



**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 [loapplications@tea.texas.gov](mailto: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

Pre-award costs permitted from

**Required Attachments**

*December 19, 2019 VIF*

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

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

*2020-021031*

701-20-109-014

**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.

OVERVIEW OF THE PROGRAM TO BE IMPLEMENTED WITH GRANT FUNDS: Edinburg Consolidated Independent School District (CISD) will create a scalable model that can be replicated in other areas of the state. It was determined that Edinburg CISD has a total student enrollment of 34,066 with 317 autistic students (Source: PEIMS Data 2018-2019). Due to the current economic hardships observed within the targeted schools, many of the students are unable to receive proper educational materials and special instruction to further their education. However, from funds obtained through the Services to Students with Autism Grant, Edinburg CISD will be able to provide innovative services that effectively address the individual academic and functional needs of students with autism from the ages 3 to 9. This will be a school-wide program that will demonstrate rigor and measure the impact based on student outcomes-based metrics and their associated improvement goals.

**Summary of Program Cont'd**

INCLUDE THE OVERALL MISSION AND SPECIFIC NEEDS OF THE ORGANIZATION. DESCRIBE HOW THE PROGRAM WILL ADDRESS THE MISSION AND NEEDS:

The mission of the district is to provide the support, resources and academic rigor to ensure all students achieve educational and social excellence. Furthermore, the specific needs of the district include providing effective and exceptional services to students with autism by removing barriers in order to increase learning, social skills, and independence. Because of this, the district finds that through the implementation of the grant program, the district will be able to ensure it directly aligns to the mission of Edinburg CISD.

**Goals, Objectives, and Strategies**

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

THE MAJOR GOALS/OBJECTIVES OF THE PROGRAM IN RELATION TO THE CORE FEATURES OF AUTISM:

According to the American Speech-Language-Hearing-Association (ASHA), the core features of autism include: Impairments in social communication, language, and related cognitive skills, Impairments in behavioral and emotional regulation, and the presence of restricted, repetitive behaviors. Therefore, the major goals/objectives of the program in relation to the core features of autism include: Providing autistic students ages 3 to 9 with evidence-based strategies to assist them with social skills, competence, and independence as well as, address strategies for their academics; Providing autistic students ages 3 to 9 with instructional materials in a structured learning environment to support them with their emotional needs; and Ensuring the district's autistic students ages 3 to 9 have trained personnel to assist them with the issue of restricted and repetitive behaviors.

IDENTIFY SPECIFIC EVIDENCE-BASED PRACTICES (EBPS) TO BE INCORPORATED AND PROVIDE STRONG EVIDENTIAL SUPPORT FOR SELECTED PRACTICES:

In preparation for the submission of this grant, the district researched various special education programs, specifically created for autism. They were able to find evidence-based and research-based studies on What Works Clearinghouse, which will be utilized in the curriculum development phase of the grant. Activities include: Teacher credentialing, Professional Development training, Hiring a Program Director, Purchasing technology software for autism, Transportation for students/parents, Staff stipends, and Community-based instruction activities.

**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.

**QUANTIFIABLE STUDENT OUTCOME-BASED METRICS FOR THIS PROGRAM:** The quantifiable student outcome-based metrics for this program include the following: Increase of social communication in autistic students ages 3 to 9; Increase in the percentage of autistic students ages 3 to 9 receiving innovative autism services; Increase in proficiency of spelling, reading, and writing from autistic students ages 3 to 9; and Increase of problem-solving skills in the autistic students ages 3 to 9. These student outcome-based metrics will measure program impact and are related to core features of autism.  
**METHODS OF DATA COLLECTION ON SPECIFIED METRICS AND PROCESSES FOR USING THE DATA TO SUPPORT EFFECTIVE PROGRAM IMPLEMENTATION:**  
Methods for data collection will include: quarterly surveys and consistent monitoring of student benchmarks and report cards. Baseline data to be collected: Number of autistic students receiving autism specific services before and after the grant. Outcome data to be collected: Number of teachers that witness an increase of student social communication and student increase in proficiency of spelling, reading, and writing. By having these standards set, the district can ensure that program progress is continued. Furthermore, the program personnel will be responsible for conducting several progress measures throughout the during the grant to see if the baseline data is met and whether the students are on track to meet the outcome-data standards. The processes for using the data to support effective program implementation include constant monitoring of the goals/objectives of the grant and seeing whether the district is on-track to meet them. If it is determined that the desired goals and objectives that were listed cannot be met, the stakeholders will discuss modifications that need to be made for the program to have effective program implementation.

**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 PROPOSED BUDGET WILL MEET THE NEEDS AND GOALS OF THE PROGRAM:** Although the district has IDEA funding, there is not sufficient funds to maintain the existing programs, trainings, and curriculum. If awarded, the district plans to leverage grant funds to impact the following areas that are in line with the goals and purpose of the grant: 1) **PROFESSIONAL DEVELOPMENT (PD)** – A robust plan will be created to conduct workshops, trainings, and a certification training for instructional staff who are assigned specifically to address autism in the classroom. Specifically, Classroom 360, which will provide a dynamic and intensive 4-day training series for new and existing teachers. Additionally, their will also be training for N2Y. The N2Y program is not just a curriculum but a training geared toward general education teachers and student improvement in skills/behavior, with a focus on generalization and teaching independence during daily functional routines; 2) **CURRICULUM DEVELOPMENT** – The N2Y curriculum will be implemented to underline the student deficits in accessing written text, reading fluency, spelling, written expression, organizing, following written directions, and visual processing; 3) **ONLINE RESOURCES** – Students will be provided relevant, online resources before and after school, as well as, during regularly scheduled class hours. Teachers will also be provided resources for continued PD; 4) **TECHNOLOGY** – Robots4Autism will be purchased for teachers so that they can implement digital teaching that improves social skills in students with autism; and 5) **STUDENTS SERVICES** – A dedicated Program Director and staff will be hired to offer students specific activities that are tied to the curriculum and that focus on assisting students with spelling, reading, and writing. (i.e. – Structured playgrounds; Peer mediated instruction, etc.)  
**HIGH-LEVEL SNAPSHOT OF FUNDS CURRENTLY ALLOCATED TO SIMILAR PROGRAMS:** Although there is no funding specifically dedicated to Autism students, below you will find a snapshot of IDEA funds currently allocated to special education programs: EDINBURG CISD: IDEA-B Formula (\$5,534,989); and IDEA-B Preschool (\$50,727). These funds are utilized to assist 34,066 for Edinburg CISD.  
**NARRATIVE DESCRIBING HOW ADJUSTMENTS WILL BE MADE TO MEET NEEDS:** Once awarded, the district will schedule meetings quarterly that will enable key stakeholders to discuss the grant program and ensure they are on track to meet grant goals and objectives. If it is determined that the adjustments need to be made to meet these goals/objectives, the district will notify parents/guardians, community, administrators, and board members of the intent to modify the 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.

**HOW THE PROGRAM WILL INCORPORATE EVIDENCE-BASED PRACTICES, RESEARCH-BASED DESIGN AND TECHNOLOGY:** ECISD has purchased NY2 to further guide and assist our staff/students in the classrooms. We are committed to improve cognitive, language, behavioral, social, and academic skills of autism between the ages of 3-9 years to insure meaningful inclusion into the general education with their general education peers. Edinburg CISD has the same kind of students and demographics as the following schools: Dallas Independent School District, Houston Independent School District, Los Angeles Unified School District, among others. These schools have also utilized N2Y have implemented evidence-based practices studies (2013-2016) and have research-based case studies proving its effectiveness.

In addition to the NY2 software, Edinburg CISD will also utilize the Robots4Autism program. This research-based program is was named an Ed Tech Digest Awards finalist in the Special Education category. Robots4Autism integrates a variety of evidence-based practices shown to improve social skills in students with autism (tools most of us are already using), packaged together in a highly systematic way, and delivered using Milo. Partnering a humanoid robot with a social and emotional curriculum provides a tool for evidence-based practices to “unpack” social skills for students with autism. Robots as technology aided instruction: Social narratives; Video modeling; Visual supports (picture symbol icons); Natural modeling; Prompting verbal and visual; Reinforcement of target behaviors; and Social skills training.

**HOW THE PROGRAM WILL INCLUDE THE EFFECTIVE USE OF TECHNOLOGY:** The district understands that the effective use of technology can greatly assist students with autism. Therefore, the district will ensure teachers have access to and will incorporate effective technology devices (iPads, tablets, etc.), online resources (NY2, Robots4Autism, etc.) and digital teaching aids to assist participating students on a daily basis. In addition to students having access to technology in class, teachers will also periodically have students convene at a computer lab and to ensure blended learning is incorporated into daily instruction.

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.

**DESCRIBE HOW THE PROGRAM WILL COLLECT EMPIRICAL DATA ON STUDENT ACHIEVEMENT AND IMPROVEMENT AND USE THAT DATA TO SUPPORT EFFECTIVE PROGRAM IMPLEMENTATION:** In order to collect empirical data during the course of the program, a professional development training will be provided to the instructional staff regarding how to complete routine observations for student outcomes. These observations will last a minimum of 45 minutes and will be conducted quarterly, in addition to monthly walk-throughs. These observations will help in identifying reoccurring problems and will help with collecting empirical data. This will allow the instructional staff to modify teaching strategies and lesson plans accordingly. Additionally, by collecting this empirical data, the district will be able to determine whether the teachers are engaging students and implementing effective, research-based strategies. All data collected will be reviewed by stakeholders quarterly to determine if adjustments are needed. This will ensure an effective program implementation is supported and adjustments can be made, if needed, to improve student outcomes.

**DESCRIBE THE PROCESS BY WHICH BASELINES FOR THESE METRICS WILL BE ESTABLISHED:** Some of the baseline metrics that have been established for the district include: number of lesson attempts, lesson completion rate, module completion rate, amount of time for response (engagement and generalizing), and accuracy of response and level of competency achieved. These metrics will be utilized to ensure students with autism increase the rate at which they pass the STAAR Alternate 2 exam.

**Statutory Requirements**

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

HOW PROGRAM WILL INCORPORATE INCLUSION AND OPPORTUNITIES FOR NON-DISABLED PEERS: To ensure the proposed program will incorporate meaningful inclusion opportunities for appropriate interaction with non-disabled peers, the district will utilize inclusive education strategies as showcased in an article entitled, "Strategies for Supporting the Inclusion of Young Students with Autism" (2010). The strategies for meaningful inclusions include the following: PRIMING – This strategy involves preparing the child for new experiences and rehearsing potential challenges in a relaxed atmosphere; CREATING AN UNDERSTANDABLE ENVIRONMENT – This strategy ensures that areas are clearly marked, and activities are clearly described (in-person and on-demand); FINDING OTHER APPROACHES – This strategy involves making it a practice to teach more than one way of doing tasks and solving problems; RECOGNIZING AND MEETING THE NEED FOR EXTRA PROCESSING TIME – This strategy helps teachers understand that students with autism may need extra time to answer questions or problems; therefore, the teacher may prepare the student for the questions before asking them in class; REDUCING HIGH LEVELS OF STIMULI – This strategy recognizes that high levels of noise may trigger stress, avoidance, and interfering behavior in students with autism; TEACHING CHILDREN TO MANAGE SENSORY OVERLOAD – This strategy allows for teacher to utilize coping mechanisms so that an autistic student may be able to participate in whole-group activities; UTILIZING COGNITIVE-BEHAVIORAL APPROACH – This strategy aims at teaching social rules that will help the child with autism function in a more socially acceptable way; and TEACHING SOCIAL SKILLS THROUGH ACTIVITIES – This strategy favors less intrusion into the natural classroom process and less explicit instruction focused on the autistic student. By implementing these evidence-based/researched-based strategies, teachers will be able to increase the number of autistic students that take part in normal classroom activities and procedures. This data will be gathered by an external evaluator to create the mid and final year evaluation.

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

The district believes parental support and collaboration is extremely vital to student success. Due to this, the ECISD works with TEAM Mario. TEAM Mario is a coalition of parents, families, friends and professionals dedicated to inspiring hope, academic success, and a higher quality of life by raising awareness in the community to promote safety, acceptance, and independence for those affected by ASD. TEAM Mario's vision is guided by the principle that individuals living with Autism Spectrum Disorder (ASD) can reach their full potential.

As an example of this parental collaboration, TEAM Mario and ECISD hosted an Autism Fair in the biggest sports facility of South Texas on April 6, 2019. Parents and the community were excited to participate in such event as they were sharing ideas and concerns to the district. Resources and preparation to staff to meet students' needs is priority. Continued efforts from both parties will make a positive impact to our students, staff and parents.

Goal is to have unique evaluation measures and criteria. Parents will provide feedback/evaluation of the parent training component and perceptions of their children's progress and generalization of skills learned at home. In general, the student outcomes are focused on improvements in cognitive, language, behavioral, social, and academic skills that are inclusion opportunities.

**Program Requirements**

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

**IDENTIFY SPECIFIC EVIDENCE-BASED PRACTICES TO BE INCORPORATED IN THE PROGRAM AND DESCRIBE METHODS TO ENSURE FIDELITY OF IMPLEMENTATION:** The district met with key stakeholders to review the needs assessment and to determine which specific evidence-based practices should be incorporated in the program. During these meetings, they identified several strategies and activities that the district will also utilize including a study guide entitled, "Foundational Skills to Support Reading for Understanding," which was composed by What Works Clearinghouse in July 2016. This guide includes three (3) evidence-based and researched-based strategies will be used to enhance the district's current curriculum during the curriculum development phase of the grant. These evidence-based practices include:

- 1) Teach students academic language skills and vocabulary knowledge - engage students in conversations, explicitly engage students in developing narrative language skills, and teach academic vocabulary in the context of other reading activities.
- 2) Develop awareness of the segments of sounds in speech and how they link to letters - teach students to recognize and manipulate segments of sound in speech, use word-building to link students' knowledge of letter-sound relationships with phonemic awareness, Teach students to blend letter sounds and sound-spelling patterns from left to right within a word, and Instruct students in common sound-spelling patterns.
- 3) Ensure that each student reads connected text to support reading accuracy, fluency, and comprehension - Model strategies and provide feedback to support accurate and efficient word identification, teach students to self-monitor their understanding of the text, and provide opportunities for oral reading practice with feedback to develop fluent reading with expression.

**METHODS TO ENSURE FIDELITY OF IMPLEMENTATION:** In order to ensure fidelity of implementation, the district have ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, school board members, parents/guardians, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The district will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This grant funding coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), IDEA-B Formula/Preschool, and state compensatory funds will ensure teacher and student gains are continued after the grant funding concludes.

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

**PLAN FOR STAFF TRAINING THAT INCORPORATES ON-GOING COACHING:** It will be the responsibility of the Special Education Department to monitor the implementation of this grant, as well as, providing on-going coaching on a regular basis in order to ensure program success. These key individuals will help track each milestone according to the proposed timeline to ensure the district is on target.

**FEEDBACK FOR FIDELITY OF IMPLEMENTATION AND CONTINUOUS IMPROVEMENT:** To ensure feedback and continuous improvement, the key grant personnel will meet regularly with instructional staff to ensure products and curriculum are being utilized, as well as, to collect feedback regarding the online resources, student achievement, and any trainings are attended. This feedback will be essential in monitoring the program's effects on students and ensuring continuous improvement. It is of high priority for the district to meet the needs of the students and ensure all funds are utilized to their maximum potential. Thus, teachers' feedback will be essential in monitoring the program's effects on students. In addition, the district established "Team Mario". This team is comprised of stakeholders, including, parents, educators, community members of the community.



**Statutory/Program Requirements**

Response to Program Requirement 2 continued:

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.

**DESCRIBE THE PLAN THAT ADDRESSES THE STRUCTURE OF THE LEARNING ENVIRONMENT AND INSTRUCTIONAL STRATEGIES RELATED TO COMMUNICATION, SOCIAL COMPETENCE, AND INDEPENDENCE:**

The learning environment and instructional strategies will be structured to address the autistic students' (ages 3 to 9) capabilities in communication, social competence, and independence. On a daily basis, the instructional staff will utilize the evidence-based strategies stated on program requirement number 1 of this grant to ensure that these students are constantly being academically challenged and can increase performance in the aforementioned areas. To do this, the district will structure the students learning environment to be conducive to improving cognitive, language, behavioral, social, and academic skills by ensuring inclusion into general education, with their general education peers. The technology implementation, professional development trainings, and implementation of new curriculum, along with building networks and communities with shared practices, will provide teachers with additional support to address this need.

Moreover, the program is designed to be comprehensive in nature and provide professional development trainings to teachers, special education support to teachers, and physiological support to students/parents.

**SUSTAINABILITY:** The district can support the added costs that will be associated with the grant should it be funded to include items such as: personnel, utilities, building use, etc. Moreover, to ensure the program continues after the grant period, the district will actively seek funding sources that help support and sustain this program over an extended period of time. The district's plan for sustainability will include an examination of what this grant aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

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

The participating district will coordinate services with the Regional Education Service Center (ESC) and the University of Texas at Rio Grande Valley (UTRGV). The ESC and UTRGV will provide trainings, webinars, and conferences specific to Autism, which will include: FOUNDATIONS OF AUTISM – To help the district identify students with autism. This will include defining autism, exploring the characteristics and risk factors at varying ages and grade levels, exploring the fundamental elements of reading, and reviewing the academic difficulties associated with autism; and AUTISM EVALUATION – This training will assist the district in the “why” and “when” for assessing autism.



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:		108904 Amendment # (for amendments only):			
<b>Payroll Costs (6100)</b>					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
<b>Academic/Instructional</b>					
1	Teacher			\$ -	
2	Educational Aide			\$ -	
3	Tutor			\$ -	
<b>Program Management and Administration</b>					
4	Project Director	1		\$ 62,000	
5	Project Coordinator			\$ -	
6	Teacher Facilitator			\$ -	
7	Teacher Supervisor			\$ -	
8	Secretary/Admin Assistant			\$ -	
9	Data Entry Clerk			\$ -	
10	Grant Accountant/Bookkeeper			\$ -	
11	Evaluator/Evaluation Specialist			\$ -	
<b>Auxiliary</b>					
12	Counselor			\$ -	
13	Social Worker			\$ -	
14	Community Liaison/Parent Coordinator			\$ -	
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
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)			\$ -	
<b>Other Employee Positions</b>					
21	(Enter position title here)			\$ -	
22	(Enter position title here)			\$ -	
23	<b>Subtotal Employee Costs:</b>			\$ 62,000	0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ 50,000	
25	6119 - Professional Staff Extra-Duty Pay			\$ 5,000	
26	6121 - Support Staff Extra-Duty Pay			\$ -	
27	6140 - Employee Benefits			\$ 17,550	
28	61XX - Tuition Remission (IHEs only)			\$ -	
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ 72,550	0
30	<b>Grand Total:</b>			\$ 134,550	0
31	<b>Total Program Costs*:</b>			\$ 134,550	0
32	<b>Total Direct Admin Costs*:</b>			\$ -	
<p>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					

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

**FOR TEA USE ONLY**

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

Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		108904	Amendment #:	0
<b>Professional and Contracted Services (6200)</b>				
<p><b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.</p>				
<b>Description of Service and Purpose</b>			<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6269 - Rental or lease of buildings, space in buildings, or land			
2	Service: Program Evaluator Collect data and prepare the annual evaluation report.		\$ 40,000	
3	Service: Teacher Trainers: NY2, Classroom 360, ABA, Region 1 ESC, and Dr. Lira Provide on-going training to approx 400 Specail Ed. Staff.		\$ 60,000	
4	Service: Parental Trainers: Team Mario and Region 1 ESC Educate & provide support for parents dealing with autistic children.		\$ 30,000	
5	Service: Certifications for staff that deal with students who have autism. To address the needs of students with moderate to severe autism.		\$ 10,000	
6	Service: Technical Assistance Program Consulting Conduct on-site visits with grant staff, data collection, and trainings.		\$ 50,000	
7	Service: Specify purpose:			
8	Service: Specify purpose:		\$ -	
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>		<b>\$ 190,000</b>	<b>0</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.			
11	<b>Grand Total:</b>		<b>\$ 190,000</b>	<b>0</b>
12	<b>Total Program Costs*:</b>		<b>\$ 190,000</b>	
13	<b>Total Direct Admin Costs*:</b>		<b>\$ -</b>	

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		Amendment #:	0
<b>Supplies and Materials (6300)</b>			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 80,450	
2	Grand Total:	\$ 80,450	0
3	Total Program Costs*:	\$ 80,450	
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>			

<b>FOR TEA USE ONLY</b>		
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Via telephone/fax/email (circle as appropriate):	By TEA staff person:	

Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		Amendment #:	0
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	<del>6411 - Out of state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>	\$ -	
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	
3	<del>6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>		
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	
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	<del>6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:</del>	\$ -	
8	<del>64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.</del>		
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	\$ -	0
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 35,000	
11	<b>Grand Total:</b>	\$ 35,000	0
12	<b>Total Program Costs*:</b>	\$ 35,000	
13	<b>Total Direct Admin Costs*:</b>	\$ -	
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person	

County District Number or Vendor ID:				Amendment #:	
<b>Capital Outlay (6600)</b>					
<b>Description and Purpose</b>		<b>Quantity</b>	<b>Unit Cost</b>	<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$ -	
<b>66XX - Computing Devices, capitalized</b>					
2	(Enter description and brief purpose)		\$ -	\$ -	
3	Robots4Autism- technology aided instruction	5	\$ 12,000	\$ 60,000	
4			\$ -	\$ -	
5			\$ -	\$ -	
6			\$ -	\$ -	
7			\$ -	\$ -	
8			\$ -	\$ -	
9			\$ -	\$ -	
<b>66XX - Software, capitalized</b>					
10	(Enter description and brief purpose)		\$ -	\$ -	
11			\$ -	\$ -	
12			\$ -	\$ -	
<b>66XX - Equipment, furniture, or vehicles</b>					
13	(Enter description and brief purpose)		\$ -	\$ -	
14			\$ -	\$ -	
15			\$ -	\$ -	
<b>66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
16	(Enter description and brief purpose)		\$ -	\$ -	
17	<b>Grand Total (sum of all lines):</b>			\$ 60,000	
18	<b>Total Program Costs*:</b>			\$ 60,000	
19	<b>Total Direct Admin Costs*:</b>			\$ -	
<p><b>*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></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 #		
Grant Period:	June 1, 2020, to May 31, 2021			Fund Code: 429		
<b>Program Budget Summary</b>						
Description and Purpose		Source of Funds				Pre-Award Costs
		Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
1	Payroll Costs	6100	\$ 134,550	\$ -	\$ 134,550	
2	Professional and Contracted Services	6200	\$ 190,000		\$ 190,000	
3	Supplies and Materials	6300	\$ 80,450	\$ -	\$ 80,450	
4	Other Operating Costs	6400	\$ 35,000	\$ -	\$ 35,000	
5	Capital Outlay	6600	\$ 60,000	\$ -	\$ 60,000	
Consolidate Administrative Funds				N/A		
6	<b>Total Direct Costs:</b>		\$ 500,000	\$ -	\$ 500,000	0
7	Enter Percentage (%) of Indirect Costs:		N/A	\$ -	\$ -	
8	<b>Grand Total of Budgeted Costs :</b>		\$ 500,000	\$ -	\$ 500,000	0
<b>Administrative Cost Calculation</b>						
10	Total Grant Amount Requested:				\$ 500,000	
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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Via telephone/fax/email (circle as appropriate)		By TEA staff person:	

**Erwin, Scott**

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**From:** Kristina Ubina <ubinakristina@gmail.com>  
**Sent:** Thursday, December 19, 2019 4:29 PM  
**To:** loiapplications  
**Cc:** carlos.jasso@ecisd.us; edu.moreno@ecisd.us; g.garza@ecisd.us  
**Subject:** 2020-2021 Services to Students with Autism LOI Application  
**Attachments:** Edinburg CISD\_Services to Students with Autism\_LOI Application.pdf; Edinburg CISD\_Services to Students with Autism\_Budget .xlsx

Good Afternoon:

Attached you will find the Services to Students with Autism LOI application, as well as, the budget being submitted for Edinburg CISD.

I ask that you please review the attachments and contact our district if any additional information is needed.

Thank you,

Kristina Ubina