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 **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

December 19, 2019 YF

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	Grand Prairie ISD	CDN	057910	Campus		ESC	10	DUNS	079332763
Address	2602 South Belt Line	City	Grand Prairie	ZIP	75052	Vendor ID	175-6001697
Primary Contact	Patricia Lewis	Email	patricia.lewis@gpisd.org	Phone	972-237-4026
Secondary Contact	Ray Wilks	Email	ray.wilks@gpisd.org	Phone	972-237-5432

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):

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

Authorized Official Name Linda Ellis Title Interim Superintendent of Schools

Email linda.ellis@gpisd.org Phone 972-237-40210

Signature Linda Ellis Date 12/18/19

2020-6210 34

701-20-109-017

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.

Improving the fidelity and use of evidence-based practices (EBP) by educators has become vital for maximizing achievement in scholars with autism in this organization. The National Standards Project (NSP) and the National Professional Development Center on ASD (NPDC) identified 27 EBPs that are most effective for scholars with autism. Our mission is to build qualified and effective personnel in collaboration with family engagement through instructional technology and a safe orderly environment to maximize achievement for all scholars with autism. It is imperative in the implementation process to translate EBPs into a form that is accessible, feasible, and acceptable for educators (Dingfielder and Mandell, 2011; Fixsen et al., 2013). Educators who received more ongoing support through coaching had higher fidelity and higher student achievement in their classrooms (Kretlow & Bartholomew (2010). This proposal is to implement an intensive framework consisting of innovative use of remote technology, telepractice, and embedded coaching with resources to assist implementation of the EBPs and focused intervention practices. These practices are considered the building blocks of educational programs for scholars with ASD and designed to address a single skill or goal of the scholar with ASD and (Odom et al., 2010).

Summary of Program Cont'd

To meet the needs of all scholars with autism in self-contained and inclusive settings, Grand Prairie ISD and a charter school, Uplift Lee Preparatory will initiate a Comprehensive Framework Program (CFP). The CFP will be an independent program focused on a triad of integrated research-based platforms of Applied Behavior Analysis, Classroom Environment and Sensory-Motor. For scholars served in inclusive settings, the program will provide a Triad Protocol to determine, based on the scholar's core features of autism, how best to serve the scholar through the three areas of ABA, CE and SM before moving to a more restrictive setting. In special programs, the program will also utilize the three areas of support. The program will build capacity in staff through evidence-based practices (EBP) and high-leverage practices (HLP) in special education using telepractice technology and Autism Focused Intervention and Resources & Modules (AFIRM). Research supports telepractice as a training tool as well as embedded coaching. Parents will also participate in telepractice as well as many opportunities to learn EBPs, collaborate with other parents and receive assistance with their individual scholar's needs. Parents are an integral piece to the grant.

Quarterly progress monitoring and current data review will ensure the needs of the scholars, educators and parents are addressed and met without interruption. Meetings will be conducted with the Strategic Planning Team to evaluate performance data and make adjustments and modifications to the program. In addition, quarterly reports will be generated to include Summary of Project Implementation, Milestones, Problems Encountered and Proposed Changes.

Goals, Objectives, and Strategies

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

The major goals of the program are to provide the most effective practices with the strongest support based on their efficacy to assist scholars with autism in social communication and restrictive and repetitive behaviors (RRB). These RRBs exhibit through repetitive or stereotyped speech or movements, insistence on sameness or ritualized patterns, restricted interests usual in intensity and focus, and over/under response to sensory stimuli (DSM -5). Because this district was awarded the Services to Students with Autism Cycle 1 grant, the grant will allow us to create a comprehensive program utilizing practices that have sufficient empirical support to be termed evidence-based in a triad of services for scholars with autism. This triad is Applied Behavior Analysis, Classroom Environment and Sensory-Motor. For example, the following EBPs support Applied Behavior Analysis: Antecedent-based Intervention, Differential Reinforcement, Discrete Trial Training, Extinction, Modeling, Prompting, Reinforcement and Time Delay to name a few. Additionally, we can enhance the treatment fidelity of current practices in alignment with EBPs and build capacity in staff for sustainability. Providing supervision by BCBAs so educators can earn the certification for Registered Behavior Technician is a high priority. In order to sustain the program, educators must become proficient in EBPs, HLPs and ABA.

Goals:

1. All scholars will demonstrate growth according to their starting levels on the pre-test and post-test by the end of the grant year.

2. Increase the number of staff members completing the 40 hour training course and certification for Registered Behavior Technician (RBT) by at least 3%.

3. Decrease the percentage of scholars transitioning to more restrictive environments by at least 5%.

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.

The CFP will collect quantifiable student outcomes-based metrics by utilizing student achievement data, sensory-motor data and student improvement data. As the CFP focuses on ABA, CE and SM, the following assessments are proposed for alignment of the program design and implementation as well as core features of autism (social communication, social interaction and RRB). PEAK (Promoting the Emergence of Advanced Knowledge) is a standardized ABA assessment with assessment fidelity checklists and behavior index measuring language and cognition. PEAK assessments are divided into full assessments and pre-post assessments. These assessments will be administered to consistently pinpoint strengths and areas where individual scholars need support. Sensory Profile 2 family of assessments utilizes standardized tools to evaluate a scholar's sensory processing patterns in everyday situations and profile the sensory system's effect on functional performance in the classroom and school environment. Sensory Profile are related to the core features of autism by measuring four factors of sensory seeking, oral-motor, inattention/distractibility, and fine motor/perceptual. SP-2 will be administered at BOY and 6 months later. The Mendability program has Progress Questionnaires to make adjustments based on progress or lack of progress. The Social Responsiveness Scale (SRS-2) is an objective measure of symptoms associated with autism. The scale will assist in determining what deficiencies in reciprocal social behavior are resulting in mild to moderate interference in everyday social interactions administered BOY and EOY. TeachTown Basics is a Technology-Aided Intervention (EBP) based on ABA. The program assesses the scholar in real-time and reported in very specific patterns of behavior and skills mastery of progress automatically. Data from each of the assessments will be reviewed quarterly with a Strategic Planning Team and TEA with recommendations on program adjustments for next quarter.

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 by providing materials and highly trained staff for planning, monitoring and implementation with fidelity of CFP. Services to Students with Autism Lead Facilitator will be secured to manage the program and supervise operation of the entire CFP and grant implementation. For scholars with autism served in alternate curriculum settings, a Special Programs - Autism Specialist will be secured to provide support in specialized classrooms to ensure implementation of structured classroom environments and tele-practice staff/parent training. For scholars with IEPs served in general curriculum settings, an Inclusion – Autism Specialist will be secured to provide support for scholars with autism in inclusive settings to reduce movement to more restrictive settings. For implementation of the ABA expectation of the framework, two BCBAs will be secured to provide clinical skills instruction and behavior reduction protocols based upon the principles of ABA to scholars, parents and staff. For implementation of the Sensory-Motor expectation of the framework, a COTA will be secured to provide training and oversee environmental enrichment, sensory motor activities and motor skill development integrated into the classrooms. In addition, conduct the specialized training and certification program for Sensory Motor Coach (SMC). Each classroom will be equipped with a Sensory Motor Coaching Kit. Research shows that sensory motor activities incorporated into the school day have shown to have an impact on student's attention and independent work skills. Incorporating movement activities into the classroom would benefit our students and improve outcomes but it also requires materials, equipment and training for successful implementation into the classroom. Motor skill development has several components including visual motor, ocular motor, fine motor and gross motor. There are multiple studies that show a positive association between motor proficiency and academic performance. For the classroom environment, each classroom will be issued a Visual Support Kit. This kit will include visual schedules, choice boards, first/then charts, token economy systems, and color coding for each scholar. Visual supports will be provided for PECS and FCT evidence-based practices to increase communication as well. For ABA, licenses for TeachTown Basics will be purchased as well as telepractice devices for implementation of training modules and follow-up. The initial purchases will be standardized to meet the core features of autism; however, adjustments will be made for selection of materials based on the individual needs of each scholar in the areas of Sensory-Motor, ABA and Classroom Environment.

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.

Research has shown that early intervention using evidence-based practices is effective in improving long-term outcomes for children with autism (National Research Council, 2001). Therefore, as the number of scholars with autism increase, so does the need for educators and related service providers trained to provide evidence-based practices. The proposed telepractice applies communication technology to train on EBPs in real time and over a geographical distance (Boisvert et al., 2010). Research supports successful implementation of telepractice to deliver the intended services. This technology will train groups of educators at the campus level during Professional Learning Communities (PLC) as well as parents on specific EBPs for their scholar. Through a technology lending program, a parent can check out available technology. Video-conferencing software programs are free and can be sustained for long periods of time.

Another effective use of technology is TeachTown Basics. The scholars will utilize this Technology-Aided Intervention based on Applied Behavior Analysis. The program assesses the scholar in real-time and reported in very specific patterns of behavior and skills mastery of progress automatically. The program automatically assigns computer-based lessons based on the scholar's level of prompt hierarchy support and individual answers. The program also will collect data on selected lessons aligned to goals on each scholar's Individual Education Plan (IEP) allowing educators to plan instruction that is aligned to TEKS and specific to each individual scholar. TeachTown Basics incorporated nine of the EBPs into its curriculum deemed evidence based practices by National Professional Developmental Center (NPDC) and National Standards Project (NSP). These EBPs are Computer-Aided Instruction, Discrete Trial Training (DTT), Modeling, Naturalistic Intervention, Joint Attention, Pivotal Response Training, Prompting, Reinforcement and Task Analysis. This proposed technology addresses skills at eight difficulty levels across each of six learning domains: Adaptive Behaviors, Cognitive Skills, Language Arts, Language Development, Math and Social Emotional Learning.

2. Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. Describe the process by which baselines for these metrics will be established.

The CFP will collect empirical data on student achievement and improvement and use that data to support effective program implementation through a variety of resources. First, the TeachTown Basics data is collected automatically through discrete trial computer instruction. The baseline is established when the scholar completes the placement assessment. The assessment is based on how many trials a scholar answers correctly while working on their own pace. The scholar is then placed at appropriate level for each learning domain. Adjustments will be made to the program based on the results of the reports generated at 9 week intervals. Second, the PEAK assessments are related to the core features of autism by measuring foundational and perceptual learning skills. The BCBAs will conduct an assessment for evaluating the presence or absence of 184 skills that serve as the foundations for language and cognition to establish baseline at BOY. One BCBA will work with the scholars with autism in inclusive settings and the other BCBA will work with the scholars with autism in Special Programs. PEAK also contains assessments to consistently pinpoint strengths and areas where individual scholars need support. Adjustments will be made to the program based on the results of these smaller assessments at 9 week intervals. Third, Sensory Motor activities incorporated into the school day have shown to have an impact on student's attention and independent work skills. The Sensory Profile is a measure of children's responses to sensory events in daily life. It provides an overall picture of a child's sensory processing patterns. Results of the Sensory Profile are used to consider how these patterns might be contributing to or creating barriers to a child's performance in daily life. The profile forms will be distributed and baseline established at BOY. Adjustments will be made to the program based on the Progress Questionnaire on Sensory Motor at 9 week intervals. The Social Responsiveness Scale-2 identifies the presence and severity of social impairment within the autism spectrum and differentiates it from that which occurs in other disorders. As the rater must know the scholar for at least one month, profile forms will be distributed and baseline established by October 1. At 9 week intervals, data will be reviewed by a Strategic Planning Team. Recommendations for adjustments to the program will be provided based on the data from the student achievement and student progress data.

Statutory Requirements

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

The Comprehensive Framework Program will propose to incorporate meaningful inclusion and opportunities for appropriate interaction with non-disabled peers through another EBP, Peer Mediated Intervention. This intervention will use naturalistic strategies associated in motivating scholars with autism in context of play and movement. Research supports scholars with autism produced significantly more sensory motor actions as this behavior dominates their play. Strategies during this inclusive time would focus on social competencies of gaining attention, reinforcing attempts and turn taking during the sensory motor and movement activities. This training will be embedded in PE and recess to generalize social communication for scholars with autism with their neurotypical peers. Utilizing other EBPs, i.e., Structured Play Groups, Naturalistic Intervention and Exercise, autism specialists, BCBAs and COTA will incorporate the sensory motor, social and communication strategies. The first strategy to promote social interaction is to train the educators the EBPs associated with meaningful inclusion and appropriate interaction. The training protocol for telepractice, embedded coaching and direct feedback will be incorporated when modeling this Peer Mediated Intervention. As the peers are systematically taught ways to engage scholars with autism, play routines will be established. Furthermore, following the High Leverage Practices for inclusive classrooms, educators will provide feedback to reinforce pro-social skills. Utilizing the results of the SRS-2, various skills can be targeted for individual needs of scholars with autism in the context of play. Performance evaluation will be collected so modification can be made during the process.

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

The Comprehensive Framework Program will incorporate parental support and collaboration by addressing families' information needs, using their natural environment as the intervention context, engaging parents to be active participants in the intervention process and supporting their reflection and self-evaluation. These needs will be met through utilizing the High Leverage Practices in Special Education expectations for Collaboration, i.e., (1)organize and facilitate effective meetings with professional and families and (2) collaborate with families to support student learning and secure needed services. These meetings will consist of Autism Family Night Activities at least four times a year, Parent Support Group nights every three weeks and YMCA Respite/Family Events once a month. For example, the following schedule would be for August and September:

August 26, 2019: Parent Orientation of Services to Students with Autism Grant
September 17, 2019: Introduction to EBP Training (large group)
September 24, 2019: Parent Support Group (small group, face to face)
October 12, 2019: Parent Night Out (YMCA)
October 15, 2019: Parent Support Group

For incentives, childcare and snacks will be provided at each meeting as well as translation. A Needs Assessment survey will be conducted to ensure to evaluate and modify plans in response to the results of the survey. Additionally, specialized individual training for parents would be provided by the COTA and autism specialists through telepractice at the beginning of the year and continued as an EBP, Parent-Implemented Intervention. A Technology Lending Program will take place for the parents to check out technology they need for the telepractice training. This technology will include a tablet with built in headphones, microphone and webcam. Additionally, videoconferencing software programs will be downloaded.

Program Requirements

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

The EBPs to be incorporated in the program are: Antecedent-based Intervention (ABI), Differential Reinforcement (DR), Discrete Trial Training (DTT), Exercise (ECE), Extinction (EXT), Functional Behavior Assessment (FBA), Functional Communication Training (FCT), Modeling(MD), Naturalistic Interventions(NI), Parent Implemented Interventions (PII), Peer Mediated Instruction and Intervention(PMII), Picture Exchange Communication System(PECS), Pivotal Response Training(PRT), Prompting(PP), Reinforcement(R+), Scripting(SC), Structured Play Groups, Task Analysis(TA), Technology-aided Instruction and Intervention(TAII), Time Delay(TD), Visual Support(VS). To ensure fidelity of implementation, continuous training through telepractice, application through embedded coaching and direct feedback for implementation. Autism Specialists, BCBAs and a COTA will create a multi-disciplinary team to conduct the Telepractice training on a rotation basis. After viewing the module, the team will meet through video-conferencing with the PLC from a particular campus. To ensure fidelity, the team will discuss and apply the handout resources directly to the classroom environment. Materials will be provided for the educators so implementation is immediate following the telepractice training. The last step to ensure fidelity of implementation is for the team to provide embedded-coaching in the educational setting. This coaching will include direct performance feedback and will measure accuracy of both the educator and scholar target responses in the implementation of selected EBPs. Furthermore, this performance evaluation will allow the team to modify the program and adjust to meet the needs of the scholars and educators.

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

Research supports when coaching is provided in combination with an initial professional development opportunity, teaching accuracy improves (Fuchs, et al.; Kohler, et al. 1999). The initial professional development will utilize 5 foundational EBPs from the Autism Focused Intervention Resources and Modules (AFIRM 2018) recommended by Circuit 2.0. AFIRM is a dissemination resource about the 27 EBPs. The subsequent trainings will focus on the selected EBPs based on the process through the Introduction of EBPs module. The handouts to accompany the modules will be utilized as resources to individualize the EBPs for scholars in the educator's classroom. For example, the Reinforcement AFIRM handout will require the educators to conduct a Preference Assessment on each scholar in his/her class. The autism specialists, COTA and BCBA will train the educator on applying the selected EBP in the classroom by using video-modeling, coaching and direct performance feedback (DPF). Concurrently, the autism specialists will coach the educator to foster student engagement and learning of EBPs by incorporating the 22 High Leverage Practices in Special Education led by the CEC and CEEDAR Center. Through this modality, the autism specialist is able to ensure fidelity by the frequency of DPF and accuracy of both the educator and scholar target responses.

Statutory/Program Requirements

Response to Program Requirement 2 continued:

The trainings for teachers and paras will be 8/6/19, 11/4/19, 1/7/19, & 3/31/19. A telepractice schedule rotation will be set up bi-weekly as a campus PLC day with special educators, general educators, related service providers allowing time for questions and discussion. The educator participation and input will be an integral part of the telepractice training and embedded coaching. The embedded coaching schedule will alternate on the other week. Educators will receive materials needed to implement the selected EBP in the classroom. Additionally, the data from the DPF of the educator and scholar will determine next selected EBP and module. For sustainability, research has shown with performance feedback, educators learn to implement a skill and maintain without expert guidance for a minimum of 5 weeks following video-conferencing and rated it satisfactory (Machalicek, et al., 2009).

3. The describe the plan that addresses the structure of the learning environment and instructional strategies related to communication, social competence, and independence. Address all components in a comprehensive and well-integrated model with consideration for sustainability.

The plan to address the structure of the learning environment and instructional strategies related to communication, social competence, and independence will focus on the triad of three research-based platforms of Applied Behavior Analysis (ABA), Classroom Environment (CE), and Sensory-Motor (SM) Activities. Interventions based on ABA have been repeatedly cited as the treatment model with the most evidence to support effectiveness (National Autism Center 2009; National Research Council 2001). Given that most scholars with ASD receive the majority of their interventions in school, classroom-based programs are particularly important. Educators must be equipped to utilize both structured and naturalistic instructional techniques in group and individual settings. The 5 foundational EBPs of R+, PP, TD, MD, and TA will form the base of supports for scholars with ASD as well as VS. Continuous support for planning and monitoring of ABA techniques will be provided by two BCBAs and also implemented through the TeachTown Basics online program. Scholars with ASD require classroom environment that promotes independence and skills needed for adult functioning. Hume & Odom (2007) assert to motivate scholars through meaningful and natural consequences and working and playing independently by managing their own behavior. Structured teaching, as defined by Division TEACCH is an instructional strategy that emphasizes visual supports to increase and maximize independent functioning (Schopler et al., 1995). Classroom environment includes the 6th foundational EBP of Visual Supports. Each classroom will be issued a Visual Support Kit. Visual supports will be provided for PECS and FCT evidence-based practices to increase communication as well. One of the diagnostic features of autism is a "hyper- or hyporeactivity to sensory input or unusual interests in sensory aspects of the environment..." These difficulties with tolerating the sensory stimuli in the classroom environment can be distressing to a student with autism. A new evidence-based protocol called environmental enrichment has shown to be effective in improving academic skills as well as sensory processing. Grand Prairie Independent School District currently has an occupational therapist who is certified in Sensory Enrichment Therapy (SET). Sensory Room within a Room will be created as well as a Sensory Motor Coaching Kit will be provided for each classroom.

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

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	Class/ Object Code	Source of Funds: Program Cost	Source of Funds: Admin Cost	Total Budgeted Cost	Pre-Award Costs
1	Payroll Costs	6100	$ 326,168	$ -	$ 326,168	
2	Professional and Contracted Services	6200	$ 255,800	$ -	$ 255,800	
3	Supplies and Materials	6300	$ 370,282	$ -	$ 370,282	
4	Other Operating Costs	6400	$ 5,600	$ -	$ 5,600	
5	Capital Outlay	6600	$ -	$ -	$ -	
	Consolidate Administrative Funds			N/A		
6	**Total Direct Costs:**		$ 957,850	$ -	$ 957,850	0
7	Enter Percentage (%) of Indirect Costs:	4.215%	N/A	$ -	$ 42,150	
8	**Grand Total of Budgeted Costs :**		$ 957,850	$ -	$ 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%)	0.15
12	Maximum amount allowable for administrative costs, including indirect costs:	$ 150,000

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

Application Part 2: **2020-2021 Services to Students with Autism, Cycle 2**

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

County District Number or Vendor ID:				Amendment # (for amendments only):	
Payroll Costs (6100)					
	Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions Less than 100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional					
1	Teacher				
2	Educational Aide			$ -	
3	Tutor			$ -	
Program Management and Administration					
4	Project Director	1		$ 75,000	
5	Project Coordinator Autism Specialist	2		$ 140,000	
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			$ -	
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	Certified Occupational Therapy Assistant	1		$ 50,000	
22					
23			**Subtotal Employee Costs:**	**$ 265,000**	0
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			$ -	
25	6119 - Professional Staff Extra-Duty Pay			$ -	
26	6121 - Support Staff Extra-Duty Pay (childcare & interpret services for parent meeting)			$ 2,000	
27	6140 - Employee Benefits			$ 59,168	
28	61XX - Tuition Remission (IHEs only)			$ -	
29			**Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**	**$ 61,168**	0
30			**Grand Total:**	**$ 326,168**	0
31			**Total Program Costs*:**	$ 326,168	
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.

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:	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	Board Certified Behavior Analysts Supervise RBTs, skills instruction, reduction protocols	$ 240,800	
3	TeachTown Professional Development	$ 10,000	
4	PEAK Professional Development	$ 5,000	
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:**	**$ 255,800**	0
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		
11	**Grand Total:**	**$ 255,800**	0
12	**Total Program Costs*:**	$ 255,800	
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.**

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:		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:	$ 370,282	
2	Grand Total:	$ 370,282	0
3	Total Program Costs*:	$ 370,282	
4	Total Direct Admin Costs*:		

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

FOR TEA USE ONLY		
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:	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.	$ -	
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.	$ 5,000	
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:**	**$ 5,000**	0
10	Remaining 6400 - Other operating costs that do not require specific approval. (6499 Misc)	$ 600	
11	**Grand Total:**	**$ 5,600**	0
12	**Total Program Costs*:**	$ 5,600	
13	**Total Direct Admin Costs*:**	$ -	

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

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

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	

Erwin, Scott

From:	Julie Combs <Julie.Combs@GPISD.ORG>
Sent:	Thursday, December 19, 2019 5:07 PM
To:	loiapplications
Cc:	Patricia Lewis; Dorothea Gordon; Amanda Forman
Subject:	2020-2021 Services to Students with Autism Application Grand Prairie ISD
Attachments:	2020-2021 Services to Students with Autism Application Grand Prairie ISD.pdf

Good afternoon,

Please find application attached.

Thank you.

Julie Combs, M.Ed
Grand Prairie ISD
Services to Students with Autism Project Manager
972-237-5326 office