



## 2020-2021 Services to Students with Autism

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

NOGA ID

Authorizing legislation

General Appropriations Act, Article III, Rider 76, 86th Texas Legislature; TEC Section 29.026

This LOI application may be submitted via email to [loapplications@tea.texas.gov](mailto:loapplications@tea.texas.gov) or in hard copy by mail or hand delivery. Mail or hand deliver one original to the following address:

Document Control Center, Grants Administration Division, Texas Education Agency  
1701 N. Congress Avenue, Austin, TX, 78701-1494

The LOI application may be signed with a digital ID, or it may be signed by hand. Both forms of signature are acceptable, regardless of how the application is submitted. (The digitally signed LOI application may be emailed, or it may be printed and submitted in hard copy. The hand-signed LOI application may be scanned and emailed, or it may be submitted in hard copy.) TEA must receive the application by 5:00 p.m. CT, December 20, 2019, regardless of whether it is emailed, mailed, or hand-delivered.

Application stamp-in date and time

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

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

### Required Attachments

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

### Amendment Number

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

### Applicant Information

Organization Greater Gulf Coast/Hitchcock ISD CDN 084908 Campus ESC DUNS 94431320

Address 7801 Neville Ave City Hitchcock ZIP 77563 Vendor ID 746001099

Primary Contact Evangelina Guerra Email [eguerra@hitchcockisd.org](mailto:eguerra@hitchcockisd.org) Phone 409-316-6546

Secondary Contact Stacy Hoff Email [shoff@hitchcockisd.org](mailto:shoff@hitchcockisd.org) Phone 409-316-6546

### 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 Travis Edwards

Title Superintendent

Email [tedwards@hitchcockisd.org](mailto:tedwards@hitchcockisd.org)

Phone 409-316-6545

Signature

*Travis W. Edwards*

Date Dec 20, 2019

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

2020-2021 Services to Students with Autism

Page 1 of 9

2020-08/10 77

701-20-109-029

**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.

Greater Gulf Coast Cooperative (GGCC) with members Damon, Danbury, Hitchcock and Needville Independent School Districts is applying for the 2020-2021 Services to Students with Autism grant. GGCC was a grant recipient of the previous grant and would like to unify all the districts in the SSA by replicating the structured learning and TREK programs currently housed at Needville Elementary School. The new classes will be implemented at Stewart Elementary School (Hitchcock ISD) and Danbury Elementary School. Currently, educators, parents, and community members in these small districts have limited access to both materials and trainings that support the provision of specialized services to students with the most significant autism. This results in a barrier to the implementation of the evidence-based practices that are required for effective instruction. This grant will benefit students with autism by providing a safe environment, critical tools, training, and coaching to educators, parents and community members thus removing these barriers.

**Summary of Program Content**

The mission of the GGCC school districts emphasizes that by partnering with parents and the greater community to provide superior support services, all students can learn, achieve and become contributing citizens. This mission reflects the components included in this program: 1) create more structured learning classroom for students with significant autism spectrum disorder using the model already functioning at Needville ISD; 2) implement evidence-based practices that align with applied behavior analysis and structured teaching in current GGCC special education classrooms and throughout schools in order to increase students placement in the least restrictive environment; 3) create individualized behavior, educational, sensory and social skills plans for students with autism to support transition between grade levels and campuses; 4) collaborate with parents and district-based personnel to build their capacity to support students at home and in community settings; 5) provide a summer social skills program that includes students with autism, non-disabled peers, and parents to develop skills that support meaningful inclusion; and 6) incorporate technology to support academic, social, and behavioral success.

GGCC demographics indicate that the number of students with autism, as well as the overall special education population, has steadily increased. Additionally, students with the most significant autism in Hitchcock ISD are currently being served in alternative placements through contractual arrangements. The purpose of this grant is to address the barriers that hinder the implementation of effective practices so that the needs of the increasing population of students with autism can be met within the cooperative. GGCC special education administrators in collaboration with experienced contracted professionals in the proposed program, will conduct a needs assessment process to determine the changes required for student success.

Consistent, high-quality management will be ensured in that the program will be monitored by GGCC special education administration and regional education service center personnel. Additionally, the program includes training and ongoing coaching with experts in order to ensure the fidelity of implementation of evidence-based practices.

**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.

Core features of autism spectrum disorder can be addressed in two main components: communication and behaviors. This program, first, uses an innovative approach to address the unique functional and academic needs of students with autism by providing not only training but also the ongoing coaching that most effectively supports effective implementation of evidence-based practices.

The goals of the grant to promote student success include but is not limited to the following goals:

- 1) to create an individualized plan to meet each student unique needs. The evidence-based practices that will be implemented in this program will support the plan by identifying each student in the academic, behavior, communication, sensory and social skills areas;
- 2) to implement applied behavior analysis and structured teaching methods research base for effective practices to instruct students with autism included in the report, Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder, provided by the National Professional Development Center on Autism Spectrum Disorders;
- 3) to design and equip classrooms to address the unique sensory needs of the students considering the space needed for movement and designating areas for specific activities throughout the day. The room should be located in an area with less traffic, ambient lightning may need to be soft and the furniture has to meet both, the safety and sensory needs;
- 4) to promote a school-wide autism friendly environment. Professional development for administrators, teachers, cafeteria, bus drivers and police officers will be provided to understand students with autism;
- 5) to provide social skills instruction that includes non-disabled peers. Not only will students with autism learn functional social skills, but also the increased exposure of peers to the culture of autism will lead to acceptance and understanding;
- 6) to serve students in the least restrictive environment (e.g., regular classrooms, cafeteria, playground areas and buses) by teaching students coping skills strategies;
- 7) to build a school-to-home connection by providing in home training. Parents know their children have unique needs but the lack of knowledge interferes with their success. Trained teachers will visit the student's home to support and educate parents with techniques on how to manage their child's needs and behaviors; and
- 8) to participate in summer programs with non disabled peers; research has proven that the less seclusion students have will promote a sense of belonging.

**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.

Data collection will include:

- 1) IEP goal/objective progress; student-level data will be collected weekly to document progress on academic and functional IEP goals and objectives. Data collection can include permanent product recording, frequency recording, time sampling, or duration recording (Alberto & Troutman, 2013) depending on the manner in which the behavior specified in the goal/objective must be measured. Attendance is taken each day and these records can be accessed at any time.;
- 2) student participation in other settings; logs of individual students when they leave the structured learning class during the day;
- 3) teacher implementation of best practices; beginning, middle and end of the year documentation on teacher progress will be recorded by the coaches. On going meetings with teachers to provide feedback will be scheduled throughout the year;
- 4) discipline referrals; number of referrals to analyze the behavior and create a new plan for the student;
- 5) placements to other facilities; data from previous years compared to this school year to look at the effectiveness of the program;
- 6) parental involvement; in-home training logs, parent meetings and phone calls will be reviewed on a monthly basis to make sure all parents are involved in this initiative; and
- 7) professional development sign-in sheets for teachers and staff.

**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.

In order to develop the budget, the program components were outlined analyzing staffing needs, required furniture, materials, supplies, coaching support, travel, and training. Materials costs are based on the pricing found on vendor web sites. The amount budgeted for contracted services is based on the number of days that providers are projected to provide services and an average standard daily fee. The amount budgeted for technology is based on prices for equipment found on vendor web sites as well as estimates from technology software providers. The amount budgeted for payroll costs was provided by the GGCC and based on current salary schedules, standard off-duty pay rates, and rates for substitute teachers. GGCC is the recipient of the students with autism grant for the past two years. The funds have been allocated to design classrooms, multi sensory rooms and playgrounds along with teacher and paraprofessionals salaries, furniture, supplies and materials. Due to the effectiveness of these classes, a replication to other districts and campuses will benefit the students with autism spectrum disorder.

To sustain the current structured learning units, districts agreed to absorb the cost of the salaries and training to support the continuation of the program.

**Statutory Requirements**

1. Describe how the program will incorporate evidence-based practices and research-based design and how the program will include the effective use of technology.

Technology aided instruction and intervention is identified as an evidence-based practice while augmentative and alternative communication devices are identified as having an emerging evidence base. iPads, Smart Boards, computers, and various voice output devices will be used to support academic achievement, communication development, and social skills development. This proposal includes the use of Teach Town software programs to support social skills and academic development. Technology devices will also be used as needed to implement other evidence-based practices including social narratives and video modeling. Teachers may also use applications that support data collection. Partnership with Region 4 Education Service Center will continue for technical assistance and guidance. In addition, staff from the GGCC districts have attended various trainings at the service center. The cooperative has purchased and is currently using the Unique Learning System as the alternate curriculum for those students with autism who do not access the general education curriculum directly. This is a technology-based instructional program that includes data collection and IEP support, and is structured according to the students' present levels.

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.

Due to the emphasis on coaching, consultants and GGCC staff will directly observe classrooms frequently. This will allow any problems with project delivery to be identified. Additionally, ongoing data collection will reveal any lack of teacher or student progress. This potential problem will be addressed through the review of data to determine the areas that require improvement. Coaching can then focus on these areas. Attainment of goals and objectives is monitored through the use of progress reports that are distributed at each grading period. Each campus has a lead special education teacher or case manager who oversees this process and ensures that either progress is being made or that an ARD meeting is scheduled to discuss viable options. Assessment personnel are also available to all campuses to discuss and make suggestions to improve students' progress. A special education coordinator is also available to ensure progress reports are completed and that all legal requirements are being met. Teachers are required to collect ongoing data that are reported back to the parents as well as shared with the ARD committee which demonstrates the students' progress. The lead special education teacher or case manager discusses information with parents as needed. The case manager also distributes all information to teachers and administrators to ensure a successful program for each student. Data from the 19-20 STAAR assessments will be collected and analyzed at the beginning of the grant. A individual plan will be created with the identified TEKS to monitor the progress. Curriculum based assessment and benchmarks results will be analyzed on an ongoing basis. STAAR results for the 20-21 school year will be analyzed to determine the progress, no progress or regression of each student.

**Statutory Requirements**

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

Students with autism comprise a diverse group of individuals with unique needs. The methods to be used in this program reflect and respect this diversity. First, applied behavior analysis methods are used to help individuals attain socially significant outcomes that are personally relevant (Alberto & Troutman, 2013). In other words, the goal is to help students attain outcomes that will help them to live fulfilled lives. Similarly, structured teaching emphasizes a respect for the "culture of autism." The goal is not to change who these students are but to support their inclusion in society by working to expand their skills while also adapting environments to meet their needs and respect their characteristics (Mesibov & Shea, 2016). The social skills program includes non-disabled peers as well as the implementation of school-wide supports. Not only will students with autism learn functional social skills, but also the increased exposure of peers to the culture of autism will lead to acceptance and understanding. So while the proposed program will incorporate identified evidence-based practices, these practices will be individualized to meet the needs of each student in order to help them attain individual goals.

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

Parental support and collaboration will be incorporated in the following ways:

- 1) A parent meeting is to be held during the summer of 2020. The purpose of this meeting is to provide information to parents about the program being implemented. Additionally, parents will complete a needs assessment to determine topics of interest, preferences regarding communication, and how they would like to receive support (e.g., parent network meetings, electronic communication, or materials sent home).
- 2) When the new structured classroom is completed, parents will be invited to visit the classroom to learn more about the strategies that will be implemented.
- 3) An emphasis will be placed on building the school-to-home connection. Teachers and paraprofessionals will receive training on methods to support parents to implement evidence-based practices in their homes. In addition to this training, parents of students in the structured learning classroom will have the option to receive a home visit to help implement strategies that have been found to be helpful to their children at school.
- 4) Monthly parent network meetings will be held throughout the cooperative to provide training and discuss topics of interest.
- 5) A parent debriefing meeting is planned for May 2021 to discuss what worked well, what changes might be made to improve the support provided, and suggestions to plan for the next year.



**Program Requirements**

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

The methods and strategies to be used in this program are based upon the findings of extensive research reviews that identify established and emerging evidence-based practices for students with autism (NAC, 2015; Wong et al., 2013). These reports support the use of applied behavior analysis (e.g., antecedent-based intervention, differential reinforcement, discrete trial teaching, extinction, functional behavior assessment, functional communication training, modeling, prompting, reinforcement, task analysis, time delay), structured teaching (e.g., visual supports, structured work systems, schedules), exercise, social skills training, and augmentative and alternative communication devices, all of which will be incorporated as program components.

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

In order to ensure that strategies are implemented with the highest fidelity, this program will not only provide traditional professional development related to meeting the unique needs of students with autism, but also extend beyond this to provide ongoing coaching in the classrooms, which has been identified by GGCC personnel as a critical need. While initial training is an important first step, it is important that this training be supplemented with ongoing support, as it has been found that teachers are more likely to alter their methods of instruction when coaches provide modeling in the classroom (Poglinco & Bach, 2003).

**Statutory/Program Requirements**

Response to Program Requirement 2 continued:

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

Technology aided instruction and intervention is identified as an evidence-based practice while augmentative and alternative communication devices are identified as having an emerging evidence base. iPads, Smart Boards, computers, and various voice output devices will be used to support academic achievement, communication development, and social skills development. This proposal includes the use of Teach Town software programs to support social skills and academic development. Technology devices will also be used as needed to implement other evidence-based practices including social narratives and video modeling. Teachers may also use applications that support data collection.

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



## Application Part 2:

## 2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or vendor ID:				Amendment #		
Grant Period:	June 1, 2020, to May 31, 2021			Fund Code: 429		
<b>Program Budget Summary</b>						
Description and Purpose		Source of Funds				Pre-Award Costs
		Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
1	Payroll Costs	6100	\$ 197,000	\$ -	\$ 197,000	
2	Professional and Contracted Services	6200	\$ 350,000	\$ -	\$ 350,000	
3	Supplies and Materials	6300	\$ 221,380	\$ -	\$ 221,380	
4	Other Operating Costs	6400	\$ 45,000	\$ -	\$ 45,000	
5	Capital Outlay	6600	\$ 165,000	\$ -	\$ 165,000	
	Consolidate Administrative Funds			N/A		
6	Total Direct Costs:		\$ 978,380	\$ -	\$ 978,380	0
7	Enter Percentage (%) of Indirect Costs:	2.162	N/A	\$ 21,620	\$ 21,620	
8	Grand Total of Budgeted Costs :		\$ 978,380	\$ 21,620	\$ 1,000,000	0
<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:				\$ 150,000	

## FOR TEA USE ONLY

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

## Application Part 2:

## 2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		084908 Amendment # (for amendments only):		
<b>Payroll Costs (6100)</b>				
<b>Employee Position Title</b>	<b>Estimated # of Positions 100% Grant Funded</b>	<b>Estimated # of Positions Less than 100% Grant Funded</b>	<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
<b>Academic/Instructional</b>				
1 Teacher	1		\$ 60,000	
2 Educational Aide	1		\$ 40,000	
3 Tutor			\$ -	
<b>Program Management and Administration</b>				
4 Project Director				
5 Project Coordinator	1		\$ 50,000	
6 Teacher Facilitator			\$ -	
7 Teacher Supervisor			\$ -	
8 Secretary/Admin Assistant				
9 Data Entry Clerk	1		\$ 20,000	
10 Grant Accountant/Bookkeeper			\$ -	
11 Evaluator/Evaluation Specialist			\$ -	
<b>Auxiliary</b>				
12 Counselor			\$ -	
13 Social Worker			\$ -	
14 Community Liaison/Parent Coordinator			\$ -	
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15 ESC Specialist/Consultant				
16 ESC Coordinator/Manager/Supervisor			\$ -	
17 ESC Support Staff			\$ -	
18 ESC Other: (Enter position title here)			\$ -	
19 ESC Other: (Enter position title here)			\$ -	
20 ESC Other: (Enter position title here)			\$ -	
<b>Other Employee Positions</b>				
21 (Enter position title here)				
22 (Enter position title here)				
23	<b>Subtotal Employee Costs:</b>		\$ 170,000	0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
24 6112 - Substitute Pay			\$ 4,000	
25 6119 - Professional Staff Extra-Duty Pay			\$ 5,000	
26 6121 - Support Staff Extra-Duty Pay			\$ 3,000	
27 6140 - Employee Benefits			\$ 15,000	
28 61XX - Tuition Remission (IHEs only)			\$ -	
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>		\$ 27,000	0
30	<b>Grand Total:</b>		\$ 197,000	0
31	<b>Total Program Costs*:</b>			0
32	<b>Total Direct Admin Costs*:</b>		\$ -	
<p>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>				

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

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## Application Part 2:

## 2020-2021 Services to Students with Autism, Cycle 2

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County District Number or Vendor ID:		Amendment #:	0
<b>Professional and Contracted Services (6200)</b>			
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
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 Development Specify purpose: to provide content related to evidence-based practices	\$ 15,000	
3	Service: Region Service Center Coaching Specify purpose: ongoing in-class coaching, monitoring of implementation fidelity	\$ 85,000	
4	Service: Social Skills Training Specify purpose: class, in-home and summer school social skills program	\$ 35,000	
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>	\$ 135,000	0
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 215,000	
11	<b>Grand Total:</b>	<b>\$350,000</b>	<b>0</b>
12	<b>Total Program Costs*:</b>		
13	<b>Total Direct Admin Costs*:</b>		
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

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## 2020-2021 Services to Students with Autism, Cycle 2

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County District Number or Vendor ID:		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:	\$ 221,380	
2	Grand Total:	\$ 221,380	0
3	Total <u>Program Costs</u> *:	\$ -	
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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County District Number or Vendor ID:		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>6412/6419 - Educational field trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>		
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	
7	<del>6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization.</del>	\$	
8	<del>64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>		
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	\$ -	0
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 45,000	
11	<b>Grand Total:</b>	\$ 45,000	0
12	<b>Total Program Costs*:</b>	\$ -	
13	<b>Total Direct Admin Costs*:</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>			

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

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County District Number or Vendor ID:			Amendment #:	
<b>Capital Outlay (6600)</b>				
<b>Description and Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>				
1	N/A	N/A	\$ -	
<b>66XX - Computing Devices, capitalized</b>				
2 (Enter description and brief purpose)		\$ -	\$ -	
3		\$ -	\$ -	
4		\$ -	\$ -	
5		\$ -	\$ -	
6		\$ -	\$ -	
7		\$ -	\$ -	
8		\$ -	\$ -	
9		\$ -	\$ -	
<b>66XX - Software, capitalized</b>				
10 (Enter description and brief purpose)		\$ -	\$ -	
11 Teach Town (5 year license)	1	\$ 100,000	\$ 100,000	
12		\$ -	\$ -	
<b>66XX - Equipment, furniture, or vehicles</b>				
13 (Enter description and brief purpose)		\$ -	\$ -	
14 Sensory tables, chairs, and other		\$ -	\$ 65,000	
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	Grand Total (sum of all lines):		\$ 165,000	
18	Total Program Costs*:		\$ -	
19	Total Direct Admin Costs*:		\$ -	
<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>				

**FOR TEA USE ONLY**

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

**Erwin, Scott**

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**From:** Evangelina Guerra <eguerra@hitchcockisd.org>  
**Sent:** Friday, December 20, 2019 1:57 PM  
**To:** loiapplications  
**Subject:** 2020-2021 Services to Students with Autism  
**Attachments:** 2020-201 Services to Students with Autism Gran Application Dec\_20\_2019.pdf

**Importance:** High

To whom it may concern,

Attached is the application for the 2020-2021 Services to Students with Autism.

*Evangelina Guerra*  
Special Education Director  
GGCC  
7801 Neville Ave B  
Hitchcock, Texas 77563  
409.316.6546 x1422

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