districts will be invited to participate in all activities and conferences.

Program Requirements

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

Texarkana ISD and SSA staff will receive specific training and coaching in structured teaching, communication, discrete trial training, and social skills, as well as in behavioral training that includes prompting, reinforcement, extinction, redirection, task analysis, video modeling, and data collection. Staff will be observed in the classroom every 2 weeks by either a BCBA, BCBA supervisee, or ASPIRe administration. Each observation will result in a feedback form regarding specific EBPs that are being focused on that month. A LIDS Classroom Checklist: Classroom Critical Components form will be used, along with treatment integrity checklists, to document observations and feedback documentation. Meetings will be held either on the following conference period or after school to discuss with all classroom staff what was observed, to provide coaching and modeling, and to develop a plan for growth.

Staff will also create EBP Reflection Portfolios using district created EBP forms to document which practice they are focusing on, how they are implementing it in the classroom, what is working, what needs to be improved, and artifacts to support the implementation. Staff will be required to complete a set amount of forms each semester. Round table discussions will take place once a month with each classroom to discuss their portfolio and decide on next steps for training or coaching.

Staff will also visit and observe each of the other classrooms in the ASPIRe program and will provide feedback using a district Peer Review form. This will include what they see that is similar to something they do, what they see that is something they would like to start doing, what they see that is something they are unsure about, and something positive that they really love about the classroom/instruction/transitioning.

Two structured teaching classrooms, serving as models, will continue to be developed, one at the early childhood (PK) level, and one at the elementary (K-3rd grade) level. These classrooms will be available for observations by staff from any of our participating districts, as well as parents, other district staff, or other districts in the region. Administrative staff will accompany those who would like to observe to provide access and answer questions.

Sensory integration and self-regulation management will also be addressed as part of the programming for each student that needs it. Each classroom on both campuses has access to a sensory room designed to help students self-regulate, with specific areas designated for calming and de-escalating. Sensory tubs are also available for check out for students who are in general education classrooms or who cannot be transitioned easily. Teachers will continue to receive training on assessing sensory needs and determining activities to fit those needs.

Additionally, staff will use curriculum programs and materials that are designed with evidence-based practices (EBPs) as integral embedded components. TeachTown provides both a Social Skills and a Basic Skills curriculum that embeds 12 of the 27 nationally recognized EBPs, such as reinforcement, video modeling, social narratives, and discrete trials. Also, Milo, robots4autism® by RoboKind® employs the evidence-based practices of visual supports, social narratives, and video modeling. It emphasizes improving theory of mind to help with the understanding of emotions, relevant social cues, perspectives and appropriate responses. The curriculum also utilizes visual supports in the form of graphic symbols, as well as an embedded assessment to document student progress.

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

Staff will participate in intensive training and ongoing coaching with feedback in multiple evidence-based practices (EBPs), through face-to-face, online, and coaching methods of delivery. Face-to-face trainings, as well as coaching, will be conducted by a Board Certified Behavior Analyst, our Region 8 Educational Service Center autism specialist, and administrative staff with extensive knowledge of autism. Staff will also complete online training and modules regarding nationally recognized EBPs found on the following websites: NPDC's Autism Focused Intervention Resources and Modules (AFIRM), Autism Internet Modules (AIM), and Ohio Center for Autism and Low Incidence (OCALI), as well as modules from TeachTown which are designed and provided by experts in ABA.

Observations and coaching will be done weekly by the BCBA, BCBA Supervisees, and/or administrative staff. This will involve feedback, correction, and modeling in order to ensure that EBPs are delivered accurately and with procedural integrity. Implementation will be evaluated using the Interobserver agreement method to determine effectiveness and integrity of implementation, as well as the LIDS Checklist of Classroom Critical Components designed by Region 3, which includes an Action Plan for Continuous Improvement that teachers can use to create goals and monitor their own progress

Statutory/Program Requirements

Response to Program Requirement 2 continued:

in implementing EBP's.

Additionally, classroom staff will create an EBP portfolio to document their use of evidence-based strategies in the classroom and how those strategies are impacting their instruction and student achievement. These working documents will serve as a catalyst to ensure teachers are not only preserving student artifacts for accurate progress monitoring but implementing multiple practices in a variety of instructional settings.

Additional training will be conducted on curriculum use from both TeachTown and Robokind. This training will include using the curriculum, progress-monitoring of student outcomes, and making data-driven program changes.

These same resources, as well as those from Autism Speaks and the UC Davis Mind Institute's Autism Distance Education Parent Training (ADEPT) websites, will be used to provide parent information and training on the EBPs being used and for parent training videos. All of this will ensure that EBPs are delivered with consistency and fidelity within the school setting, and that families can understand and use the same practices to promote generalization and independence in the home and community.

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.

Using the Placement and Readiness Checklist, services will decrease in intensity and frequency as the students gain fluency and independence. Programming will be data-driven with monthly instructional team reviews. All students will have access, as needed, to the sensory rooms or classroom sensory items; Milo; staff highly trained in EBPs; district assessments, ABLLS-R, AFLS, Brigance, and/or VB-MAPP; a 5 week summer camp; individually designed communication systems, reinforcement systems, visual supports, classroom structure, and personal care services; FBA, BIP, behavioral programming, TeachTown Social Skills instruction, and technology-aided instruction.

TIER 1: Students receive instruction in a specialized, or pull-out setting for up to 20% of the day: 1:1 to 18:1 student to staff ratio, with a class size limit of 18 and access to in-class support and/or specialized sessions by a special education teacher or a paraprofessional; small groups for Social Skills and Self-regulation instruction; general education curriculum.

TIER 2: Students receive instruction in a specialized, or pull-out setting, for 20-80% of the day: 1:1 to 4:1, with a class size limit of 12 students; instruction is delivered in a specialized setting for initial or difficult to acquire skills; skills are generalized to a general education setting; support from a paraprofessional that can be faded out; Alternate curriculum and district curriculum; mainly 1:1 and small group instruction; daily social skills instruction; moderately structured teaching environment using visual cues and room; periodic CBI trips

TIER 3: Students receive instruction in a specialized, or pull-out setting, > 80% of the day: 1:1 to 3:1, with a class size limit of 9 students; instruction is delivered in a specialized setting for initial or difficult to acquire or maintain skills; alternate curriculum, such as Unique or TeachTown Basics; daily 1:1 and small group instruction and technology-aided instruction; Community-Based Instruction each grading period; Social Skills and Self-regulation - programming and skill development instruction; close BCBA/BCBA-Supervisee supervision with continuous behavior support; daily social skills instruction; "sensory breaks;" highly structured teaching environment using TEACCH.

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

The ASPIRe program will coordinate with local community organizations to improve district services, as well as support and training for our families. Texarkana ISD will contract with a Board Certified Behavior Analyst from the Dallas area, who worked with the district previously in Cycle 1 of the Autism grant, who will continue to provide intensive training and coaching for our staff, our families, and our students. Our Region 8 Educational Service Center will provide training in structured teaching and inclusion, and will provide any necessary technical support.

TISD will collaborate with our local ECI organization in order to begin building relationships with families well before their children transition to the school setting. We will invite both staff and parents to meetings and trainings provided by our district. We will also collaborate with local and regional agencies and organizations who serve our region for therapies and other services, in order to make parents aware of available local, regional, and state programs and services.

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:		Amendment # (for amendments only):		
Payroll Costs (6100)				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional				
1 Teacher	1		\$ 65,000	
2 Educational Aide/Behavior Support Specialists	4		\$ 118,300	
3 Tutor			\$ -	
Program Management and Administration				
4 Project Director		1	\$ 49,000	
5 Project Coordinator		1	\$ 25,000	
6 Teacher Facilitator			\$ -	
7 Teacher Supervisor			\$ -	
8 Secretary/Admin Assistant			\$ -	
9 Data Entry Clerk			\$ -	
10 Grant Accountant/Bookkeeper			\$ -	
11 Evaluator/Evaluation Specialist			\$ -	
Auxiliary				
12 Counselor			\$ -	
13 Social Worker			\$ -	
14 Community Liaison/Parent Coordinator	1		\$ 65,000	
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15 ESC Specialist/Consultant				
16 ESC Coordinator/Manager/Supervisor			\$ -	
17 ESC Support Staff			\$ -	
18 ESC Other: (Enter position title here)			\$ -	
19 ESC Other: (Enter position title here)			\$ -	
20 ESC Other: (Enter position title here)			\$ -	
Other Employee Positions				
21 Behavior Intervention Specialist	1		\$ 39,000	
22 Diagnostician	1		\$ 65,000	
23	Subtotal Employee Costs:		\$ 426,300	0
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			\$ 3,200	
25 6119 - Professional Staff Extra-Duty Pay			\$ 106,650	
26 6121 - Support Staff Extra-Duty Pay			\$ 80,380	
27 6140 - Employee Benefits			\$ 63,800	
28 61XX - Tuition Remission (IHEs only)			\$ -	
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 254,030	0
30	Grand Total:		\$ 680,330	0
31	Total Program Costs*:		\$ 680,330	0
32	Total Direct Admin Costs*:		\$ -	
*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.				

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

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		Amendment #:		0
Professional and Contracted Services (6200)				
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.				
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award	
1	6269 - Rental or lease of buildings, space in buildings, or land	\$ -		
2	Service: BCBA Supervision and Training Specify purpose: ABA training and coaching; BCBA Supervision	\$ 40,000		
3	Service: BCBA Direct Student Services Specify purpose:	\$ 28,000		
4	Service: Specify purpose:	\$ -		
5	Service: Specify purpose:	\$ -		
6	Service: Specify purpose:	\$ -		
7	Service: Specify purpose:	\$ -		
8	Service: Specify purpose:			
9	Subtotal of professional and contracted services requiring specific approval:	\$ 68,000	0	
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 5,000		
11	Grand Total:	\$ 73,000	0	
12	Total Program Costs*:	\$ 73,000		
13	Total Direct Admin Costs*:			
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.				

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 135,670	
2	Grand Total:	\$ 135,670	0
3	Total Program Costs*:	\$ 135,670	
4	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		Amendment #:	0
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out of state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:		
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.		
4	6413 - Stipends for non-employees other than those included in 6419.	\$ 55,000	
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ 16,000	
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.		
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ 71,000	0
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 40,000	
11	Grand Total:	\$ 111,000	0
12	Total Program Costs*:	\$ 111,000	
13	Total Direct Admin Costs*:	\$ -	
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

In-state travel for employees does not require specific approval.

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or vendor ID:				Amendment #		
Grant Period:		June 1, 2020, to May 31, 2021			Fund Code: 429	
Program Budget Summary						
Description and Purpose		Source of Funds				Pre-Award Costs
		Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
1	Payroll Costs	6100	\$ 680,330	\$ -	\$ 680,330	
2	Professional and Contracted Services	6200	\$ 73,000	\$ -	\$ 73,000	
3	Supplies and Materials	6300	\$ 135,670	\$ -	\$ 135,670	
4	Other Operating Costs	6400	\$ 111,000	\$ -	\$ 111,000	
5	Capital Outlay	6600	\$ -	\$ -	\$ -	
Consolidate Administrative Funds				N/A		
6	Total Direct Costs:		\$ 1,000,000	\$ -	\$ 1,000,000	0
7	Enter Percentage (%) of Indirect Costs:		N/A	\$ -	\$ -	
8	Grand Total of Budgeted Costs :		\$ 1,000,000	\$ -	\$ 1,000,000	0
Administrative Cost Calculation						
10	Total Grant Amount Requested:				\$ 1,000,000	
11	Percentage limit on administrative costs established for the program (15%)					
12	Maximum amount allowable for administrative costs, including indirect costs:					\$ -

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