



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 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

December 20, 2019 11:11 AM

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 **Northside Independent School District** CDN **015-915** Campus [REDACTED] ESC **20** DUNS **069450716**

Address **5900 Evers Road** City **San Antonio** ZIP **78238** Vendor ID **1-746015904**

Primary Contact **Krista Garcia** Email **Krista.Garcia@nisd.net** Phone **(210) 397-8742**

Secondary Contact **Victoria Flores** Email **Victoria.Flores@nisd.net** Phone **(210) 397-7564**

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. Brian T. Woods**

Title **Superintendent**

Email **Brian.Woods@nisd.net**

Phone **(210) 397-8770**

Signature *[Signature]*

Date **12/17/2019**

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

2020-2021 Services to Students with Autism

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701-20-109-032

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 of the Consortium made up of the fiscal district and member districts participating in this grant request is to ensure that educators engage special needs students with high-quality, intentional instruction to ensure growth and personal success. The Consortium is also committed to providing students receiving Specialized Support with an educational program that will enable them to achieve their highest levels of learning and independence with greater opportunities for success as they transition from early education to most inclusive setting possible for each student for the remainder of the educational career. Much is still needed to serve students ages 3-9 with Autism Spectrum Disorder (ASD) and/or their families because students with ASD are not gaining the language or pre-learning skills in their age range to enable them to participate with their typically developing peers. The ability to communicate with others is a critical life skill – yet many children with autism have no – or very limited – appropriate communication skills. Often, an inability to effectively communicate leads to challenging behaviors. Teachers, Speech Language Pathologists (SLP) and parents are often at a loss as to what to do when the typical strategies they are familiar with do not work. Applied Behavior Analysis/Verbal Behavior strategies are not widely utilized in schools because staff is not familiar or trained in how to implement many of these strategies. Based on 2018-19 Texas Academic Performance Report (TAPR), all five districts combined have an average of 19.4% students with autism.

Summary of Program Cont'd

The state average is 13.7%. Both the City of San Antonio and each of the participating member districts have a long history of working with the military and welcoming them into the community. Joint Base San Antonio (JBSA) is comprised of three military installations which employs over 92,000 active duty military personnel and civilians, Military Families who have children with disabilities can be served through the Exceptional Family Member Program (EFMP). These bases are considered "expedited locations," with only a few exist nationwide, where families are guaranteed to have the services necessary for all family members, especially children. Military dependent students face a number of unique challenges not experienced by their non-military peers, including parental military deployment and family relocations. School districts in and surrounding the San Antonio area serve a high percentage of military families to include a higher than state average percentage of students on the Autism Spectrum. If awarded, this grant program will provide an evidence-based, systematic, intervention program to target the foundational skills needed to learn in a manner that supports the way students with ASD learn and is user-friendly in the classroom. We will train all of our special education teachers who serve the targeted age group in the principles of applied behavior analysis. By applying these principles our teachers will be able to implement evidence based instructional interventions, monitor fidelity, and track effectiveness. Teachers will be trained to use an evidence-based assessment and skills tracking system that is visually depicted for easy analysis. We will seek to align the assessment and skills tracking system beginning with the state Pre-K guidelines and then move to the Kinder and 1st grade TEKS. We have successfully implemented a similar program under the previous services to children with autism grant for the past two years and are aware of the barriers to accomplishing delineated milestones. With this grant, we will serve nearly 600 students. We are confident that we can overcome any difficulties before they become an issue with bi-monthly Consortium meetings. Using new grant funds we will build on the momentum of successful implementation by moving to full implementation of the VB-MAPP for data collection and to guide instruction by providing training in a broader range of interventions; providing advanced training for staff already participating in the program; and aligning the VB-MAPP with state standards beginning with the Pre-K Guidelines, then moving to K and 1st grade TEKS. This critical information will be shared with Texas ISDs to connect VB-MAPP identified milestones to state required skills.

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 core features of autism include social communication (verbal and non-verbal), social interaction (with peers and adults), and restrictive, repetitive patterns of behavior and interests. Our goals include reducing one of the primary barriers to inclusion for students with autism by strengthening their language skills through specific verbal behavior interventions for students within the natural environment of their classroom setting (will target communication and social interaction); reducing challenging behaviors associated with autism that may interfere with learning through the use of Applied Behavior Analysis based strategies and teaching techniques (will target all three core features); training classroom educators in verbal behavior techniques in order to work more effectively with students with autism (will target communication and social interaction); training classroom educators in applied behavior analysis techniques in order to work more effectively with students with autism (will target all three core features); provide training to parents in incidental language strategies and challenging behaviors often related to communication difficulties (will target all three core features); and increasing the access of our students diagnosed with ASDs' inclusion in the general education curriculum (will target all three core features). Our objectives include providing evidence-based early intervention targeting the core deficits of autism that are needed to access learning in the way public education is formatted by targeting and reducing at least one identified barrier to learning as determined by assessment by the end of the school year; concentrating on language skills by implementing a function based language acquisition program founded on the principles of applied behavior analysis; increasing attendance at parent trainings to support children's growth. Parent training is an area that has the potential for significant student impact given that parents are their child's first teacher. As compared to previous grant funded years, we will improve parent attendance at parent trainings by 20% at the end of the grant period, evidenced by sign in sheets; and teaching the foundational skills needed to access learning in a general education classroom, which will then expose students with autism to the general education setting in an effort to maximize inclusion success to increase milestones and decrease barriers. All special education staff (both teachers and Speech Language Pathologists [SLPs]) who work with students ages 3-9, will be trained on how to assess, and implement research based Applied Behavioral Analysis (ABA) methodologies to improve students' with ASD in language and social and academic skills. The evidence-based practices to be incorporated will include but are not limited to Verbal Behavior Approach, Positive Reinforcement, Differential Reinforcement, Visual Supports, Video modeling, Shaping, Picture Exchange Communication System (PECS), Task Analysis, Behavior Skills Training, Social Skills Training, and Structured Play Group.

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.

We will increase teachers skills in providing evidence-based instruction and the analysis of their effectiveness. by measuring growth in functional language skills: requesting, labeling, using language in response to other language (will target communication and social interaction); listener skills (will target all three core features); social/play skills (will target all three core features); and imitation/modeling (will target all three core features) using the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), iPads (for inputting data), Swivls (for self-reflection recording), Picture Exchange Communication System (PECS), and augmentative and alternative devices for communication. Each one of these skills is identified in the VB-MAPP. Goals and objectives are specified for each competency area. All skills will be tracked in a visual format and have a systematic progression based on developmental milestone progressions typically developing children acquire. Bi-weekly analysis and tracking will help us plan for targeted acquired skills and what skills should be taught next practically. We also want to track the increase in inclusion of students ages 3-9 into the general education curriculum and the percentage of parents that attend parent trainings to learn evidence-based methodologies to support the learning of their child. This will enable our special education teachers for Early Childhood Special Education (ESCE), Alternate Learning Environment (ALE), Autism Unit (AU) units, and collaboration teachers to target the skills needed for our students with ASD, make the needed gains to maximize their involvement in general education classrooms. Once this assessment is completed, our teachers will pinpoint the needed skills and identify them as Individualized Education Plan (IEP) goals, visually track the students progress, and use the student progress, and use the student data to complete all state required tracking systems.

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.

All ISDs were invited to create their own budget after reviewing the goals, objectives, milestones, and activities of the narrative of this grant application. A spreadsheet was made for each ISD, and then a final budget spreadsheet combining all ISD requests was made in order to figure out the total amount requested for award. Funds were allocated to the fiscal and each partner district based on their need. NISD has an extensive and successful history of managing an array of Federal and State funded projects due to established structures and procedures that rely on broad-based management and participation. Through planning, writing, and implementation, NISD relies on the Grants Project Manager to identify, convene and communicate with relevant stakeholders and staff. The Program Coordinator will be a key factor in the management of this grant. By involving all stakeholders consistently throughout the life cycle of the grant, NISD, as fiscal agent, is able to efficiently and effectively implement grants, ensure all goals and objectives are met and adjust original proposals, as-needed, to maximize program potential and impact. The proposed budget will support training all teachers and supplemental pay for attending outside of regular contract hours; provisioning substitute teachers to support the implementation of program and review or document progress; creating video modules of trainings for cohesive and efficient follow up trainings/reviews via Swivls and iPads; purchasing of appropriate play sets, play tubs, children's books, etc.; providing local parent trainings by the teachers of the student at their home campuses; buying materials to support the implementation of the instruction; coordinating state mandated Pre-K guidelines with the assessment and skills tracking program; purchasing of the tracking plans for each participating students via VB-MAPP accounts; hiring or contracting additional staff to support the training and fidelity of the implementation of the evidence based applied behavioral analysis methodologies; and enabling support staff to attend the most prominent trainings (Association for Behavior Analysis International and Autism conferences) on Autism to ensure we are using the most up to date and effective strategies as our focus to support the education and growth of our students with ASD. All of these budget items will meet the needs of our proposal by serving students ages 3-9 with ASD and their families to help them gain the language or pre-learning skills in their age range to enable them to participate with their typically developing peers. These budget items will also assist students in gaining appropriate communication skills. Supporting teachers to share effective evidenced-based practices founded in Applied Behavior Analysis/Verbal Behavior strategies that have been proven successful across all setting and demographics world-wide for decades will enable everyone to support students.

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 main assessment for this grant will be the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). The VB-MAPP was developed by Mark Sundberg, Ph.D., BCBA-D and is a continuation of the author's 30+ year research in language assessment and intervention as it applies to individuals with autism. It is a criterion-referenced assessment curriculum guide and skills tracking system designed specifically for children with autism and other individuals who demonstrate language delays. The VB-MAPP is developmentally based and field tested with typically developing children and children with autism. It combines principles of ABA and Skinner's analysis of verbal behavior providing a behaviorally based language assessment program for all children with language delays.

By using Swivls and iPads, visual/video recordings, along with the hands-on practice of implementing proposed practices will be utilized during all preparatory and ongoing trainings to ensure the understanding of their implementation. Classroom follow ups and video recordings of teacher implementation and a self assessment checklist to ensure fidelity of implementation will be utilized. These practices will include:

- * Verbal Behavior Approach
- * Picture Exchange Communication System (PECS)
- * Visual supports
- * Positive reinforcement
- * Differential Reinforcement
- * Prompting
- * Shaping
- * Modeling
- * Task analysis
- * Video modeling
- * Structured groups and Behavior Skills Training.

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.

Baseline measures will be collected on all core language and pre-learning behaviors (based on typically developing milestones) for each student participating within the first six weeks of their enrollment. Visual tracking and analysis of the acquired skills will be reviewed bi-weekly to determine adequate progress is being made or if adjustments to the presentation of instruction is required. The classroom teachers will be able to complete the visual analysis and the Board Certified Behavior Analyst (BCBA) plus the Early Childhood Special Education (ECSE) support specialists will support the review to make sure they are tracking progress correctly. Finally, the VB-MAPP has a tracking sheet for each goal and objective we will teach.

Statutory Requirements

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

Pre-learning and behavioral targets will be specifically targeted for growth to enable the students participating to acquire the skills necessary to access the general curriculum in the manner the instruction is presented. This will enable the students to have increased time in the general education setting and expose them to the high rigorous instruction. Children with autism will be taught skills that promote interactions with peers with and without disabilities. The emphasis will be on language and communication but will also include address specific behaviors that can impede successful inclusion. Teachers in inclusive settings will be trained in the area of verbal behavior and naturalistic or incidental teaching procedures. All instruction will take part in the natural environment in which students with autism have opportunities to interact meaningfully with their typically-developing peers. Incidental teaching procedures dictate that teachers look for naturally occurring opportunities to strengthen the specific skill deficits of their students. As it pertains to students with autism, these skill deficits are communication and social interactions. For students with autism who agree to participate in this program, teachers and paraprofessionals will be trained to identify opportunities for these students to interact with non-disabled peers and use individualized prompting procedures to promote independent student-to-student interactions.

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

Teachers will conduct parent engagement sessions which include sample learning moments and individualized tips and techniques based on behavior analysis. The District Board Certified Behavior Analysts (BCBA) will provide input, coaching and guidance for the teachers as they prepare for the meetings. Parents will also be empowered with knowledge when teachers meet with them to review their child's progress with guidance from district BCBA during parent engagement sessions with their child's teacher. We will conduct all parent trainings at the local school in a 1:1 setting, run by the teacher. By doing so, each child and family will review the child's individual milestones, target, strategies, and recommended interventions, increasing the chances of possible inclusion in the general setting. This will increase our percentage of parents attending training. To reflect the local student population, these trainings will be held in their parents' native language.

Program Requirements

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

Our project aims to substantiate the evidence-based practices for autism treatments premised upon applied verbal behavior (AVB). Communication deficits are a principal characteristic of the autism spectrum disorder (ASD) diagnosis. Moreover, communication is foundational for teaching functional and academic skills within the school setting.

VB-MAPP structures the implementation and targeting of ABA/Verbal Behavioral methodologies in gaining core language, social, and academic skills.

Since the VB-MAPP is a criterion-referenced assessment, this means that it measures how well an individual performs against an objective rather than another student. It provides a baseline assessment prior to intervention as well as opportunities for follow-up assessment periods, such as every 4 to 6 months. It allows educators to see the progress of the student over time and identify areas of deficit and strength and determines the baseline level of the child's verbal and related skills

It provides educators with the precise set of skills either based on knowledge of the child, previous data, or reliable source. It helps determine the language skills demonstrated by the student described as:

- * Level 1 (0-18 months)
- * Level 2 (18-30 months)
- * Level 3 (30-48 months)

Knowing this valuable information helps educators choose developmentally appropriate targets for intervention. Once language acquisition and learning barriers are completed, BCBAs and/or teachers can write procedures for teaching staff how to decrease the behaviors and other variables that impede learning.

VB-MAPP assessments will be supplemented by video modeling which will allow for the correct presentation of multiple evidence based methodologies (prompting, task analysis, visual supports, scripting, Verbal behavior approach, Picture Exchange Communication Systems, etc...) to be viewed and reviewed as many times as necessary by the teachers, parents, or even the students. Video recording of the sessions with a self assessment checklist for teachers and coaches to use to assess the fidelity of implementation.

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

Staff training will include a two day training for teachers, off contract at an Autism Summit hosted by the fiscal agent. At this Summit, teachers will learn how to implement targets (create time lines) for initial assessment, schedule daily implementation with strategies to take data and track progress. Support staff will attend in-state TxABA, Verbal Behavioral conferences and university forums related to autism. We will also conduct bi-monthly Consortium meetings to evaluate whether our coaching and feedback ensures fidelity of implementation and assists in the continuous improvement of our program.

In addition, weekly to bi-weekly coaching follow ups will support the implementation of evidence-based strategies.

We will also request funds so stakeholders from all ISDs may attend relevant trainings at Region 20 to keep us informed with current developments in autism services.

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.

Training, specifically targeting communication, social competence, and independence will serve as a model program to classroom teachers. This will include physically structured learning areas, visually structured/presented expectations and outcomes, targeted and visually expressed positive reinforcement opportunities/consequences, consistent routines and procedures of the classroom with visually depicted schedules for each student, instructional assistant, student, activity (mini schedule of that activity) with specific lesson plans (instructional targets/outcomes for each student) for each activity and a shell/planning tool for teachers to use to simplify the implementation). All of these structures will enable the students to know what is expected, be motivated to participate and engage, and then be able to participate in an independent manner.

The assessment and skills tracking system we will use specifically targets language skills in the natural progression they are learning by typically developing peers, identifying which skills are missing, and what is the natural progression they are learned will assist with the systematic and orderly instruction of necessary language skills. The same will be true for the social skills. Learning these skills will serve educators for years to come, to sustain the success of this program and future students/families.

Day to day operation will be the responsibility of the NISD Program Coordinator for this grant. Ongoing monitoring of program efficacy will be provided by the Consortium stakeholders, who will meet with relevant program staff on a bi-monthly basis to evaluate the program's ongoing success. If changes to the program are deemed necessary, the Program Coordinator and Consortium will collaboratively develop an action plan and implementation time table to address any areas that need improvement.

Finally, by aligning VB-MAPP with Pre-K guidelines and TEKS, current and future teachers can maximize the success of a student's academic and functional performance for years to come for sustainability. In addition, we will share this alignment with districts, state-wide, to broaden the positive impact of our grant.

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

If the parents of the student are working with an outside agency, we can share (with parents' permission or the parents can share) the baseline assessment and targeted skills identified in the students plans upon request to maximize student achievement in all three core features of autism.

Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or vendor ID:				Amendment #		
Grant Period:		June 1, 2020, to May 31, 2021			Fund Code: 429	
Program Budget Summary						
Description and Purpose		Source of Funds				Pre-Award Costs
		Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
1	Payroll Costs	6100	\$ 409,052	\$ 20,860	\$ 429,912	
2	Professional and Contracted Services	6200	\$ 139,500	\$ -	\$ 139,500	
3	Supplies and Materials	6300	\$ 362,340	\$ -	\$ 362,340	
4	Other Operating Costs	6400	\$ 66,894	\$ -	\$ 66,894	
5	Capital Outlay	6600	\$ -	\$ -	\$ -	
Consolidate Administrative Funds				N/A		
6	Total Direct Costs:		\$ 977,786	\$ 20,860	\$ 998,646	0
7	Enter Percentage (%) of Indirect Costs:	3.386	N/A	\$ 1,354	\$ 1,354	
8	Grand Total of Budgeted Costs :		\$ 977,786	\$ 22,214	\$ 1,000,000	0
Administrative Cost Calculation						
10	Total Grant Amount Requested:				\$ 1,000,000	
11	Percentage limit on administrative costs established for the program (15%)					
12	Maximum amount allowable for administrative costs, including indirect costs:					\$ -

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		015-915 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	3		\$ 140,400	
8 Secretary/Admin Assistant			\$ -	
9 Data Entry Clerk			\$ -	
10 Grant Accountant/Bookkeeper			\$ -	
11 Evaluator/Evaluation Specialist		1	\$ 5,750	
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 Grant Project Manager (\$5,750) and Grant Administrator (\$46,800)		1	\$ 52,550	
22 Grant Administrator	1			
23	Subtotal Employee Costs:		\$ 198,700	0
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			\$ 36,800	
25 6119 - Professional Staff Extra-Duty Pay			\$ 134,335	
26 6121 - Support Staff Extra-Duty Pay			\$ 17,200	
27 6140 - Employee Benefits			\$ 42,877	
28 61XX - Tuition Remission (IHEs only)			\$ -	
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 231,212	0
30	Grand Total:		\$ 429,912	0
31	Total Program Costs*:		\$ 409,052	0
32	Total Direct Admin Costs*:		\$ 20,860	
*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:		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: Specify purpose:	\$ -	
3	Service: Specify purpose:	\$ -	
4	Service: Specify purpose:	\$ -	
5	Service: Specify purpose:	\$ -	
6	Service: Specify purpose:	\$ -	
7	Service: Specify purpose:	\$ -	
8	Service: Specify purpose:	\$ -	
9	Subtotal of professional and contracted services requiring specific approval:	\$ -	0
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 139,500	
11	Grand Total:	\$ 139,500	0
12	Total Program Costs*:	\$ 139,500	
13	Total Direct Admin Costs*:	\$ -	

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

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County District Number or Vendor ID:		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 362,340	
2	Grand Total:	\$ 362,340	0
3	Total Program Costs*:	\$ 362,340	
4	Total Direct Admin Costs*:		
<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
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out of state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.		
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.		
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	0
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 66,894	
11	Grand Total:	\$ 66,894	0
12	Total Program Costs*:	\$ 66,894	
13	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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

FOR TEA USE ONLY

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

Erwin, Scott

From: RoseMary Walker <rosemary.walker@nisd.net>
Sent: Friday, December 20, 2019 12:26 PM
To: loiapplications; Erwin, Scott
Subject: Northside ISD Services to Students with Autism, Cycle 2 Application
Attachments: NISD Autism LOI.pdf; NISD Autism Budget.xlsx

[EXTERNAL EMAIL]

Good Afternoon,

Attached is the Letter of Interest (LOI) Application and Budget Form for the 2020-2021 Services to Students with Autism on behalf of Northside Independent School District located in San Antonio, Texas.

Please note that on the Budget Form, Payroll Schedule 6100 was not picking up the Grant Administrator cost (Line 22: \$46,800) and was not reflecting in the Grand Total.

We could not fix this error because the Excel Spreadsheet was locked.

We spoke to Scott Erwin from TEA who advised us to add Line 22 to Line 21 which now reflects the following:

Grant Project Manager (\$5,750) and Grant Administrator (\$46,800).

With his suggestion, Line 30: Grand Total \$429,912 is correct.

Thank you for this opportunity and please do not hesitate to contact me if you have any questions.

Kindly,
RoseMary

--

RoseMary Walker, J.D.
Grants Coordinator
Northside ISD
Grants and Recognitions Department
6632 Bandera Rd., P6
San Antonio, TX 78238-1435
Phone (210) 397-7534
Fax (210) 706-7278



Mission Statement:

The Mission of the Grants and Recognitions Department is to support District staff in identifying and obtaining external funding for projects that forward District and campus objectives, and to support recognition opportunities for NISD staff and programs.