



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 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

Application stamp in date and time

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.

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

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

Required Attachments

December 20, 2019 4F

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 El Paso Independent School District CDN 071902 Campus 1746000769 ESC 19 DUNS 079841979

Address 6531 Boeing Dr. City El Paso ZIP 79925 Vendor ID

Primary Contact Daniel Vasquez Email dfvasque@episd.org Phone 915-230-2348

Secondary Contact Norma Nguyen Email ndnguyen@episd.org Phone 915-230-2347

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 Juan E. Cabrera Title Superintendent

Email superintendent@episd.org Phone 915-230-2577

Signature Date 12/19/19

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2620-021039

701-20-109-022

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.

According to the Organization for Autism Research, due to their high mobility rates, children with autism from military-connected families struggle with communication, socialization, and perseveration. Currently, El Paso Independent School District (EPISD) serves the educational needs of 5,256 military-connected students, which is 9.54% of the total student population. Elementary campuses throughout the district serve military-connected students with autism in a continuum of special education services. Moreno, Travis, Whitaker, Newman, Powell, Logan, Bradley, Stanton, and Bliss Elementary campuses will become pilot sites for providing ABA and TEACCH intervention for military-connected students with autism in early childhood, Kinder-collaborative or a self-contained Structured Learning Classrooms (SLC). EPISD recognizes the need for a continuum of special education services, specifically related to transition services. To meet the needs of this group, EPISD will create a program that provides a combination of interventions from a multidisciplinary team composed of teachers, speech language pathologists, and Autism Specialists, transition to career specialists, job coach developers, parents, and support of trained Instructional Support Specialists. This team of providers will establish an adaptive, multi-modal, transition-focused continuum of services to fully benefit the student, their families, and their peers. The program will be targeted at select campuses with high rates of military-connected families to successfully transition students with

Summary of Program Content

autism into the least restrictive environment and into their career.

The Special Education Department's vision is to provide and promote a quality, innovative education for our exceptional students through an appropriate and effective education regardless of individual needs while focusing on academic and emotional excellence. It strives toward this vision through a service oriented approach to the individualized needs of exceptional students by providing purposeful learning opportunities that remove barriers and empowers students to achieve success through an inclusive child-centered environment from Early Childhood to Post-Secondary with an ultimate goal to become active members of a 21st Century workforce. Transition services as defined by § 300.43 are a coordinated set of activities for a child with a disability that are designed to be within a result-oriented process that is focused on improving the academic and functional achievement of a child with a disability to facilitate the child's movement from school to post-school activities.

The proposed program will address early intervention transition services for military-connected students aged three to nine years old identified with Autism by utilizing a multidisciplinary approach embedding instructional and intervention strategies that include: Applied Behavior Analysis (ABA), Treatment in Education of Autistic and Related Communication Handicapped Children (TEACCH) and Video Modeling to provide for the development and growth of these students' social emotional learning in support of generalization of social skills from the school, home, and community setting. Multiple departments will receive training to support the model, including teachers, speech language pathologists, autism specialists, transition specialists, job coach developers, and an instructional support specialist.

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 Program Manager will oversee staff development, resource distribution, and data collection to ensure successful implementation of the program. The goal of the program is to successfully transition students with autism into the least restrictive environment in school years and into their career after graduation. To accomplish this, Assistant Superintendent of Special Education will direct campus multi-disciplinary teams composed of teachers, speech language pathologists, Autism Specialists, transition to career specialists, job coach developers, parents, and support of trained Instructional Support Specialists. This team will complete professional development including:

- Six-day Summer TEACCH training for Structured Learning Classrooms (SLC) and Early Childhood Special Education (ECSE) classrooms, teachers and paraprofessionals who have not attended the training.
 - Region 19- Autism Training on Behavior, Social Skills, communication to staff and administrators new to autism or SLC/ ECSE program
 - Rethink ABA training for all staff part of the classroom implementation that creates a learning environment that utilizes scientifically-based behavioral techniques to support students with autism in their learning environment.
 - Texas Tech training on ABA methodology practices and Pervasive Developmental Disorder Behavior Inventory (PDDBI)
- Parents will be integral to the evaluation and goal setting for individual students and will be trained to extend the program to the home environment and boost student mastery of functional goals.

One of the most effective ways to aid students with autism is to facilitate collaboration and communication between sending and receiving schools (Nuske & et al., 2018). Research shows the use of video modeling and recordings provide a medium for exposure of and to teach basic life skills (Ayres & Cihak, 2010). In another study, video modeling was found to be more effective than a "live" model for acquiring target behaviors. (Charlop-Christy, Loc Le, & Freeman, 2001). Accordingly, Dettmer & et al.(2018), "Visual supports resulted in significant decrease in teacher-delivered verbal and physical transition prompts."

Ayres et. Al (2014), found video modeling increased independent transitioning and decreased intervention. Another study used video modeling for scripted and unscripted communication and play, and found children diagnosed with autism spectrum disorder improved communication during role play with peers in inclusion classroom setting (Duenas, 2018).

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.

Pre-vocational functional goals will be quantified for baseline student data. This will consist of assessing the student on an individual basis to identify the type of data needed to determine the target skill. Data collection will take place on least three occasions over three to five days to determine the learner's skills prior to intervention. Target skills will be selected after referencing the learner's Individual Education Plan/Individual Family Service Plan and discussing with team members, family, and individual student. Target skills will be determined by the baseline measurement of communication, social and emotional levels of performance and need of the Pervasive Developmental Disorders Behavior Inventory (PDDBI). Quantifiable student outcome metrics are delineated and compiled through each student's baseline measurement identified through the Pervasive Developmental Disorders Behavior Inventory (PDDBI). Each student's social, communication and behavioral needs will be identified through a baseline, midline and post program evaluation measure. Scores of 0-1 on this measure will quantify an area of functional need and goals will be established according to the baseline assessment. Student progress from phases 1-4 will be measured according to the PDDBI tool moving through the four phases as they demonstrate 50%, 75%, 75%-100%, 100% mastery (respectively) of functional goals. Qualitative analysis will be ongoing through direct observations from the multi-disciplinary team. Team members will collaborate monthly to review and quantify observational data for each student enrolled in the program. A final review and recommendation of each student's functional goal progress will be completed after the third PDDBI assessment to discuss mastery along the phase 1-4 continuum. Stakeholders, including District and School personnel, parents and Texas Education Agency for this program will receive a summative evaluation report.

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.

Currently, the department of Special Education and Special Services operates centrally within the district and oversees services to students with autism at specific campuses, operating with funding that comes from both district and individual campuses. For this initiative, a Program Manager will be designated to execute all procurement and staffing processes. The Program Manager, with the supervision of the Associate Superintendent of Special Education will prepare and utilize a district budget separate from the pilot campuses. These accounts will be designated through the district finance department and all requisitions will be reviewed and identified for grant purposes only. Financial management and grant implementation will be organized by the Program Manager with monthly reviews by the Associate Superintendent of Special Education. Securing contract services, travel, training, technology, software and classroom materials will be the responsibility of the Program Manager.

Payroll: Funding in the amount of \$215,000 is requested. This includes \$200,000 for all special education teachers, speech language pathologists and autism specialists that will receive the stipend and their specific role in this multi-disciplinary team and \$15,000 for substitutes to allow teachers to receive training.

Professional and Contracted Services: Funding in the amount of \$110,000 will be used for teacher training from Rethink Software, Texas Tech University Burkhardt Center for Autism Education and Research and Region 19 Department of Autism. Trainings will occur on an ongoing basis for staff that deliver the program to students with autism. Region 19 TEACCH training and Texas Tech University-Burkhardt Center for Autism Education and Research will cover ABA implementation, assessment training, and progress monitoring. Rethink Software Program will provide ABA training and certification. Teachers and Speech Language Pathologists completing training will receive certificates as trained behavioral specialists.

Supplies and Materials: Funding in the amount of \$320,000 includes \$120,000 for classroom furniture to update learning environments, \$100,000 for iPads, iPad cases, tri-pods and warranty, \$50,000 for training and classroom materials and \$50,000 for data server and software.

Other Operating Costs: \$30,000 will be used for travel for administrators to do listen and learn visits to inform the development of the program's vision, strategies and processes.

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.

The program will use ABA intervention strategies and TEACCH structured learning in the classroom with the integration of video modeling for students from three to nine years old. This will address the development and growth of students' social emotional learning in support of generalization of social skills from the school, home, and community setting. The end goal of the program is to successfully transition students with autism into the least restrictive environment in school years and into their career after graduation.

Video modeling/recording will be conducted by all service providers (to include parents) involved in the multi-disciplinary team for the purpose of targeting behaviors, typical of children with autism. Video modeling/recording will be stored on a server and utilized by the multidisciplinary team and parents to provide a program library of target behaviors and settings. In addition, the video recordings will provide a conduit for the continued collaboration between service providers for the districts incoming students and those relocating to new campuses or communities.

Each student will receive intervention for 60 minutes per day direct classroom instruction by the special education teacher or speech language pathologist. These sessions will occur in four phases. Phase 1: Special Education setting; SLC, PK- self-contained, K self-contained, PK Collaborative, and K-Collaborative. Phase 2: School setting; Inclusion classroom, school environment (library, cafeteria, playground, and school activities). Phase 3: Generalization in the community and home. This phase will include the services of the autism specialist, job coach and transition specialist to support the generalization of functional skill mastery to the community/home settings. Phase 4: Due to high mobility of military families the Multi-disciplinary team will ensure collaboration with comparable service providers prior to transitioning to a new school for services continuum of interventions.

Bergstrom, R., et al (2012). Teaching children with autism to seek help when lost in public. *Journal of Applied Behavior Analysis*, 45(1), 191–195. Fenske, E., et al (1985). Age at intervention and treatment outcome for autistic children in a comprehensive intervention program. *Analysis and Intervention in Developmental Disabilities*, 5(1–2), 49–58. Schwartz, I. S., et al. (2004). Project DATA (Developmentally Appropriate Treatment for Autism): An inclusive school-based approach for young children with autism. *Topics in Early Childhood Education*, 24(3), 156–168.

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 Pervasive Developmental Disorder Behavior Inventory (PDDBI; Cohen & Sudhalter, 2005) is an age-normed instrument that assesses problem behaviors of children ages 2 to 12 years with pervasive developmental disorders (PDD) (classical AU, AS, PDD-NOS [pervasive developmental disorders—not otherwise specified], or childhood disintegrative disorder) as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-V). One of the main purposes of this tool is to assess the effectiveness of treatments for children with PDD in terms of Response to Interventions (RTI). Both teacher and parent rating forms are available with standard and extended formats, consisting of 124 or 180–188 items. Rated by parents or teachers, the PDDBI measures adaptive and maladaptive behaviors and can be useful for interventions to improve adaptive social and language skills in social contexts.

Quantitative analysis will be completed with a baseline measurement identified through the Pervasive Developmental Disorders Behavior Inventory (PDDBI). Each Student's social, communication and behavioral needs will be identified through a baseline, midline and post program evaluation measures. Scores of 0-1 on this measure will quantify an area of functional need and goals will be established according to the baseline assessment. Student progress from phase 1-4 will be measured according to the PDDBI tool moving through the continuum of LRE to mastery of functional goals.

Qualitative analysis will be ongoing through direct observations from the multi-disciplinary team. Team members will collaborate monthly to review and quantify observational data for each student enrolled in the program. A final review and recommendation of each student's functional goal progress will be completed after the third PDDBI assessment to discuss mastery along the phase 1-4 continuum.

Statutory Requirements

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

To engage learners in meaningful work, EPISD has adapted an active learning framework (ALF) model into its professional learning, instruction, and technology. The ALF is a lesson cycle that allows for multiple learning paths by giving students and teachers voice and choice in how they learn. There are four stages: Design (generating a plan for solving problems, challenges, or creating products and presentations that are aligned to a rubric or learning criteria), Explore (develop a conceptual foundation for learning including research, testing, hypotheses, asking questions, etc), Refine (receive feedback from peers, teachers, or outside experts to inform revisions or modifications), and Demonstrate (present final product of design to peers, teachers, and outside experts).

Using the collaborative nature of the ALF, the proposed program will create a pathway to introduce collaboration and least restrictive environments for students with autism to target communication and social development with in-class peers. Students will attend general education classes according to their abilities and interest to allow structured time with their peers to build social and communication skills through demonstration and modeling. Students in the Autism PPCD classes will receive tailored instruction classes with inclusion time into general education classes. These opportunities will be the foundational experience of communicating and collaborating in meaningful work that students may build upon later in their academic career. This time is crucial for students with autism to benefit from their peers for social and emotional learning as well as the academic challenge. Also, students engage with peers from different backgrounds, learn how to create inclusive collaborative environments, and how to practice empathy in their own social emotional development.

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

Registered Behavior Technician (RBT) Training will include guidance for teachers and paraprofessionals to develop strategies for engaging parents for proper identification and use of effective strategies at home. Bilingual teachers will be included when possible to ensure students and parents receive instruction or communication in their home language. The Program Manager will lead outreach and feedback to guide the creation of culturally appropriate information efforts for parents on the benefits and process of early identification. The Program Manager will guide teacher and paraprofessionals through parental engagement strategies for using techniques at home. Parent support and participation is incorporated into the program through the following event timeline:

- Parent meeting will be held to discuss the program goals for military-connected students with consent obtained for student participation.
- Parents will be included in the baseline evaluation metric to assess student need(s).
- Parents will assist in functional goals-setting and in all ARDs discussing an individual education plan for their child.
- Parents will receive 9-week progress reports on student goal mastery and progress on the continuum of program phases 1-4.
- Parents will meet with the multi-disciplinary team each semester of the 2-year program to discuss student progress and need.
- Parents will be a part of the phase 3 program to include the home environment in the mastery of functional goals. This will be incorporated through the use of video recording and modeling to generalize identified pre-vocational skills into the home environment. An autism specialist, as a part of the multi-disciplinary team will be responsible to work with family members in the home environment as students' progress through their individualized goals set forth in IEPs.
- Parent meeting will be held at each campus for all students in the pilot program annually to provide information on program design provisions for the school year. This will include staffing changes, school improvements, and community-based instruction locations for the school year.

Program Requirements

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

This program uses research-backed ABA intervention strategies and TEACCH structured learning in the classroom with the integration of video modeling at eight campuses. Recognizing that EPISD requires a paradigm shift, the Department of Special Education is committed to moving the district toward new strategies and staff competencies that can better serve students of need. Strong program planning will be main goal of the first quarter which will focus on building campus awareness and buy-in, starting with focus groups and process development. After planning, the program will continue with staff training, stakeholder feedback and responsive implementation. Campus awareness and buy-in will be achieved by providing informational meetings to ECSE-general education teachers, paraprofessionals, related services, and administrators to explain the program and the program goal for students with autism.

Program training will be completed by campus multidisciplinary team:

- Six-day Summer TEACCH training for SLC/ECSE teachers and paraprofessionals who have not attended the training.
- Region 19- Autism Training (Behavior, Social Skills, communication) to staff and administrators new to autism or SLC/ECSE program

- Rethink ABA training for all staff

- Texas Tech training on ABA methodology practices and Pervasive Developmental Disorder Behavior Inventory (PDDBI)

The Parent Support and Participation Plan consists of:

- Parent meetings will be held to discuss the program goals for military-connected students; parental consent will be required for student participation. Parents will be included in the baseline evaluation metric to assess student need(s).
- Parents will assist in functional goal-setting and in all ARDs discussing an individual education plan for their child and will receive 9 week progress reports on student goal mastery and progress on the continuum of program phases 1-4.
- Parents will meet with the multi-disciplinary team each semester of the 2-year program to discuss student progress.

Parents will discuss program phase 3 program to include the home environment in the mastery of functional goals.

Feedback and responsive planning will occur during end of year recap of progress and information on program design provisions held for campus leadership, program staff and parents This will include updates on staffing, school improvements, and community-based instruction locations for the school year.

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

The Program Manager is a licensed Instructional Support Specialist who will oversee training, supervision and guidance for teachers and paraprofessionals in Registered Behavior Technician (RBT) certification. The Program Manager will also develop strategies for engaging parents for proper identification and teaching effective strategies to use at home. This program allows EPISD to optimize early intervention opportunities for higher gains for students with autism, increases staff capacity, and creates a buildable platform for the district. These early childhood investments to open project-based and engaged learning to wider pools of students will address district board goals for decreasing the gap in graduation rates, increasing the number of engaged and challenged students, while focusing on college, career and military readiness. Students are monitored by General and Special Education Teachers who provide feedback on student goals and objectives weekly in the special education progress report. Admission review and dismissal committee (ARD) provides unique and specialized plans for students and identifies learning goals and objectives including progress evaluations and modifications. The program will be implemented by the Program Manager who will report to Assistant

Statutory/Program Requirements

Response to Program Requirement 2 continued:

Superintendent Special Education and Special Services to review milestones, discuss persistent barriers and maintain oversight of the overall impact of the program in advancing district priorities. The Program Manager will work collaboratively with campus principals for day-to-day activities and addressing barriers. The Program Manager will meet biweekly with Assistant Superintendent of Special Education/Services. Deviations from plan will follow chain of command to rectify the situation. If issues cannot be corrected, Facilitator will advise TEA Program Officer to review situation and, if necessary, modify implementation plan or evaluation plan. The Special Education and Special Services Department will collaborate with Fund and Partner Stewardship provide grant oversight and offer assistance in creation of an expandable and district wide sustainable program if proven effective.

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.

Integrating the evidenced-based methodologies of structured teaching based on TEACCH, ABA and video modeling will address the full spectrum of students' deficits and educational needs. Given the spectrum nature of Autism there is no single treatment that solely works for children with ASD. Students with autism flourish in a learning environment that is structured in a TEACCH methodology, which considers the culture of autism. Each student has a developed individual and family centered plan that centers around the child's immediate surroundings during daily learning activities defined by physical boundaries. Using visual supports and work systems helps promote communication and independence ideal for establishing prevocational skill-building for the learner.

Instructional strategies of Applied Behavioral Analysis with technology enhancing video modeling target improvement of language and communication skills, attention, focus, social skills while decreasing problem behaviors. Sixty-minute daily instruction incorporating ABA and video modeling will provide positive reinforcement that will involve one-to-one teaching or small group instruction. This instruction plan breaks down functional skills of communication and language, social skills, self-care as well as learning and academic skills into concrete steps that are taught by the special education teacher or speech language pathologist inside the TEACCH classroom setting. Teachers and therapists will measure progress by collecting data in each therapy session, which will help them monitor the child's progress toward IEP functional/pre-vocational goals.

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

not 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		Source of Funds				Pre-Award Costs
		Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
1	Payroll Costs	6100	\$ 215,000	\$ -	\$ 215,000	
2	Professional and Contracted Services	6200	\$ 110,000	\$ -	\$ 110,000	
3	Supplies and Materials	6300	\$ 320,000	\$ -	\$ 320,000	
4	Other Operating Costs	6400	\$ 30,000	\$ -	\$ 30,000	
5	Capital Outlay	6600	\$ -	\$ -	\$ -	
Consolidate Administrative Funds				N/A		
6	Total Direct Costs:		\$ 675,000	\$ -	\$ 675,000	0
7	Enter Percentage (%) of Indirect Costs:	3.466	N/A	\$ 23,395	\$ 23,395	
8	Grand Total of Budgeted Costs :		\$ 675,000	\$ 23,395	\$ 698,395	0
Administrative Cost Calculation						
10	Total Grant Amount Requested:					
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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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:		071902 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			\$ -	
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			\$ -	
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 6118 - Stipends for Multi-disciplinary team	40	5000	\$ 200,000	
22 (Enter position title here)			\$ -	
23	Subtotal Employee Costs:		\$ 200,000	0
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			\$ 15,000	
25 6119 - Professional Staff Extra-Duty Pay			\$ -	
26 6121 - Support Staff Extra-Duty Pay			\$ -	
27 6140 - Employee Benefits			\$ -	
28 61XX - Tuition Remission (IHEs only)			\$ -	
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 15,000	0
30	Grand Total:		\$ 215,000	0
31	Total Program Costs*:		\$ 215,000	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.

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	Service: Autism, ABA and TEACCH training for teachers and staff Specify purpose: To prepare staff for transition-focused interventions in ABA and TEACCH	\$ 110,000	
3	Service: Specify purpose:	\$ -	
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:	\$ 110,000	0
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	
11	Grand Total:	\$ 110,000	0
12	Total Program Costs*:	\$ 110,000	
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.			

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:	\$ 320,000	
2	Grand Total:	\$ 320,000	0
3	Total <u>Program Costs</u> *:	\$ 320,000	
4	Total <u>Direct Admin Costs</u> *:	\$ -	
<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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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.	\$ -	
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:	\$ -	0
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 30,000	
11	Grand Total:	\$ 30,000	0
12	Total Program Costs*:	\$ 30,000	
13	Total Direct Admin Costs*:	\$ -	
<p>*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.</p>			

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	

Erwin, Scott

From: Daniel F Vasquez <dfvasque@episd.org>
Sent: Friday, December 20, 2019 9:30 AM
To: loiapplications
Cc: Daniel F Vasquez; Norma D Nguyen; Trautman, Carol
Subject: FW: El Paso ISD 2020-2021 Services to Students with Autism LOI Grant Application
Attachments: El Paso ISD_2020_2021_Services_To_Students_With_Autism_LOI Final Application.pdf; El Paso ISD_2020_2021_Services_To_Students_With_Autism_BudgetWorksheet.xlsx

From: Daniel F Vasquez
Sent: Thursday, December 19, 2019 4:00 PM
To: loiapplications@tea.texas.gov; carol.trautman@tea.texas.gov
Cc: Daniel F Vasquez <dfvasque@episd.org>; Norma D Nguyen <ndnguyen@episd.org>
Subject: El Paso ISD 2020-2021 Services to Students with Autism LOI Grant Application

Please accept the attached LOI Application for the 2020-2021 Services to Students with Autism grant program on behalf of the El Paso Independent School District.

Attached are the required LOI Application and Budget Worksheet.

Should you have any questions or require additional information, please contact me at your convenience.

Thank you,

Daniel F. Vasquez
Fund Development and Partnership Specialist
Fund and Partner Stewardship
(915) 230-2348
dfvasque@episd.org



“VISION: It’s kind of fun to do the impossible!”-Walt Disney

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