



**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 [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov) or in hard copy by mail or hand delivery. Mail or hand deliver one original to the following address:  
**Document Control Center, Grants Administration Division, Texas Education Agency**  
**1701 N. Congress Avenue, Austin, TX, 78701-1494**

Application stamp-in date and time

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

Grant period from

Pre-award costs permitted from

**Required Attachments** *December AG, BCFI YF*

- 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  CDN  Campus  ESC  DUNS   
 Address  City  ZIP  Vendor ID   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**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  Title

Email  Phone

Signature  Date

*2020-021081*

**701-20-109-033**

**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.

Pasadena Independent School District (PISD) proposes the Services to Students with Autism (SSA) program, which will allow PISD to develop and extend our current model. This will promote continuity of services and practices from Early Childhood Special Education (ECSE) through early elementary school years by: a) developing lower staff-to-student ratio classrooms; b) adding co-teach classrooms; c) implementing a more individualized parent training model across all program classes; and d) providing high-yield, targeted staff training for general and special education teachers. The SSA program was developed in alignment with the mission "to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences." The strategies and interventions implemented through the program will lay the foundation for students to acquire these characteristics during their K-12 years.

The SSA program will enhance our current programs by providing a more targeted effort to support our most complex students, as well as provide a more systematic continuum of services for our higher functioning students who are served in the general education setting. The program will also allow us to increase our staff training and coaching practices in the areas of communication and evidence

**Summary of Program Cont'd**

-based practices for all students served through our autism programs. Additionally, our program will focus heavily on individualized parent training and include systematic implementation and data collection that will allow us to evaluate the effectiveness of our practices and make adjustments as needed.

Based on the identified needs of our Autism population, the proposed program will focus on 490 students who makeup three groups: Group A: Students with limited responsiveness to people in the environment, poor to no self-regulation, limited communicative intent, limited joint attention, and frequent aggressive or self-injurious behaviors - This group requires a functional curriculum.

Group B: Students who learn best in a small, structured group but need continuous support to successfully learn and use new skills across environments - Typically, these students require functional to modified curriculum. Communication skills are still developing in all areas for students in this group and repetitive behavior, rigidity, and stereotypical behaviors are common.

Group C: Students with emerging social skills but who need direct instruction and support to acquire and generalize skills - These students may exhibit behavioral rigidity and have varying degrees of communication difficulties but are able to access general education curriculum in a general education classroom with social and behavioral supports.

In designing the SSA program, our district has identified current needs that exist within our population of students with Autism. These needs were categorized into groups A, B and C. Group A: more classes are needed with a very low staff-to-student ratio that focuses specifically on skills students must possess in order to function in a larger group setting. Group B: Additional functional communication training is needed to facilitate more meaningful participation across settings and environments. Group C: More robust teacher training(s) in the areas of social awareness and development is/are needed. Additionally, students would benefit from expansion of our current co-teach program, which focuses on supporting students with Autism who also have behavioral and social needs in the general education environment, to include kindergarten and first grade. For students across all identified groups, it is crucial for their teachers and supporting staff, as well as their parents and community providers, to have the information and support necessary to implement strategies that will set them up for success. Given the rapid increase in the population of students with Autism, training needs to be a priority in the areas of behavior, communication, and social skills development.

**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 goals of Pasadena ISD's Services to Students with Autism (SSA) program are to increase: (1) the number of students who are able to engage with people and instruction, improve their functional communication, have the ability to follow important directions, are able to self-regulate with or without assistance, and can follow a systematic plan of self-help skills to allow them to participate more fully in the educational environment, as well as their home and community settings. (Group A); (2) the number of students using language to communicate across all settings, exhibiting independence in academic and functional skills, participating in and accessing curriculum in a less restrictive environment, participating more fully in life through the training of classroom 51 teachers and 31 speech pathologists (Group B); and (3) students' social reciprocity and problem solving skills, their ability to participate in a group and follow social expectations, their ability to apply strategies for self-regulation, and social awareness through training teachers to succeed in co-teach classrooms that provide social skills instruction with common language for students with autism and their general education peers (Group C). Additionally, parent training, provided in English and Spanish, will be offered during the school day to each of the three groups according to level of student need.

In addition to lowering student-to-teacher ratios through the addition of well-trained co-teachers, the SSA program will achieve its goals through the following evidence-based practices: Picture Exchange Communication System (PECS) to allow students who are nonverbal to communicate using visual supports (Groups A & B); Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) to encourage engagement in classroom activities and to increase the flexibility and independence of students (Groups A & B); TeachTown Meta Play Social Skills to help young children improve their social skills (Groups A); visual supports to support non-verbal children (Groups A, B, & C); Applied Behavior Analysis (ABA) - therapy that builds life skills for young children (Groups A & C), Prompting (Groups A & B), Reinforcement (Groups A, B, & C); Parent Implemented Interventions (Group B); Cognitive behavior Intervention (CBI) where the student uses thoughts, feelings, and behaviors to better recognize their emotions (Group C); Social Narratives to allow students to understand appropriate behavior socially and the perspective of others (Group C); and Self-Management skills to reduce inappropriate and disruptive behaviors (Group C).

(Ref.- Wong, C. et al (2014). Evidence-based practices for children, youth, and young adults with autism spectrum disorder; Nowell, S. et al. (2019) Efficacy Study of Social Communication and Self-Regulation Intervention; Virues-Ortega, J. et al. (2013). The TEACCH program for children and adults with autism; Cohen, A. and Demchak, M. (2018). Visual Supports)

**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.

**GROUP A METRIC:** By the May 2021, 90% of the students will show progress in the areas of communication, social skills, and self-management as indicated on assessments. Baseline performance will be assessed two weeks after the start of the SSA program by reviewing current IEP progress, results of recent formal assessments and administration of district rubrics designed to measure the frequency, duration, and accuracy of student performance. PISD will use established Teachtown and PECS monitoring tools to evaluate student progress. Interdisciplinary staffings will occur bi-weekly to evaluate progress and adjust student plans. After each grading cycle, the SSA Grant Team, comprised of the District Autism Specialists and program implementers, will meet to analyze and interpret data to determine the respective outcomes for all students.

**GROUP B METRIC:** By May 2021, 90% of Group B students will show an increase in their communication development and independence as indicated on assessments. The PISD Communication Rubric (CR) and the Functional Routine Rubric (FRR) will be utilized to obtain baseline data and facilitate progress monitoring. Teachers will submit data on PECS implementation, components of the PISD CR, and the FRR each grading cycle, which will be analyzed and interpreted by the grant data management team to assess progress and determine if extra support is needed. Both Groups A and B will be assessed at the end of their IEP year with the Brigance tool to determine overall gains in all skills.

**GROUP C METRIC:** 90% of students will exhibit an increase in positive social interactions by the end of the grant year. Baseline data will be collected on social thinking concepts using rubrics provided within the curriculum at the beginning and end of each unit to determine growth. Preschool students will be assessed using district general education social checklists. Data review and program modifications will follow the same schedule as above.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget for the SSA program is \$995,220 (which includes indirect costs of \$35,111) and is designed to meet the needs and goals of the program.

**Payroll (6100):** Staff training on evidence-based practices is a critical part of the SSA program. To ensure staff is equipped to implement the innovative strategies, training will occur in the summer and during the school year for 51 teachers and 29 paraprofessionals (paras). Substitutes are necessary for teachers and paras for trainings occurring during the school year. The cost for extra-duty pay and substitutes related to the various trainings is \$109,400. Full-time (FT) staff will include a Board Certified Behavior Analyst (BCBA) to supervise Board Certified Assistant Behavior Analysts (BCaBAs), coordinate and provide parent training, coordinate data and training across all Group A campuses; three BCaBAs to provide on-going staff training and adjustment of Group A student plans; one Program Coordinator to collect the data and work with the PISD Grant Administrators on program implementation and needed modifications; one Group A teacher and seven paras to provide lower staff-to-student ratios. The total cost of the full-time staff is \$487,122. With fringe benefits at 12.45% and health and life insurance for FT staff, the total requested for payroll is \$713,334. **Professional and Contracted Services (6200):** Throughout the grant period, intensive training will take place to sufficiently prepare staff to implement the strategies in their classrooms. The SSA program will provide training for teachers, paras, and parents using curriculum from TeachTown, Social Thinking, TEACCH, PECS, and LEAP. Additionally, PISD will contract with an Occupational Therapist (OT) to provide sensory strategies and support to identified students. The total cost for Professional and Contracted Services is \$187,594. **Supplies and Materials (6300):** Materials are necessary to ensure students receive the full benefit of the proposed interventions and strategies. Items include, sensory items, curriculum and teaching easels. The total cost to for the classrooms is \$12,505. Technology for students and teachers will be purchased to deliver some of the strategies and totals \$36,926. Materials for parent trainings for all groups will help parents implement the strategies at home. The materials cost \$9,750 and the total for this category is \$59,181. As the SSA Grant Team assesses the impact of the program bi-weekly, adjustments will be made to the program activities and budget expenditures to ensure maximum benefit for the student. **Current funds allocated to a similar program:** The Group A preschool classrooms with one teacher and two paras plus materials is \$124,000 annually. The Group B classrooms cost \$154,000 annually for one teacher, three paras, and materials. For Group C, co-teach classrooms with two teachers and two paras cost is \$185,000 annually.

**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.

Efforts will be made to build capacity through intensive training and coaching of teachers, parents, paraprofessionals, and speech pathologists in the understanding and implementation of EBPs, including PECS, the use of visual supports, task analysis to support independence (TEACCH), CBI (Social Thinking and Teachtown), LEAP, and strategies of ABA such as prompting strategies, modeling, reinforcement, antecedent modification, incidental teaching, chaining, and discrete trial teaching. The training schedule will include summer training as a control for the fidelity of the program. Additional training will occur for parents, teachers, and paraprofessionals throughout the school year to maintain the integrity of the plan.

The design of the plan will incorporate the daily integrated use of PECS, TEACCH and Teachtown to support Group A students in developing social awareness, beginning functional communication, and the ability to understand and manage their behavior in their environment. PECS and TEACCH will be used daily for Group B to facilitate the development of language and independent functioning skills across settings and people. The expectation of the SSA program is that the students become active participants in less restrictive environments (LRE). LEAP co-teach strategies and Social Thinking will be implemented daily to facilitate the development of social reciprocity, self-regulation, social communication, and social problem solving for Group C. For all groups, the implementers of EBPs are the teachers, speech pathologists, paraprofessionals, and/or BCBA or BCaBAs. Parents will receive training in specific strategies designed to promote the transfer of skills to the home and community. Delivery of instruction and strategies will occur in various formats throughout the day to include individual, small group, and whole group. Technology will be utilized in multiple ways to support student growth. Students will use the requested technology (tablets, communication apps, augmentative communication devices, Go-Talks, Choice 4 Communication), to support communication, meaningful participation and self-regulation across settings, leading toward more independent functioning. Additionally, classroom implementers will use tablets to access and complete technology-based progress monitoring tools throughout the day. This will provide an efficient way to collect, report, and analyze data on a systematic basis throughout grant classrooms. (Ref.- Root et al. (2017) Journal of Autism and Developmental Disorders)

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

The SSA Grant Team will collect empirical data on an individual student, classroom, and program-wide basis. To establish baselines for each group's metrics, the Grant Team will complete the following:

For students who currently demonstrate more significant needs across multiple areas and are serviced in the most restrictive placements (Group A), data will be taken daily on targeted goals in the areas of communication, social skills, and self-management by classroom implementers, using various metric tools embedded within curriculum (district-created data forms and electronic data submission) to track increases in functional communication, social awareness and responsiveness, and self-management and independence in classroom routines.

For students whose targeted supports are designed to increase communication and independence across settings (Group B), data will be taken at least twice per week by classroom implementers, using various formats (embedded within curriculum, data forms and electronic data submission) to track an increase in student's use of language, either using PECS, verbal language and/or an augmentative communication device in various locations for multiple purposes.

For students with emerging social skills who need direct support and instruction in the general education setting (Group C), data will be at least twice per week by classroom implementers, using various formats (rubrics, data forms, and electronic data submission) to track increases in social problem solving, self-regulation, and social behavior skills. Results from empirical data collection for each group will be reviewed by either the teacher and/or the BCaBA on a daily or weekly schedule to monitor progress and make adjustments to student plans. Empirical data will also be collected on a class- and program-wide scale in order to help determine which specific individual teacher teams need additional coaching and support as well as to identify overall program training needs. Program administrators (district autism and ECSE specialists) will review data on the week following each grading cycle. All data will be provided to TEA on the evaluation reports or upon request.

**Statutory Requirements**

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

Inclusion opportunities for our students who require high levels of structure and continuous support (Group A) will consist of typically developing peers who have been selected and trained by the teacher to come into their classroom. Their experiences will include peer-mediated instruction focused on communication and engagement. As students engage in their own classroom successfully with typically developing peers, additional opportunities in other locations will be explored. Parent training will be included to assist parents in identifying opportunities for transfer of skills within their family and community.

Group B students will have inclusion opportunities that include specific supports to enhance and expand inclusive experiences, which often consist of direct adult support in settings such as recess, lunch, and ancillary classes. Program expectations will include increasing external supports such as visuals, communication systems, and the training of peer buddies in order to reduce necessary adult support and promote meaningful participation.

Students in Group C currently receive support in general education classrooms. The expansion of our established ECSE co-teach program, which focuses on age-appropriate social development of students, would now include kindergarten and 1st grades under the Services to Students with Autism grant. This would provide additional inclusion opportunities for students, who after Pre-K, would be recommended for placement in a more restrictive environment due to social and behavioral needs.

Overall, the expectation for the previously identified groups is that early and intensive inclusion opportunities, with the appropriate training and supports, will lead to higher levels of independence and social development as well as improve long-term outcomes for the students.

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

The student population of PISD is 52,724 where 94.8% of the students identify with a minority group and 78.1% are eligible for the free and reduced lunch program. Most of our parents lack the resources to access private services for their children. Without sufficient support from the school district, it is very difficult for them to learn the skills needed to impact their child's development. This isolates the family and the child from many experiences that are necessary to facilitate community integration. These barriers make it difficult for our students to reach their full potential. To mitigate the impact of these challenges, the SSA program will offer parental support and opportunities, in both English and Spanish, for parents to collaborate.

Parent training opportunities will be provided in various formats and focus on broad themes such as communication, social development, knowledge and understanding of behavior, functional routines, and strategies for success in home and community (i.e. doctor's appointments, family gatherings, etc.). These trainings will be provided by program administrators, district Licensed Specialists in School Psychology (LSSP), Speech-Language Pathologist (SLP), and community-based organizations. These trainings are provided four times per year on Saturdays.

Further, by expanding our parent training model, we will have the ability to offer campus-based training, which may be provided by the teacher of the student, a BCBA, SLP, OT. These trainings will be focused, skill-building trainings for parents, planned specifically for their child's unique needs. Childcare will be provided for younger siblings. Materials will be provided to support concepts of the training for parents to take home and use with their child. This training will be offered four half-days per year for families of each group. In addition, the parents of students in Group A may receive individualized training sessions based on student needs and progress. Some of the students in Group A have parent and in-home training as part of their individualized education program. To assure continuity of services, teachers will collaborate and share training materials with students' personal in-home/parent trainers. Another aspect of our parent training model will include a parent support group, facilitated by district personnel, to allow parents the opportunity to discuss challenges that may be specific to families in our district.

**Program Requirements**

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

Program-specific fidelity tools will be used systematically to assess fidelity of implementation. Coaching and feedback from trained district staff will be provided during pre and post fidelity check conferences, and on an on-going basis in real-time. Listed below are the EBPs with the specific fidelity tools that SSA program will use:

PECS, used to help nonverbal students communicate using pictures: The tools used to ensure fidelity include the PECS Implementer Skills Assessment, Classroom PECS Spot Check Visual supports. (Ref.-Flippin, M. et al. (2010) Effectiveness of the PECS and Speech for Children with ASD, American Journal of Speech Language Pathology.)

TEACCH, encourages engagement in classroom activities, flexibility, and independence of students: Fidelity measurement tool include TEACCH Fidelity Measure Form. (Ref. -Virues-Ortega, J. et al. (2013). The TEACCH program for children and adults with autism: A meta-analysis of intervention studies. Clinical Psychology Review) Applied Behavior Analysis (ABA), including task analysis, discrete trial instruction, prompting strategies, differential reinforcement, and functional behavioral assessment (FBA): Fidelity measurement tools include district-developed ABA Fidelity Checklists and/or rubrics; LEAP, co-teach model program which supports LRE and inclusion: Fidelity measurement tools include district developed Social Co-Teach Fidelity Check (tool is based on LEAP and Social Thinking fidelity checklists), and Inter-rater reliability checks; Social Skills Training (TeachTown: Meta-Play), for social skill development: Fidelity measurement tool- TeachTown Fidelity Checklist. Cognitive Behavioral Intervention (Social Thinking): Fidelity measurement tools include We-Thinkers Vol. 1 & 2 Fidelity Checklists. (Ref. - Nowell, S. et al. (2019) Efficacy Study of Social Communication and Self-Regulation Intervention for School-Age Children with ASD, ASHAWire.)

Group A - Weekly fidelity checks will be conducted on PECS, TEACCH, ABA strategies, and TeachTown: MetaPlay by the BCaBA or BCBA. Feedback will be provided in real time to classroom implementers in order to make needed adjustments to student programming.

Group B - Monthly fidelity checks will be conducted on PECS, TEACCH, and ABA strategies by district trained coaches. Feedback will be provided in real time to classroom implementers in order to make needed adjustments to student programming.

Group C - Monthly fidelity checks will be conducted on LEAP and Social Thinking by district program administrators. Feedback will be provided in the form of a follow-up conferences and real-time coaching.

Internally, PISD is committed to implementing and replicating the program with fidelity. Additionally, the SSA Grant Team believes in sharing best practices with colleagues in the area. Thus, the SSA Grant Team will invite educators from the six neighboring school districts to participate in relevant trainings and encourage the educators to schedule site visits for districts interested in replicating the program.

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

The SSA program staff training schedule will include:

Summer 2020: Teachers for Groups A and B will receive a five-day TEACCH Training provided by TEACCH Autism Program. Teachers for Group C will receive five days of training from LEAP and Social Thinking. Paraprofessionals will receive two days of training focused on structured teaching and communication development.

2020-2021 School Year: Teachers receiving training during Summer 2020 who are in Groups A and B will also receive two days of PECS training from Pyramid Educational Training. Paraprofessionals for Groups A and C will receive three additional days of training during the school year. Group B teachers will be responsible for training their paraprofessionals on skills learned in the TEACCH and PECS trainings. Preschool teacher teams from Group C will have 15 days of follow-up coaching from a certified LEAP Trainer. Elementary teacher teams from Group C will have two days of follow-up coaching/training from a certified Social Thinking trainer

Teacher teams from groups A, B and C will have access to an Occupational Therapist who will be contracted for 10 days. Teacher teams from Group A will have daily coaching and training in the classroom from either a BCBA or BCaBA.

**Statutory/Program Requirements**

Response to Program Requirement 2 continued:

All teacher teams will continue to participate in district-wide staff development trainings throughout the school year. District-level coaches trained in the methodologies listed above will provide ongoing support and coaching to the classroom implementers. With the systematic training of teacher teams on the various tools and aspects of the PISD coaching model, the fidelity of implementation for the SSA program will be strong. Tools such as rubrics, checklists, and technology-based data collection instruments will be used to ensure the program is implemented as intended in the classroom and other environments. The training received by the staff will include a process for data collection and analysis, promoting data-based decision making aimed at continuous improvement. Modifications and improvements to the interventions will be made based on the feedback from the coaches and results of the analysis.

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.

Groups A and B: Environment - Classrooms will be designed utilizing the principles of I EACCH, to include the following: Physical organization - physical arrangement of furniture, identification and labeling of structured areas (work, calm down, sensory, etc.) with clear boundaries, easily accessible and labeled materials, and schedules (whole class and individual). Also, classroom structure will be developed with consideration of individual student needs. Instruction - Structured classroom set up will facilitate maximum student independence and social competence within their learning environment. PECS picture displays will provide students with opportunities to learn new vocabulary and communicate with the potential to be generalized into home and community environments (expressing wants and needs, making requests, responding to directives, etc.). As more words are mastered and generalized, student independence and social engagement is expected to increase (collaborative engagement, symbolic and imaginative play) (Ref. - We Thinkers! Volume 1: Social Explorers, 2013, pg.16 Major Milestones of Social Development chart).

Group C: Environment - Co-teach classroom implementers will work in collaboration to design the learning environment aligned to grade level expectations, taking into consideration individual student needs. This may include rotations (with schedules), increased visual cues to support all learners in the classroom, and easily identified learning areas/stations, etc. This environment will promote meaningful, socially relevant learning opportunities throughout the day. Instruction - Aligned with grade-level expectations with embedded systematic interventions. These interventions include: peer-mediated interventions, error-less learning, incidental teaching, pivotal response training, positive behavior supports, etc. Each intervention serves to promote increased communication, social awareness, and development.

Student progress is expected in classrooms with lower ratios and highly-trained teachers due to the SSA program. This progress will justify the continuation of services. Teachers and paras trained and coached in these models will also provide sustainability of the interventions over time. The district is committed to this program and will fund 50 of the 51 teachers and 23 of the 29 paraprofessionals receiving training on the proposed interventions, which totals almost \$2 million.

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

Many of our students with autism have not been successful in daycare settings due to difficulty in behavior management and lack of training of the daycare staff. In order to support our students in the community setting, the district grant staff will offer high-quality training to local daycare providers on behavior, social skills development, and self-regulation. This will occur three times during the 2020-2021 school year. Based on individual student needs, on-site follow up coaching provided by district staff will be available.

For students who are receiving outside therapies, classroom implementers and stakeholders will collaborate and coordinate to assess progress and adjust plans to address the child's overall needs. This may include outside providers attending staffings prior to ARD meetings. Additionally, community-based providers will be invited to speak about their services and share resources at Saturday parent trainings four times per year.



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:		101-917 Amendment # (for amendments only):			
<b>Payroll Costs (6100)</b>					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
<b>Academic/Instructional</b>					
1	Teacher	1	100	\$ 61,765	
2	Educational Aide	6	100	\$ 137,640	
3	Tutor			\$ -	
<b>Program Management and Administration</b>					
4	Project Director				
5	Project Coordinator	1	100	\$ 40,500	
6	Teacher Facilitator			\$ -	
7	Teacher Supervisor			\$ -	
8	Secretary/Admin Assistant			\$ -	
9	Data Entry Clerk			\$ -	
10	Grant Accountant/Bookkeeper			\$ -	
11	Evaluator/Evaluation Specialist			\$ -	
<b>Auxiliary</b>					
12	Counselor			\$ -	
13	Social Worker			\$ -	
14	Community Liaison/Parent Coordinator			\$ -	
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15	ESC Specialist/Consultant				
16	ESC Coordinator/Manager/Supervisor			\$ -	
17	ESC Support Staff			\$ -	
18	ESC Other: (Enter position title here)			\$ -	
19	ESC Other: (Enter position title here)			\$ -	
20	ESC Other: (Enter position title here)			\$ -	
<b>Other Employee Positions</b>					
21	Board Certified Behavior Analyst	1	100	\$ 80,000	
22	Board Certified Assistant Behavior Analyst	3	100	\$ 167,217	
23	<b>Subtotal Employee Costs:</b>			\$ 487,122	0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ 17,160	
25	6119 - Professional Staff Extra-Duty Pay			\$ 80,640	
26	6121 - Support Staff Extra-Duty Pay			\$ 11,600	
27	6140 - Employee Benefits			\$ 116,812	
28	61XX - Tuition Remission (IHEs only)			\$ -	
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ 226,212	0
30	<b>Grand Total:</b>			\$ 713,334	0
31	<b>Total Program Costs*:</b>			\$ 713,334	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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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:		101-917	Amendment #:	0
<b>Professional and Contracted Services (6200)</b>				
<p><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.</p>				
<b>Description of Service and Purpose</b>			<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6269 - Rental or lease of buildings, space in buildings, or land		\$ -	
2	Service: Occupational Therapy Consultant Specify purpose:		\$ 15,000	
3	Service: Professional Development Specify purpose: TeachTown training on evidence-based strategies/interventions		\$ 7,794	
4	Service: Professional Development Specify purpose: Social Thinking on evidence-based strategies/interventions		\$ 15,000	
5	Service: Professional Development Specify purpose: TEACCH on evidence-based strategies/interventions		\$ 92,620	
6	Service: Professional Development Specify purpose: PECS training on evidence-based strategies/interventions		\$ 19,780	
7	Service: Professional Development Specify purpose: LEAP training on evidence-based strategies/interventions		\$ 37,400	
8	Service: Specify purpose:			
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>		<b>\$ 187,594</b>	<b>0</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.			
11	<b>Grand Total:</b>		<b>\$ 187,594</b>	<b>0</b>
12	<b>Total Program Costs*:</b>		<b>\$ 187,594</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

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

County District Number or Vendor ID: 101-917		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:	\$ 59,181	
2	Grand Total:	\$ 59,181	0
3	Total Program Costs*:	\$ 59,181	
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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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: 101-917		Amendment #:	0
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	<del>6411 - Out of state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>	\$ -	
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:		
3	<del>6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>		
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	
7	<del>6495 - Cost of membership in civic or community organizations.</del> Specify name and purpose of organization:	\$ -	
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.	\$ -	
11	<b>Grand Total:</b>	\$ -	0
12	<b>Total Program Costs*:</b>	\$ -	
13	<b>Total Direct Admin Costs*:</b>	\$ -	
<p><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.</b></p>			

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

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		101-917	Amendment #:		
<b>Capital Outlay (6600)</b>					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$ -	
<b>66XX - Computing Devices, capitalized</b>					
2	(Enter description and brief purpose)		\$ -	\$ -	
3			\$ -	\$ -	
4			\$ -	\$ -	
5			\$ -	\$ -	
6			\$ -	\$ -	
7			\$ -	\$ -	
8			\$ -	\$ -	
9			\$ -	\$ -	
<b>66XX - Software, capitalized</b>					
10	(Enter description and brief purpose)		\$ -	\$ -	
11			\$ -	\$ -	
12			\$ -	\$ -	
<b>66XX - Equipment, furniture, or vehicles</b>					
13	(Enter description and brief purpose)		\$ -	\$ -	
14			\$ -	\$ -	
15			\$ -	\$ -	
<b>66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
16	(Enter description and brief purpose)		\$ -	\$ -	
17	<b>Grand Total (sum of all lines):</b>		\$ -	\$ -	
18	<b>Total Program Costs*:</b>		\$ -	\$ -	
19	<b>Total Direct Admin Costs*:</b>		\$ -	\$ -	
<p><b>*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.</b></p>					

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or vendor ID: 101-917		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	\$ 713,334	\$ -	\$ 713,334	
2	Professional and Contracted Services	6200	\$ 187,594	\$ -	\$ 187,594	
3	Supplies and Materials	6300	\$ 59,181	\$ -	\$ 59,181	
4	Other Operating Costs	6400	\$ -	\$ -	\$ -	
5	Capital Outlay	6600	\$ -	\$ -	\$ -	
Consolidate Administrative Funds				N/A		
6	<b>Total Direct Costs:</b>		\$ 960,109	\$ -	\$ 960,109	0
7	Enter Percentage (%) of Indirect Costs:	3.657%	N/A	\$ 35,111	\$ 35,111	
8	<b>Grand Total of Budgeted Costs :</b>		\$ 960,109	\$ 35,111	\$ 995,220	0
<b>Administrative Cost Calculation</b>						
10	Total Grant Amount Requested:				\$ 995,220	
11	Percentage limit on administrative costs established for the program (15%)				0.15	
12	Maximum amount allowable for administrative costs, including indirect costs:				\$ 149,283	

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## Erwin, Scott

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**From:** Olivia Smith-Daugherty <OSmith-Daugherty@pasadenaisd.org>  
**Sent:** Friday, December 20, 2019 2:19 PM  
**To:** loiapplications  
**Cc:** Sara Williams; Sara Thompson; Lataunya Fontenot; Kelly Pillow; Bobbye McCain  
**Subject:** Services to Students with Autism, Cycle 2 LOI (Pasadena ISD)  
**Attachments:** PasadenaISD\_2020-2021 Services to Students w Autism LOI.pdf; Application Pt. 2 \_Students with Autism\_Budget (Pasadena ISD).xlsx

Good afternoon,

Attached you will find the LOI application from Pasadena ISD for the Services to Students with Autism, Cycle 2 opportunity. Please confirm receipt of our submission.

Thank you and have a wonderful day.

*Olivia Smith-Daugherty*, M. Ed., GPC

Executive Director of Grants  
Pasadena Independent School District  
1515 Cherrybrook Lane  
Pasadena, Texas 77502  
**Office:** (713) 740-0865  
**Mobile:** (281) 831-8134  
**Email:** [osmith-daugherty@pasadenaisd.org](mailto:osmith-daugherty@pasadenaisd.org)



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