



2020-2021 Services to Students with Autism

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

TEA NOGA ID

Authorizing legislation

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

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

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

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

Application stamp-In date and time

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)

December 20, 2019 VF

Amendment Number

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

Applicant Information

Organization Mission Consolidated ISD CDN 108908 Campus ESC 1 DUNS 010531739

Address 1201 Bryce Dr. City Mission ZIP 78572 Vendor ID

Primary Contact Dr. Sharon Roberts Email SARobe24@mcisd.org Phone 956-323-5415

Secondary Contact Francisca Cruz Email fcruz53@mcisd.org Phone 956-323-8080

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. Carol G. Perez

Title Superintendent

Email cgpere95@mcisd.org

Phone 956-323-5505

Signature

Carol G. Perez

Date 12/20/19

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

2020-2021 Services to Students with Autism

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701-20-109-031

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.

The Mission Consolidated Independent School District's (MCISD) purpose in applying for this grant is to enhance current services offered to students with Autism. This will include providing inclusive opportunities for students with a Non-Categorical Early Childhood Delay (NCEC) with suspicion of Autism in 3-5 yr. olds. MCISD will offer general education teachers with research-based teaching strategies to enhance the delivery of instruction in inclusive settings. These strategies will provide parents, teachers, behavior strategist, speech, and occupational therapists the necessary tools to better meet the needs of students with autism. Targeted areas will include: Behavioral Management, Crisis Prevention Institute (CPI) training, Applied Behavior Analysis (ABA) research based strategies, student progress, and supplemental activities in addition to current research based methodologies (ex. Verbal Behavior Training, Discrete Trial Teaching, Structured teaching, TEACCH). Funds will help purchase and update technology equipment which will contribute to usage and enhance collaboration with parents, improve communication systems, stimulate sensory processing, help improve social functioning, and increase growth in life-skills through structured and guided social skills groups. Most importantly, grant funds will help provide individual and group ABA treatment, Social Thinking Training, enhance interventions to improve self-help skills and reduce behavior problems that interfere with learning, Independent functioning, and social development.

Summary of Program Cont'd

Our vision will focus on goals critical to increasing independence, successful integration into the community, participation in family activities, peer interactions, and reduction of behavior problems that interfere with learning and acceptance by others. It will include the expanded creation of additional settings that address deficits in motor, communication, sensory social-emotional skills, and improve verbal behavior for students on the Autism Spectrum (ages 3 - 9). Autism teams will expedite early identification in early childhood classrooms (ages 3-4) to assist with interventions that meet the criteria such as VB-MAPP, Sensory Processing Measure, Fluharty, and Core Vocabulary Ratings. Grant monies will provide a fully equipped Autism Training Center with a sensory rich inclusive recreational area for fine and gross motor skills development. Highly qualified staff and presenters will offer continuous parent and staff trainings on researched based strategies, on line modules, resources and materials to promote Autism awareness. Additional trainings will include: Sign Language for teachers who service students with Autism (ages 3-9). The sensory rich inclusive recreational areas will be constructed at elementary schools. These recreational areas will provide opportunities for children to use their tactile, auditory, and visual sensory systems by adding different textures, sounds, and things to look at. These might include our Sensory Maze, musical instruments, play panels, or roller slides. The recreational area will also include opportunities for students to work on their vestibular and proprioceptive systems by spinning, swinging, jumping, climbing, and hanging. The Autism Outreach Mobile Unit (PAOM) will be equipped with resources related to research based practices in communication, behavior management, sensory integration and social emotional regulation. Autism early identification will increase the awareness within our parent & local communities. Individualized programming will look at the whole child and will include family input to increase generalization to the home setting. Advancement in technology and innovative research will drive recommendations that encourage independence (e.g. apps Proloquo2go, Tom Taps). Mission CISD will provide substitute training and create a pool of individuals with a specialty to target the unique needs of children with Autism. We will form educational partnerships with South Texas College (STC) in licensing/certifications and UTRGV for Certificate Board Certified Behavior Analyst. All para educators servicing students with Autism will have the opportunity to obtain a Registered Behavior Technician Certificate.

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.

Goal 1: Increase the number of 3 - 4 yr. olds to transition from a self-contained Early Childhood Special Education (ECSE) setting to an inclusive setting by the age of 5 yrs. old or upon entering Kindergarten from less than 10% to 25% by the end of the 2020-2021 school year. Measures to include: 100% Performance of 3-yr.old students suspected of having Autism will be assessed with the use of the VB-MAPP within 3 months of entering a ECSE classroom. Outcomes: 50% of ECSE program students suspected of having Autism through ARD will be transitioned to an inclusive Kindergarten classroom upon leaving the ECSE program. Sustainability: 80% of ECSE students suspected of having Autism through ARD will be transitioned to an inclusive Kindergarten classroom upon leaving an ECSE program each year.

Goal 2: Increase collaborative parent awareness opportunities to 5% and increase to 40% by the first 6 months of the 2020-2021 school year. Increase the use and completion rate of an online Autism Module program from 1% to 25% by the end of first year of the grant. Sustainability will be the consistent use and completion of the Autism modules to be implemented with fidelity.

Goal 3: Maintain 100% teacher retention rates during the 2020-2021 school year. Paraprofessionals will be encouraged to continue their education toward completion of RBT training and/or BCBA coursework by January 2020.

Goal 4: Implement specialized training in Autism awareness, behavior management, deescalation techniques and other researched-based approaches to selected substitute teacher applicants.

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.

Instructional priorities in the area of communication is one of the most important aspects of our Mission CISD educational programs for a student with Autism. The Communication Inventory for Emerging Language Learners will be used to determine needs related to expanding the communication abilities for students with ASD. The use of Success Ed data for students with Autism 3-9 yrs. old in elementary schools will be monitored in self-contained and inclusive classroom settings. The Public Education Information Management System (PEIMS) data will provide pertinent information by campus. Data will drive the need for In-Home Training (IHT). Measures to be utilized: The VB MAPP Measure results will identify each student's sensory function at school through a rating scale. The rating scale assesses sensory processing, praxis and social participation in school children 3-12 yrs old. Other assessment used are as follows: Fluharty, Preschool Speech and Language Screening Test, a locally developed Mission CISD Diagnostic Screening Checklist, and VB-MAPP. Alternative assessments include: (Pre & Post) VB-MAPP Milestones, Barriers assessments depending on student's rate of acquisition. In addition, assessments for inclusion and transition students to an inclusive environment are as follows: (Pre-Post) VB-MAPP Transitions Assessment. Other sources of student data includes: report cards, Unique Learning, including Child Outcome Summary (COS) categories, Lions Screener, Smarty Ants, Achieve 3000, Imagine Math, and Attendance records. Parent participation in support groups and trainings will be monitored through sign-in sheets, training evaluations, and parent surveys.

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.

-A. Substitute Costs: Total Program Costs: \$63,750; Budgeted Cost: \$75,000-Funds will be allocated to purchase: Assessment materials designed to assist in evaluating and identifying needs of students suspected with Autism and to enhance the individualized educational programming to targeting the needs of students within the 3-9 age group. Provide specialized educational staff development and coaching for teachers, speech therapists, occupational therapists, behavior/autism strategists. Purchase and design a mobile unit that will provide a sensory area serve as an out-reach for child find during the instructional day, public events, evenings and weekends.-B. Consultants/Presenters provide continuous parent and staff training on research based strategies, resources, supplies and materials in Spanish and English and trained to access online modules. Program Total Program Costs: \$27,200; Budgeted Cost: 32,000. Research based training opportunities for general education teacher's will focus on an Austistic student's culture, school setting, and home environment.-C. Early Intervention/ Equipment Supplies and Materials- Total Program Costs: \$361,250; Budgeted Cost: \$425,000 -Grant funding will provide continuous parent support and staff training for students and families in Spanish and English. The focus will be on symptoms of autism, functional approach to problem behaviors and family involvement. Provide Behavior Management trainings, Continued Crisis Prevention Institute (CPI) training, Applied Behavior Analysis (ABA), Verbal Behavior Trainings, Discrete Trial Teaching, Structured Teaching (TEACCH) and Innovative Technology. Paraprofessionals will be encouraged to continue their education toward completion of RBT training and/or BCA coursework by January 2020. Provide Autism assessment tools such as: VB-MAPP, Sensory Processing Measure, Fluharty, Core Vocabulary Ratings and Sensory Rich Inclusive Recreational areas, and an Autism Training Center- Recreational areas will include a Sensory Maze, Concerto musical instruments, play panels, roller slides and the purchase of an Autism Outreach Mobile Unit (PAOM) -D. Other: Total Program Costs: \$12,750; Budgeted Cost: \$15,000-E. Computing Devices/Software/Furniture: Total Program Costs: \$312,035 Budgeted Cost: \$367,100 -Tablets, Accessories -Robotic Language Systems (MILO), Boardmaker Plus, Model Me (CDV & DVD Sets), Teach Town Social Skills Curriculum, Sensory Motor Equip./Furn./Access. Total Direct Costs: \$776,985; Admin. Cost: \$132,971; Total Budgeted Cost: \$914,100 Grand Total Grand Total of Budgeted Costs: Program Costs: \$776,985.00; Admin. Costs: \$137,115.00-Total Budgeted Cost: \$914,100

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.

Intensive service delivery (typically 25-40 hours per week for 2-3 yrs.) based on the principles of applied behavior analysis (ABA). Using Data-based decision making that targets the defining symptoms of ASD. Typical interventions include the use of discrete trial teaching, incidental teaching, errorless learning, behavioral momentum, shaping, modeling and other interventions derived from ABA. Individualized instruction in various settings (e.g., home, community, inclusive, and self-contained classrooms) and small group instruction. We will include Naturalistic Teaching Strategies (NTS), strategies that are used to teach children skills in their home, school, and community. The basic concepts include using materials in the environment and naturally occurring activities as opportunities to increase adaptive skills. These strategies are primarily child-directed.

Our program vision also includes the use of effective technological apps such as: Birdhouse for Autism, Choice Works, I Can Have Conversations with You and Proloquo2Go, Lions Screener, Smarty Ants, Achieve 3000, and Imagine Math. Technology driven data is one of many informational tools used to enhance our programs. These developmental appropriate leveled programs increase a student's communication and social skills at school, home and in the community. Our focus is to provide all student's the tools to be successful in life.

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.

-Beginning of Year (BOY), Middle of Year (MOY), and End of Year EOY) assessments will be administered during the school year. Data collection points will focus on curriculum-based assessments that target: core vocabulary rating, criterion-referenced assessments such as the VB-MAPP, Sensory Processing Measure (SPM), and Fluharty, etc.

-Individualized programming will assess the whole child and overall home environment through parent surveys.

Technology awareness trainings will provide cutting-edge research that will allow all stakeholders to become technology literate. Areas of technology include: (e.g. collaborative list apps like Proloquo2Go,), normalization (e.g. the use of tablets, smart phones, and smart watches), social-emotional well-being (e.g. check in apps like Woebot), communication supports (e.g. LAMP, augmentative speech devices), behavioral supports (e.g. video modeling), sensory development, self-regulation (e.g. sensory packages, adaptive seating options, fidgets, headphones, whisper phones, etc.), and academic assistance (e.g. digital class notebooks to preview assignments for pre-learning).

-A Mobile Sensory-Motor Unit (MSMU) equipped with multi-sensory areas addressing fine motor, gross motor, sensory integration/regulation, communication, and social emotional regulation. The MSMU will be used for small group settings, increase an awareness within our parent & local communities, child find for early identification, and will be available after school, at special events, and as a sensory safe alternative for students with autism.

Statutory Requirements

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

Idol, Lorna (2006) defined inclusion as when a special education student is receiving their instruction completely in a general education setting, and mainstreaming as when a special education student is receiving part of the instruction in a general education setting and the other part in a special education setting. One of the goals of the program will be to provide services to support the students moving into mainstream services and then into full inclusion. The program will provide services to both the student (3-9 yr. olds) and their parents. The goal is to increase the knowledge of parents who have a child(ren) with autism. Parents will have a better understanding of what to expect when his/her child enters the academic setting. Assisted technology in the home and at school will improve the student's communication skills, motor skills, process and regulate issues along with developing social skills. The sensory rich recreational area will provide teachers and autistic students a safe area to readily identify sensory needs and able to engage in an inclusive environment. Teachers will be trained on the use of Applied Behavior Analysis strategies, and behavior de-escalation strategies to improve their classroom organization and management. These trainings will also be extended to substitute teachers so the strategies and services will be implemented with fidelity.

Idol, L. (2006). Towards inclusion of special education students in general education. Remedial and Special Education, 27(2), 77-94. Studies have shown that training significantly impacts a teacher's knowledge as well as their comfort level when teaching in inclusive classrooms. With a greater knowledge of autism and effective strategies to use when teaching students with disabilities, educators generally feel more comfortable when students with disabilities are included into their classrooms. Parent and teacher input both showed communication, social skills, and academics as being significant barriers to inclusion opportunities for our students with Autism. The grant will address these three areas to improve student outcomes.

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

Mission CISD will welcome parental participation and actively encourage their shared input into their child's welfare and maintain a cultural belief that parent involvement is a necessary component to success. To address the needs and interests indicated via parent requests and in an effort to promote parent involvement, childcare will be provided as part of the enrichment process. Communication will be through news-letters, support group meetings, personal invitation, surveys in both English and Spanish.

Communication will be key to increase Autism Awareness. We will offer trainings in both English and Spanish, at times that are convenient for most parents to attend in a centrally located location. These trainings will be in small group settings or individual, if preferred. Technology assistance will be provided for on-line modules and programs. Research based strategies for communication (i.e., PECS, Board Maker, Sensory Diet items etc.) educational resources will be available to check out: Model Me Kids videos, Board Maker etc. We will provide hands-on and make and take trainings for parents to facilitate ongoing communication and encourage positive relationships.

Our Autism Training Center will be a place where parents can gather evidence based materials and research based trainings in Autism and use materials to appropriately support their children. The proposed Parent Autism Outreach Mobile Unit (PAOM) will be equipped with resources related to research based practices in communication, behavior management, sensory integration and social emotional regulation, child find for Autism early identification. Parent involvement will increase access, early intervention into the home and local community.

Program Requirements

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

Our program will incorporate Applied Behavior Analysis (ABA) research based strategies, monitor student progress, provide staff development, increase staff and therapists knowledge of current research based methodologies (ex. Verbal Behavior Training, Discrete Trial Teaching, Structured teaching, TEACCH). Trained Behavior Staff will begin the process of learning the verbal behavior approach and implement it with fidelity. Weekly staffing and continuous modeling of concepts and approaches in ABA treatment, Social Thinking Training, will implement intervention techniques to improve self-help skills and reduce behavior problems that interfere with learning, independent functioning, and social development.

-Verbal Behavior, (Skinner, 1957) formal and informal walk throughs will be completed to offer recommendations and supports for teachers and staff. Using Skinner's approach in the following types of speaker behaviors: echoic (and motor imitation), mand (request), tact, intraverbal, textual and transcriptive (spelling), (Skinner, 1957) will use data to support evidence based practices that focuses at language as a behavior that can be directly taught and increased through reinforcement.

-Tools such as VB-MAPP (Sundberg) and EFL (McGreevy) will help our staff to identify specific language objectives, and give Mission CISD the means to create a personalized curriculum for our students. This will ensure that verbal behavior programming for our 3-9 age Autistic students are maintained with fidelity, Mission CISD will contract with consultants whose expertise is in Verbal Behavior.

-Discrete Trial Training (DTT) is a research based method of teaching skills in a highly-structured manner. The Verbal Behavior approach to DTT includes the following teaching procedures: errorless teaching, mixing and varying verbal operants, pairing, variable ratio schedules of immediate reinforcement, short ITI's and others. Implementation of this method will be in accordance with the fidelity checks. Mission CISD program will enhance our Natural Environment Training (NET), developed by Drs. Sundberg & Partington and based on Skinner's Verbal Behavior. This requires our therapist to focus on the child's interests and actions as a guide to their language of instruction. We will conduct this in a typical daily environment, which allows for more opportunities to verbally engage, helps generalize target behaviors more quickly, and promotes more spontaneous verbal behavior. Children may also exhibit fewer negative behaviors because of the focus on motivation and use of consequences more directly related to that motivation (Hall & Sundberg, 1987; Koegal, Koegal, & Surratt, 1992; Stafford, Sundberg, & Braam, 1988). Methods to ensure fidelity.

-Applied behavior analysis (ABA) is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior (Baer, Wolf & Risley, 1968; Sulzer-Azaroff & Mayer, 1991). ABA has decades of research in peer-reviewed journals to support its efficacy and has become the gold standard in the treatment of Autism and other Developmental Disabilities.

Methods to ensure fidelity

Coaching

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

To ensure fidelity, the first tier will involve training for staff in the theory of Verbal sessions for behavior practices and its application. The second tier will involve training in using the VB-MAPP to identify baselines and programming of individual students. Once assessment and programs are completed, staff follow up with feedback sessions with consultants in the form of observation and recordings of applied skills and feedback within the 1st 6 weeks after Tier 2 training. Tier 3 will involve fidelity checks of skill application and program implementation by consultants via facetime or skype sessions for the following 6 weeks. The team of highly qualified vetted staff that have additional training in the application of verbal behavior and applied behavior analysis will be conducting weekly fidelity checks with staff to provide coaching/feedback and will meet every 2 weeks with contracted consultants to review cases and problem solve issues related to students or implementation. The VB-MAPP assessment will be used to measure progress every 9 weeks following the initial assessment. Sustainability will be obtained by having highly trained support staff in applied behavior analysis who will continue to coach and provide feedback to teachers in collaboration with Board Certified Behavior Analysis. Follow up trainings will be conducted at mid-year and end of the year for a post session to address areas of training and problem solve staff concerns.

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.

Classrooms that are highly structured promote opportunities for social interactions and effective instruction in the core areas affected by autism. Grant funds will allow Mission CISD to improve classrooms for optimal levels of instruction with age appropriate furniture for individual instruction and age appropriate recreational areas with equipment to engage in NET (natural environment training). Technology will include Tablets & accessories for Independent intensive teaching as well as SMARTboards for whole group instruction to motivate and assist in individual social skill instruction. The program classrooms utilize will be different EBP's to help reach our goal of providing highly effective instruction. Support programs to promote student growth and learning are as follows: ABA, TEACCH, CPI, Assistive technology, verbal behavior, and communication strategies (PECS, Sign Language, prompt cards, etc.) The classroom arrangement will provide organization of materials with rolling carts for instructional materials, student program books, data collection and student reinforcers. The proposed grant funded program would support students with the primary goal of inclusion and independence. Instructional strategies in this plan include research based practices such as discreet trial teaching, shaping procedures, motivation and schedules of reinforcement, chaining, errorfree teaching, and behavioral momentum. Strategies to improve social competence will include video modeling, social stories, comic strip conversations, and social thinking. Additionally, program classrooms with technology such as MILO, a socially advanced robot with a curriculum that helps support students with Autism Spectrum Disorder. By intensively addressing the core deficits of autism at a young age, our goal of inclusion and independence will become attainable for more students. Mission CISD currently has behavior specialists and will expand the training of L.S.S.P.'s trained in ABA strategies so Mission CISD will be able to sustain and continue to build its own support network.

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

Mission CISD will partner with _____, a local, private therapy center, to assist students, families, and siblings, in maximizing their communication potential in inclusive environments specifically targeted to device and alternate communication users. Collaborative service will include summer camps that allow for greater opportunity to practice and generalize skills developed in the school setting. As a component of the program parents of private school students will be invited to participate in parent trainings, community outreach, UTRGV opportunities, additional respite services and our private partnership with _____.

Community Therapy Centers

Application Part 2:

2019-2020 Services to Students with Autism-Continuation

Authorized by: Texas Education Code (TEC) 29.026, as added by House Bill 21, Section 3, 85th Texas Legislature

County District Number or vendor ID: 108908		Amendment # 0	
Grant Period:	June 3, 2019 - August 31, 2020.	Fund Code/ Shared Services Arrangement:	429/459

Program Budget Summary

Description and Purpose		Source of Funds				
		Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	\$ 63,750	\$ 11,250	\$ 75,000	\$ -
2	Professional and Contracted Services	6200	\$ 27,200	\$ 4,800	\$ 32,000	\$ -
3	Supplies and Materials	6300	\$ 361,250	\$ 63,750	\$ 425,000	\$ -
4	Other Operating Costs	6400	\$ 12,750	\$ 2,250	\$ 15,000	\$ -
5	Capital Outlay	6600	\$ 312,035	\$ 55,065	\$ 367,100	\$ -
6	Total Direct Costs:		\$ 776,985	\$ 137,115	\$ 914,100	\$ -
7	Enter Percentage (%) of Indirect Costs: 4.15		N/A	\$ 5,690	\$ 5,690	\$ -
8	Grand Total of Budgeted Costs :		\$ 776,985	\$ 142,805	\$ 919,790	\$ -
Shared Services Arrangement						
9	6493	Payments to member districts of shared services arrangements	\$ -	\$ -	\$ -	\$ -
Administrative Cost Calculation						
10	Total Grant Amount Requested:				\$ 919,790	
11	Percentage limit on administrative costs established for the program (15%):				0.15	
12	Maximum amount allowable for administrative costs, including indirect costs:				\$ 137,968	

**Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting*

If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant.

Do not submit an amendment solely for the purpose of budgeting 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:

2019-2020 Services to Students with Autism-Continuation

Authorized by: Texas Education Code (TEC) 29.026, as added by House Bill 21, Section 3, 85th Texas Legislature

County District Number or Vendor ID:		108908		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 (Enter position title here)			\$ -	\$ -	
22 (Enter position title here)			\$ -	\$ -	
23	Subtotal Employee Costs:		\$ -	\$ -	
Substitute, Extra-Duty Pay, Benefits Costs					
24 6112 - Substitute Pay			\$ 10,000	\$ -	
25 6119 - Professional Staff Extra-Duty Pay			\$ 30,000	\$ -	
26 6121 - Support Staff Extra-Duty Pay			\$ 20,000	\$ -	
27 6140 - Employee Benefits			\$ 15,000	\$ -	
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -	
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 75,000	\$ -	
30	Grand Total:		\$ 75,000	\$ -	
31	Total Program Costs*:		\$ 63,750		
32	Total Direct Admin Costs*:		\$ 11,250		

*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:

2019-2020 Services to Students with Autism-Continuation

Authorized by: Texas Education Code (TEC) 29.026, as added by House Bill 21, Section 3, 85th Texas Legislature

County District Number or Vendor ID: 108908 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	Verbal Behavior Milestones Assessment & Replacement Program Specify purpose: Trainings	\$ 4,000	\$ -
3	Service: Board Certified Behavior Analyst Training Specify purpose: Staff Training (Fall Session 1 on site)	\$ 4,000	\$ -
4	Service: Board Certified Behavior Analyst Training Specify purpose: Staff Training (Fall Session 2 & 3)	\$ 6,000	\$ -
5	Service: Board Certified Behavior Analyst Training Specify purpose: Consultant	\$ 4,000	\$ -
6	Service: Board Certified Behavior Analyst Training Specify purpose: Staff Training (Spring Session 1)	\$ 4,000	\$ -
7	Service: Board Certified Behavior Analyst Training Specify purpose: Staff Training (Spring Sessions 2 & 3)	\$ 6,000	\$ -
8	Service: Board Certified Behavior Analyst Training Specify purpose: Parent Training	\$ 4,000	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 32,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 32,000	\$ -
12	Total Program Costs*:	\$ 27,200	
13	Total Direct Admin Costs*:	\$ 4,800	

*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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Supplies and Materials (6300)

Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 425,000	\$ -
2	Grand Total:	\$ 425,000	\$ -
3	Total Program Costs*:	\$ 361,250	
4	Total Direct Admin Costs*:	\$ 63,750	

*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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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:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 15,000	\$ -
11	Grand Total:	\$ 15,000	\$ -
12	Total Program Costs*:	\$ 12,750	
13	Total Direct Admin Costs*:	\$ 2,250	

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

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

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County District Number or Vendor ID: 108908 Amendment #: 0

Capital Outlay (6600)

Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669 - Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	\$ -	\$ -
66XX - Computing Devices, capitalized				
2 Tablets and Accessories	20	\$ 400	\$ 8,000	\$ -
3 Robotic Language Systems (MILO)	5	\$ 5,000	\$ 25,000	\$ -
4 SMARTboards	5	\$ 5,600	\$ 28,000	\$ -
5		\$ -	\$ -	\$ -
6		\$ -	\$ -	\$ -
7		\$ -	\$ -	\$ -
8		\$ -	\$ -	\$ -
9		\$ -	\$ -	\$ -
66XX - Software, capitalized				
10 Boarder Plus	20	\$ 400	\$ 8,000	\$ -
11 Model Me (CDV & DVD Sets)	20	\$ 220	\$ 4,400	\$ -
12 Teach Town Curriculum	20	\$ 560	\$ 11,200	\$ -
66XX - Equipment, furniture, or vehicles				
13 Parent Outreach Autism Mobile Unit	1	\$ -	\$ 75,000	\$ -
14 Sensory Motor Equip./Furn./Accessories		\$ -	\$ 77,712	\$ -
15 Instructional Sensory Recreational Equip.	4	\$ 32,447	\$ 129,788	\$ -
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
16 (Enter description and brief purpose)			\$ -	\$ -
17	Grand Total (sum of all lines):		\$ 367,100	\$ -
18	Total Program Costs*:		\$ 312,035	
19	Total Direct Admin Costs*:		\$ 55,065	

*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.

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On this date:

Erwin, Scott

From: Balderas, Geneva <GBalde56@mcisd.org>
Sent: Friday, December 20, 2019 10:25 AM
To: loiapplications
Cc: Reyna, Dolores G
Subject: Application
Attachments: 2020-2021 Services to Students with Autism.pdf

To whom it may concern,

Please see application attached...

Thank you,

Geneva Balderas

State & Federal Programs Secretary
Mission CISD Administration Office
(956) 323-5680
GBalde56@mcisd.org

“Carpe Diem”

Students First • Innovation • Collaborative Ownership • Diversity

***Our Vision:** Mission CISD will prepare and inspire all students to be equipped to excel in the college and career of their choice, dominate 21st century skills in leadership, knowledge, language, and technology to compete in a global economy and serve as successful citizens in their community.*

***Declaración de la Visión:** Misión CISD preparará e inspirará a todos los estudiantes a estar preparados para sobresalir en la universidad y la carrera de su elección, dominar habilidades del siglo 21 en liderazgo, conocimiento, lenguaje y tecnología para competir en una economía global y servir como ciudadanos exitosos en su comunidad.*

No person shall on the basis of race, religion, national origin, age, color, handicap or sex be excluded from participating in, be denied the benefits of, or be subjected to discrimination under the educational program or activity of the Mission Consolidated Independent School District, as required by Title IX of the US Office of Civil Rights, and the above requirements extended to the employment by the Mission CISD and to admission thereto. Mission CISD does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. Mission CISD also does not discriminate on the basis of disability in its hiring or employment practices. This notice is provided as required by Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title VI of the Civil Rights Act of 1964, as amended. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinators. ADA/Section 504 Coordinator, Erika Miller Morales, 1201 Bryce Dr., Mission, TX 78572, 956-323-5500 • Title IX Coordinators, Marissa I. Saenz and Elisa Pacheco, 1201 Bryce Dr., Mission, TX 78572, 956-323-5500

Ninguna persona a base de raza, religión, origen nacional, edad, color, impedimento físico o sexo deberá ser excluida de participar en, negársele beneficios de, o ser sujeta a discriminación bajo el programa educacional o actividades del distrito escolar de Mission, según requisito del Título IX de la Oficina Federal de Derechos Civiles y los requisitos ya mencionados, extendidos por el distrito escolar de Mission para admisión o empleo. El distrito escolar de Mission no discrimina a base de incapacidad (física o mental) para admisión a sus programas, servicios, o actividades, acceso a ellos, tratamiento para individuos con incapacidades, o en ningún aspecto a sus operaciones. El distrito escolar de Mission tampoco discrimina a base de incapacidad en sus prácticas de empleo. Este aviso se proporciona según la provisión del Título II de la Acta de Americanos Incapacitados de 1990, la Sección 504 del Acta de Rehabilitación de 1973, y Título VI de la Acta de la Ley de Derechos Civiles de 1964, enmendada. Preguntas, quejas, o información adicional acerca de la Acta de Americanos Incapacitados y la Sección 504 deberán ser remitidas a las personas responsables en la coordinación y cumplimiento. Coordinador de la ADA/Sección 504, Erika Miller Morales, 1201 Bryce Dr., Mission, TX 78572, 956-323-5500 • Coordinadores de la Acta de Americanos Incapacitados, Marissa I. Saenz y Elisa Pacheco, 1201 Bryce Dr., Mission, TX, 78572, 956-323-5500.