



2020-2021 Services to Students with Autism

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

NOGA ID [redacted]

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](mailto: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

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 VIF*

- 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): [redacted]

**Applicant Information**

Organization **Austin Independent School District** CDN **227901** Campus **227-901-194** ESC **13** DUNS **076933746**

Address **4000 s IH 25 Frontage Rd** City **Austin** ZIP **78704** Vendor ID **746000064**

Primary Contact **Dr. Akweta Hickman** Email **akweta.hickman@austinisd.org** Phone **512-414-1731**

Secondary Contact **Michelle Wallis** Email **michelle.wallis@austinisd.org** Phone **512-414-4851**

**Certification and Incorporation**

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

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

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

Authorized Official Name **Dr. Mary Thomas** Title **Exec. Dir. State & Federal Accountability**

Email **mary.thomas@austinisd.org** Phone **512-414-4851**

Signature *Mary Thomas* Date **12/20/19**

*2020-621055*

**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.
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**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.

Austin Independent School District (AISD) is requesting access to this grant to improve the early identification, intervention, and programming for students with Autism Spectrum Disorder (AU) or severe communication delays (CD) served in Early Childhood Special Education (ECSE) Programs. According to the 2018 PBMAS (Performance Based Monitoring and Assessment System) and 2019 RDA (Results Driven Accountability) Reports, AISD is in year 2 of significant disproportionality for the identification of AU for students in the Asian population. Currently 34% of students in ECSE are served in the special education (SE) setting 50% or more of the instructional day which increases in frequency for students with AU (64%).

With this grant, AISD will provide comprehensive staff training on the identification and intervention of AU and CD. As well as, develop the STRIVES (Structured Teaching Reinforcing Independence through Visual Environments and Supports) program for students with AU/CD whose communication and behavioral needs cannot be met in other settings. These highly structured classrooms have the following required components: • Individualized Instruction based on verbal Behavior Milestones • Assessment and Placement Program • Individualized Behavior Management Plan • Classroom Organization and Visual Supports • Progress Monitoring

**Summary of Program Cont'd**

• Socialization - Parent Communication. The STRIVES program will provide identified students with interventions founded in the principles of applied behavior analysis (ABA), structured teaching, positive reinforcement, visual supports, and various other evidence-based practices for students with AU/CD, to provide opportunities for targeted intervention and access to the general education setting to the maximum extent appropriate for each student as determined by their Admissions, Review, and Dismissal Committee (ARDC).

With the powerful combination of structured teaching and principles of ABA, STRIVES will include a focus on "ready-to-learn," preacademic, skills necessary to be successful in a mainstream environment (such as joint attention, turn taking, tolerance, classroom behavior, responding to interruptions in routine). STRIVES will also aim to address challenging behaviors in a proactive manner by creating appropriate and meaningful environments that reduce the stress, anxiety, and frustration which may be expressed by children with communication limitations due to the nature of their identified disability. Key components of STRIVES will include required district staff training and ongoing professional learning on the identification, intervention, and evidence-based practices for students with AU/CD for evaluators, administrators, teachers, and assistance personnel supporting the implementation of the program. Parents will receive an overview to the manifestation of autism particular to their student with an anticipated program for intervention as introduction to the program and up to \$200 to access training for their students identified area of need.

AISD values whole, child every child learning. This value derives from the AISD mission to ensure all students, including those served in our SE programs, have access to a quality education that enables them to achieve their potential and fully participate now and in the future in social, economic, and educational opportunities. In AISD our vision to reinvent the urban school experience begins with innovative programs like STRIVES, that shows our dedication to the implementation of districtwide special education systems as identified in our school changes scenario. Which entails the implementation of a high-quality SE inclusion model that fosters collaboration among teachers and supports them in delivering instruction. As well as increases the potential for students to exit STRIVES to a mainstream environment that not only benefits the student but also their families and our community.

**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 goal of STRIVES is to provide class instruction with the following features: 1. A verbal language (behavioral) approach to language acquisition (assumes students do not acquire language "incidentally" i.e., just by being around others). 2. A high degree of classroom structure - physical, academic, and behavioral. 3. Emphasis on the development of effective communication skills through specialized, direct instruction based on the principles of applied behavior analysis and Skinner's analysis of verbal behavior. This includes, but is not limited to, high rates of reinforcement, fast-paced instruction, discrete trial training and a behavioral approach to the acquisition of language. The daily schedule of activities includes intensive teaching trials with carefully arranged contingencies (prompting, fading, careful shaping, transfer of stimulus control use of motivating operation, differential reinforcement, etc.). 4. Management of behavior through an individualized Behavior Intervention Plan (BIP) recognizing that many children with AU or other developmental disorders exhibit strong and persistent negative behaviors that impede teaching and learning. 5. Social skills development recognizing the importance of language development in the demonstration of social skills. It is important to note that a significant component of social behavior involves verbal behavior, and if a child cannot mand (request), respond with intraverbal answers to the mands of others, or serve as the listener, social interactions will be limited. Rationale: 1. Meet the unique needs of students with AU and other students that have significant language needs and severe barriers (problem behavior, limited reinforcer repertoire, limited-to-no functional communication, and significant academic concerns). 2. Expand the existing continuum of services by dividing current "PPCD" units by giving each unit an operational definition and specific purpose and student profiles. 3. Provide a classroom built upon the principles of ABA that will protect the district against claims of an inability to provide services in district for students who received or may benefit from the teaching strategies and procedures utilized in ABA treatment clinics such as: Verbal Behavior, Compliance Training, Dense schedules of Reinforcement, Discrete Trial Training, Incidental Teaching, Pivotal Response Training, Functional Behavior Analysis, and Intensive Positive Behaviors Supports as delineated in individualized education programs (IEPs). What/Why is ABA? A systematic study and manipulation of environmental events that precede and follow behaviors. • ABA has become best practice for teaching children with autism in the last 40 years. • "...is the science in which procedures derived from the principles of behavior are systematically applied to improve socially significant behavior to a meaningful degree and to demonstrate experimentally that the procedures employed were responsible for the improvement in behavior" (Baer, Wolf & Risley, 1968).

**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 the STRIVES program related to the core features of autism will be measured with the VB-MAPP (Verbal Behavior Milestones Assessment and Placement Program). Upon entry into the STRIVES program, each student will be administered an VB-MAPP to establish a baseline for IEP planning. Then, at least once annually to establish progress, outcome, and program monitoring. The VB-MAPP is a criterion-referenced assessment tool, based on ABA and B.F. Skinner's (1957) analysis of verbal behavior. Each of the skills in the VB-MAPP is not only measurable and developmentally balanced, but they are balanced across the verbal operants and other related skills. For example, many aspects of an intraverbal repertoire are based on an existing tact and listener repertoire. The VB-MAPP balances the curriculum in an attempt to avoid the common trap of developing rote responding due to deficiencies in the related verbal repertoires. (Sundberg, 2019)

To monitor the effectiveness of the STRIVES program, the results of the AEPSi (Assessment, Evaluation, and Programming System for Infants and Children- Interactive) will be analyzed by student and instructor cohort groups after beginning, middle, and end of year administrations for intervention and support planning. The AEPSi is a quantifiable measure that assesses each child across major developmental areas (e.g., fine motor, gross motor, cognitive, adaptive, social-communication, and social skills) and encompasses preacademic content areas, presented as a measure acquisition or measure of growth for students in comparison to their same aged typically developing peers. The AEPSi will also be used as a data source for entry and exit Early Childhood Outcome (ECO) indicator ratings in the areas relative to: 1. Positive Social and Emotional Skills 2. Knowledge and Skills 3. Taking Appropriate Action to Meet Needs.

**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 goal of the STRIVES program is to increase the number of students with AU/CD served in the ECSE mainstream setting more than 50% of the instructional day and influence age-appropriate skill development on ECO indicators through early identification and intervention of students with AU/CD. Research on influencing student achievement is typically divided into three general factors: 1) school-level, 2) teacher-level, and 3) student-level, of which indicates that the single most factor, that outweighs any other impact on a child's educational experience, is the quality of the classroom teacher (Marzano, 2003). Therefore, the proposed budget is outlined to provide support, professional learning, resources, and materials that will directly influence the effectiveness of teachers in the classroom environment.

For example, funding requested for Payroll Costs (6100) include a Project Coordinator, Board Certified Behavior Analyst (BCBA), and 2- Registered Behavior Technicians (RBT) who will provide direct support and coaching to STRIVES teachers from the stages of IEP development to daily lesson and intervention planning; Professional and Contracted Services (6200) will provide evaluators and teachers with over 14 hours of continuing education units that can lead to certification as an Autism Specialist, training on how to appropriately implement/utilize assessment & evaluation materials to promote the fidelity of implementation, and a Program Evaluation to assess the effectiveness of the STRIVES program; Supplies and Materials (6300) will supplement district allocated funds to provide adapted/specialized supplies and materials for the identification, progress monitoring, and intervention of students with AU/CD, including augmentative communication devices (GoTalks, iPads, Boardmaker Online, VB-MAPP kit/application, AEPSi, etc.); Other Operating Cost (6400) will provide staff opportunities to attend in state conferences to further their knowledge on AU/CD; and Capital Outlay (6600) will provide 3- STRIVES classrooms with equipment/furniture to create workstations and structured learning environments.

During the 2019-2020 school year, approximately 90% of the budget for ECSE programs was allocated to staffing and administrative cost. The ECSE requested budget for the 2020-2021 school year includes a proposed investment in expanding the STRIVES program model throughout the district over the course of the next 5 years, which will include additional funding for resources, materials, training, and staff to support teachers in the STRIVES program as identified in this pilot.

**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 STRIVES class will provide intensive, integrated, and individualized specially designed instruction (SDI) based on the student's IEP goals/objectives with an emphasis on communication and social skills. Individualized instruction in the STRIVES class will be based on providing students with access to the TEKS (Texas Essential Knowledge Skills) through a blend of teacher directed, generalization, and computer-based interventions provided in the Unique Learning System and TeachTown Curriculum. Students will have access to technology within the STRIVES classroom environment to actively engage computer-based intervention opportunities.

The STRIVES program will be based on the collective understanding that behaviors are developed and learned based on the environment and genetic make-up of the individual that can be influenced through appropriate intervention. Evidence-Based Practices (EBP). Interventions that are scientifically proven as effective for people with AU/CD, will be utilized in the STRIVES class including the 27 EBPs identified by the National Professional Development Center on Autism Spectrum Disorders (ASD) such as reinforcement, prompting, task analysis, modeling, ABA, and visual supports. The teacher will collaborate with support professionals when coordinating, planning, implementing and monitoring students IEP. Instruction will be based on principles of ABA and Skinner's Verbal Behavior Classification of Language which proposes that language is a behavior, influenced through reinforcement and controlled antecedent motivational variables. Instruction should be intensive and generalized and data should be analyzed daily/weekly for programming decisions. How is ABA used in STRIVES? Behavior management including a Functional Behavior Assessment (FBA) and BIP development (examples - point sheets, token economy, praise, cueing, prompting) • Instructional strategies. Basic principles of learning can be included in all educational environments. Effective instructional strategies include mix and vary, most-to-least prompting, errorless learning, and fast-paced/appropriate paced instruction • Identify target behaviors to reduce (i.e. tantrums, self-injurious behaviors, aggression, etc.) • Identify target behaviors to increase (i.e. requesting, motor imitation, receptive language, compliance, play skills, social skills, etc.).

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

Empirical data on student achievement and improvement will be collected through routine implementation of the VB-MAPP and AEPSi assessments that will also be used as measures to support effective program implementation. The VB-MAPP and AEPSi assessment can be administered through web-based or paper applications where observers engage in rating observed student responses to a variety of activities that are aggregated to reflect a performance level of the student on a variety of tasks. To establish a baseline, students will be administered each of the assessments within 30 school days of beginning the STRIVES program. Standardized assessment procedures will be followed for each of evaluation. Any variation in standard assessment procedures will be noted in the results of the assessment and results will be used for informational purposes only as appropriate. Students will be provided structured opportunities to interact with peers for assessment purposes, as appropriate. These opportunities should be set-up with specific plans delineating objective/skills for each of the students. High rates of reinforcement should be provided for any appropriate social interactions and generalized in different environments throughout the school day, including small group structured play, group academics, cafeteria, recess, etc. Peer play teaching procedures will entail the following: 1. Identify play activities that are mutually reinforcing for the child with autism and the typical child, mainly based upon the profile of the child with autism. 2. Arrange props, activities and materials based upon the learner profile of the child. The early learner activities and materials are mainly reinforcers and toys that can be manipulated, the intermediate learner materials are mainly cooperative toys that can be used to construct something through a chain of behaviors and the advanced learner materials are theme based materials to be used in pretend play. 3. In some cases it may be necessary for the adult to act as the peer and practice the play activities before play opportunities with a peer. 4. During play activities the teacher will prompt responses from both players with emphasis upon shaping the behavior of the child with autism. 5. The teachers prompt will include physical, gestural, vocal and will include echoic prompts for vocal responses of the child with autism. Fading of the prompts and the teacher's general presence should occur as the players become more competent.

**Statutory Requirements**

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

Students with AU/CD typically require an intensive IEP of SE services that includes SDI, related services, assistive technology, school health services, and/or other services required for the provision of a free appropriate public education (FAPE). STRIVES Teachers will be trained in best practices, including Universal Design for Learning, that provide students multiple ways to access and understand content, express their learning and engage. Teachers will participate in ongoing training to develop a strong understanding of UDL, which allows students to progress in a more inclusive learning environment alongside their general education peers.

Students in classes, such as STRIVES, sometimes access the TEKS through prerequisite skills, alternate curriculum, and participate in alternative state/district assessments or as developed through access to the grade level TEKS curriculum. Although services are frequently provided in a self-contained instructional setting, these supports may also include activities in other academic and non-academic settings. The ARD committee, in collaboration with the STRIVES Team, will work together to plan and coordinate services in the least restrictive environment (LRE) that may include but are not limited to access to co-taught instruction in the general education classroom; blended inclusion model programs in the fine arts/physical education settings; meals, recess, and activity periods with peers outside of the STRIVES classroom. (PEIMS Data Standards Section 3: Description of Data Elements)

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

A collaborative team approach is critical for all students, especially for students with AU/CD that will be served in the STRIVES class. Parents and family will be a critical member of the STRIVES team. Components of the program will highlight the importance of the home and school relationship by including an emphasis on the generalization of skills across the home and school setting for students with AU/CD in the STRIVES class. In addition to an introduction to Autism and learning opportunities for parents/families of students with AU/CD, program guidelines detail that daily communication with parents should include positive comments on language opportunities and behavior - individualized based on specific student's needs (i.e. toilet training opportunities, seizures, medical issues, etc.) - refrain from statements that are opinions or could not be substantiated with data (bad, good, etc.). STRIVES parents will also engage in routine parent/teacher conferencing based on their students' progress after the completion of routine monitoring assessments such as the VB-MAPP and/or AEPSi. IEP progress reports will be sent home in the same manner that the general education students on the campus receive progress that will be quantitative/qualitative in nature and include detailed information about the evidence used to determine the student's level of progress towards IEP goal/objective mastery.

Training and information will be provided to the families/caretakers on Special Education specific topics including, but not limited to: resources for community services, camps, special topics and financial assistance options for families/guardians and school staff, collaborative teaming and assistance for families/guardians, as well as the educational team, with school or home issues that impact student success, information and referral for district and community supports and as outlined in each student's IEP.



**Program Requirements**

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

Teachers in STRIVES classes will receive training, coaching, and support to implement EBPs with fidelity. Teachers and support professionals will engage in routine planning and ongoing professional learning experiences. Students in the STRIVES program will participate in beginning, middle, and end of the year progress monitoring assessments to ensure students are continuing to gain skills and independent across observations periods. Data will be disaggregated and utilized in staff to teacher conferences and professional learning opportunities to support the development of students.

Effective Teaching Procedures for Children with AU/CD served in the STRIVES classes will include, but are not limited to the following: • Discrete-Trial Training: Intensive Teaching (ITT), a discrete-trial format used to give intensive instruction by isolating a task and providing multiple trials (repetition teaching) During ITT, a specific SD is given, the student gives a specific response, and reinforcement is provided. This is generally done with colored cards, breaks skills into smaller parts and teaches to fluency using prompting and fading. • Structured Daily Schedule: Develop and display appropriate individualized staff and student schedules organizing the day into 15-30 minute increments reflecting at least 2 intensive teaching sessions per day for each student. • Visual Displays: Bulletin boards or displays that show teaching procedures, behavior strategies, pictures of student's signs (if appropriate), and clipboards/binders with IEP goals should be displayed and easily accessible. • Room Arrangement: Staff should create arrange the classroom taking into consideration the following components: independent work, small group instruction, play/socialization area, and one-on-one intensive instruction. Provide clear physical boundaries to help students understand where each area begins and ends. • Technology-aided instruction and Intervention: The core curriculum in the STRIVES class (Unique Learning Systems and TeachTown) incorporate a combination of activities that are computer-based to actively engage the learner in independent exploration and interventions. • Behavioral Momentum: Demand fading. Present low frequency demands at first and fade in greater and greater response ration requirements. This allows for the reduction of escape behaviors. Initially present instruction demands at a frequency which does not raise the value of escape and therefore correct responses to the teacher delivered instruction contacts positive reinforcement frequently. • Errorless Teaching: Use prompts as antecedents as much as possible for new and emerging skills. Provide the correct response immediately for new skills (0 second delay). The less the learner is wrong, the more likely he/she will stay motivated by your reinforcement and keep the value of escape low. This will also help the learner remember the correct response. • Most to Least Prompting: If the student does not give the correct response in 2-3 seconds, prompt the correct response using the maximum support needed and then fade the prompt on a subsequent trial. • Quick Delivery of Reinforcement: When you are beginning to teach, remove the reinforcer as quickly as possible and present demands immediately. When demands are finished, deliver the reinforcer immediately. Reinforcement delivered within 2-3 seconds of the target responses is most effective for increasing the desired behavior. • Use Extinction for Problem Behavior: When off task responses occur, use extinction by continuing to present demands of the same level of difficulty as the demand the learner did not respond to. Several independent responses must be obtained from the learner during this procedure prior to delivering the reinforcer.

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

Staff training for administrators, evaluation, support, and instructional personnel will begin the summer prior to the start of the school year. All staff will receive training on the identification and intervention of children with AU/CD. Training will also be provided on the particular evaluation and assessment instruments required for core implementation of the STRIVES program (i.e., VB-MAPP, AEPSi, Boardmaker Online, etc.). Administrators and/or support personnel will engage in professional learning opportunities regarding evidence-based practices for effective coaching strategies (i.e., Get Better Faster: A 90-day Plan for Coaching New Teachers, 2016). Instructional personnel will develop an individualized learning plan with the support of district ECSE and SE personnel to include at least 14 CEUs in professional learning that may result in an IBCCES (International Board of Credentialing and Continuing Education Standards) Autism Specialists certification. Teachers and Support personnel, including Educational Aides designated as RBT will have up to 1 year to complete and obtain an Autism Specialists certification.

**Statutory/Program Requirements**

Response to Program Requirement 2 continued:

The ideal of "every teacher every week" will be required of ECSE/SE support personnel to ensure ongoing coaching and feedback is provided to each STRIVES instructor. At least 1 time per month, the ECSE/SE support team and teachers will meet to share expertise, and work collaboratively to improve teaching skills and the academic performance of students with AU/CD similar to the professional learning community framework. The Project Coordinator will provide direct support to each of the STRIVES classrooms with the assistance of the ECSE & Autism/Behavior Administrative Supervisors, ECSE & Autism/Behavior Coordinators, BCBA, and RBTs, as well as the SE Learning Network Team. Although the primary supervision and accountability of STRIVES classroom staff will be the responsibility of the campus administrator, campus leaders will be supported by Project Coordinator for the STRIVES program. The Project Coordinator will support the campus administrator by providing training and ongoing support for the implementation of the STRIVES program including consistent communication, monitoring, accountability of SE services and instructional practices. The Project Coordinator may assist the campus leaders by conducting paired walk-throughs, aiding in the development of individualized staff plans, and coaching STRIVES classroom staff.

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 learning environment for a STRIVES classroom will be based on principles identified for structured teaching as referenced in the TEACCH (Treatment and Education of Autistic and Communication related handicapped Children) Autism Program. The TEACCH method was developed by researchers who wanted a more effective and integrated approach to helping individuals with autism spectrum disorders (ASD). TEACCH is an evidence-based academic program that is based on the idea that individuals with AU/CD are visual learners, so teachers must correspondingly adapt their teaching style and intervention strategies. TEACCH is centered on five basic principles. First, physical structure refers to individual's immediate surroundings. Daily activities, such as playing and eating, work best when they are clearly defined by physical boundaries. Second, having a consistent schedule is possible through various mediums, such as drawings and photographs. Third, the work system establishes expectations and activity measurements that promote independence. Ideal work systems will communicate objectives with minimum written instructions. Fourth, routine is essential because the most important functional support for children with AU/CD is consistency. Fifth, visual structure involves visually-based cues for reminders and instruction.

Instructional strategies related to communication, social competence, and independence in the STRIVES class will be based in the framework of a natural environment (NET). In a NET, the most effective teaching of language includes teaching in all settings throughout the day across persons and circumstances. In addition, a full and rich language repertoire of a child includes nonverbal responses to what someone says (receptive), verbal responses to his/her motivation or EO (mands), verbal response that match exactly what someone else just said (echoic), verbal responses to a nonverbal stimuli in the environment (tacts), and verbal responses to what someone else just said that don't match what was just said (intraverbal). To develop this repertoire it will be essential to teach a child to respond this way in the natural environment, as well as in formal intensive teaching.

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

The STRIVES program will directly support the Partnership Agreement between Austin ISD and United Way for Greater Austin pursuant to Senate Bill No. 1882, adopted by the 85th Texas Legislature in 2017, codified as Texas Education Code §§ 11.174 and 42.251, which allows a cooperative partnership between a public education institution and an in-district charter. United Way, in partnership with Austin ISD, created the Pre-K Partnerships: A Success by 6 / AISD Collaboration. The Collaboration partners with high quality child development centers in the Austin community to deliver high quality Pre-K on-site to eligible children. This partnership fosters alignment between two historically siloed systems and strengthens collaboration among the early childhood community to deliver high-quality services to all children.



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: 227-901			Amendment #			
Grant Period:	June 1, 2020, to May 31, 2021		Fund Code: 429			
<b>Program Budget Summary</b>						
Description and Purpose		Source of Funds				
		Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Costs
1	Payroll Costs	6100	\$ 283,777	\$ -	\$ 283,777	
2	Professional and Contracted Services	6200	\$ 250,000	\$ -	\$ 250,000	
3	Supplies and Materials	6300	\$ 363,133	\$ -	\$ 363,133	
4	Other Operating Costs	6400	\$ 10,000	\$ -	\$ 10,000	
5	Capital Outlay	6600	\$ 45,000	\$ -	\$ 45,000	
Consolidate Administrative Funds				N/A		
6	<b>Total Direct Costs:</b>		<b>\$ 951,910</b>	<b>\$ -</b>	<b>\$ 951,910</b>	<b>0</b>
7	Enter Percentage (%) of Indirect Costs:	5.052%	N/A	\$ 48,090	\$ 48,090	
8	<b>Grand Total of Budgeted Costs:</b>		<b>\$ 951,910</b>	<b>\$ 48,090</b>	<b>\$ 1,000,000</b>	<b>0</b>
<b>Administrative Cost Calculation</b>						
10	Total Grant Amount Requested:				\$ 1,000,000	
11	Percentage limit on administrative costs established for the program (15%)					
12	Maximum amount allowable for administrative costs, including indirect costs:				\$ -	

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: 227-901		Amendment # (for amendments only):		
Payroll Costs (\$100)				
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			\$ -	
5 Project Coordinator	1		\$ 75,051	
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 Board Certified Behavior Analyst (BCBA)	1		\$ 67,324	
22 Registered Behavior Technician- Education Aide	2		\$ 74,190	
23	<b>Subtotal Employee Costs:</b>		\$ 216,565	0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
24 6112 - Substitute Pay			\$ -	
25 6119 - Professional Staff Extra-Duty Pay			\$ -	
26 6121 - Support Staff Extra-Duty Pay			\$ -	
27 6140 - Employee Benefits			\$ 67,212	
28 61XX - Tuition Remission (IHES only)			\$ -	
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>		\$ 67,212	0
30	<b>Grand Total:</b>		\$ 283,777	0
31	<b>Total Program Costs*:</b>		\$ 283,777	0
32	<b>Total Direct Admin Costs*:</b>		\$ -	

\*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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

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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: 227-901		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: Professional/Staff Development or Training Specify purpose: Training Fees for presentation/certification regarding the identification and intervention of students with Autism	\$ 200,000	
3	Service: Assessments/Evaluations Specify purpose: Contract services to conduct training on assessments/evaluations tools regarding the identification and intervention of students with Autism	\$ 42,500	
4	Service: Program Evaluator Specify purpose: Fees associated with contracted professionals to conduct a program review and provide consult on program implementation	\$ 7,500	
5	Service: Specify purpose:	\$ -	
6	Service: Specify purpose:	\$ -	
7	Service: Specify purpose:	\$ -	
8	Service: Specify purpose:	\$ -	
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$ 250,000</b>	<b>0</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		
11	<b>Grand Total:</b>	<b>\$ 250,000</b>	<b>0</b>
12	<b>Total Program Costs*:</b>	<b>\$ 250,000</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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County District Number or Vendor ID: 227-901		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 363,133	
Specify purpose: Adapted/specialized supplies and materials for the identification; providing visual structure to the learning environment; progress monitoring; and intervention of students with Autism			
2	<b>Grand Total:</b>	<b>\$ 363,133</b>	<b>0</b>
3	<b>Total Program Costs*:</b>	<b>\$ 363,133</b>	
4	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	
*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.			

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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: 227-901		Amendment #:	0
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
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	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	0
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 10,000	
11	<b>Grand Total:</b>	<b>\$ 10,000</b>	<b>0</b>
12	<b>Total Program Costs*:</b>	<b>\$ 10,000</b>	
13	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	
<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>			

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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: 227-901		Amendment #:		
Capital Outlay (6600)				
Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
<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			\$ -	\$ -
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	Equipment/Furniture to create workstations and structured learning environments for SE classrooms	3	\$ 15,000	\$ 45,000
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>		\$ 45,000	
18	<b>Total Program Costs*:</b>		\$ 45,000	
19	<b>Total Direct Admin Costs*:</b>		\$ -	
<p>*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.</p>				

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**Erwin, Scott**

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**From:** Mary Thomas <mary.thomas@austinisd.org>  
**Sent:** Friday, December 20, 2019 1:48 PM  
**To:** loiapplications  
**Cc:** akweta.hickman@austinisd.org; Dawnette McKinney; Kate Andrade; Michelle Wallis  
**Subject:** 2020-2021 Austin ISD Services to Students with Autism  
**Attachments:** Austin ISD 2021 Services to Students with Autism Application 12202019.pdf

Please accept the Austin ISD 2020-2021 Services to Students with Autism Application. Let me know if you have any questions.

*Dr. Mary L. Thomas, Executive Director*

*State, Federal and Private Accountability Office*

*4000 South I H 35 Floor 7*

*Austin, Texas 78744 (512) 414-3280  
mary.thomas@austinisd.org*

*"ALL MEANS ALL"*

*"Behavior Follows Beliefs"*

**NEW HQ:** Our office has moved to 4000 S. IH-35 Frontage Rd. Visit our website for more information.

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