



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 loapplications@tea.texas.gov or in hard copy by mail or hand delivery. Mail or hand deliver one original to the following address:

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

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

Application stamp-in date and time

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

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

Required Attachments

December 20, 2019 ✓

- 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 **Leander ISD** CDN **246913** Campus [Redacted] ESC **13** DUNS **010536910**

Address **204 W. South Street** City **Leander** ZIP **78646** Vendor ID **1746014573**

Primary Contact **Kendra Winans** Email **kendra.winans@leanderisd.org** Phone **512-570-0305**

Secondary Contact **Jane Schenck** Email **jane.schenck@leanderisd.org** Phone **512-570-0000**

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 **Kendra Winans** Title **Sr.Exec. of State and Federal Programs**

Email **kendra.winans@leanderisd.org** Phone **512-570-0305**

Signature *Kendra Winans* Date **12/20/2019**

2020-021089

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 Leander ISD Special Education vision is to "collaborate to provide a continuum of services for the whole child using specialized instruction to achieve meaningful progress and independence" (Leander ISD Vision, 2019). To achieve this mission, specifically for students with Autism, Leander ISD has implemented the science of Applied Behavior Analysis as described by Baer, Wolf, and Risley (1968) and is committed to systematic implementation of ABA-based interventions to achieve socially significant behavior change. LISD proposes to implement a multi-component, comprehensive model of intervention that aligns with the 7 Dimensions of ABA. This innovative service model will target students with autism ages 3-9 with the goal of providing individualized Early Intensive Behavioral Intervention (EIBI) that will address skills necessary for greater independence and access to inclusive educational experiences. The proposed model embeds ABA aligned evidence-based practices within the following domains: 1) Early Identification and Intervention, 2) Professional Development for Teachers and Paraprofessionals, 3) Targeted Support for Generalization and Transition to less restrictive settings and 4) Parent and In-Home Training.

Currently, Leander ISD is facing challenges in our efforts to evaluate and support high quality intervention for young children with autism. As a district that prides itself on our commitment to continuous improvement, we have identified several areas for growth.

Summary of Program Cont'd

Specifically, current assessment staff specializing in early childhood autism evaluations are experiencing a high volume of referrals identified through the Child Find intake process. Additional staff is necessary to ensure evaluations are aligned with best practices and provide training so that students can receive services as early as possible. Similarly, as the district continues to grow at an accelerated rate, the number of students who would benefit from EIBI is exponentially increasing. Currently, the district has 8 structured learning classrooms for preschool aged children that follow an EIBI model (Early Structured Learning Environment, ESLE) and 30 early childhood classrooms that utilize an eclectic approach to intervention. As a result of the research that exists indicating that EIBI program models produce better outcomes for learners (Howard, 2005; Elkeseth, Smith, Jahr, & Eldevik, 2007), the proposal provides for the expansion and further refinement of ESLE classrooms. To build capacity and maximize the reach of behavioral interventions, staff working with students with autism across settings will receive intensive training in autism, the principles of ABA and evidence-based instructional practices.

The proposed program will provide for enhanced support for students transitioning from intensive behavioral intervention to less restrictive general education classrooms. Research indicates that transitions to less restrictive environments requires well planned and targeted student supports in order to result in higher rates of skill acquisition, lower incidences of challenging behavior, decreased social isolation. (Anderson & Romanczyk, 1999) The proposed program will allow building upon the many benefits of inclusion and enhance our support of the continuum of services. Additional staff and intensive training for general and special education teachers and paraprofessionals in evidence-based practices that support generalization and facilitate success in less restrictive settings will be provided. The proposal includes the addition of paraprofessionals who will receive training in evidence-based practices so individualized supports can be directly provided and systematically transferred to inclusive settings. Finally, given the research supporting parent/caregiver involvement in intervention (National Research Council, 2001; Schultz, 2013), the proposed program aims to expand current Parent and In-Home training efforts. A variety of training modalities to include didactic group training covering a series of topics relevant to autism (i.e., communication, play, self-help skills, principles of behavior, etc.) as well as one-on-one training and coaching on individualized topics in home and community settings will be utilized.

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.

Leander ISD intends to implement an innovative model of autism programming built upon the premise that early intervention using evidence based practices within a continuum model leads to better outcomes for individuals with autism (Anderson & Romanczyk, 1999; Bradshaw, Steiner, Gengoux, & Koegel, 2015; Eikeseth, Smith, Jahr, & Eldevik, 2007). The core features of autism will be addressed within a comprehensive model consisting of 4 primary domains: 1) Early Identification and Intervention, 2) Professional Development for Teachers and Paraprofessionals, 3) Targeted Support for Generalization and Transition to less restrictive settings and 4) Parent and In-Home Training. Program objectives are developed in alignment with the 7 dimensions of ABA as described by Baer, Wolf, and Risley (1968). The primary goal is to provide a continuum of behavioral interventions that use conceptually systematic, evidence based practices to affect socially significant change in the lives of young children with autism and their families. Under domain 1, Early Identification and Intervention, additional resources will be provided to Child Find evaluation teams to expedite evaluations and maximize the opportunity for early intervention. Service models will utilize systematic application of behavior principles and data-based decision making within individualized programs that target identified needs in the areas of communication, behavioral deficits and excesses, social competence, independence, and progress on individual learning targets. Under domain 2, Professional Development for Teachers and Paraprofessionals, staff will receive resources, intensive training, and ongoing coaching and feedback necessary to ensure effective implementation of ABA-based interventions in a variety of settings. Behavior Skills Training (Miltenberger, 2003) will be used with staff to ensure interventions are implemented with fidelity, data is collected as prescribed and is frequently analyzed for the purpose of ensuring effective, data-based programming that addresses all areas of need. Within domain 3, Targeted Support for Generalization and Transition, staff in transition support roles will receive specialized training in evidence-based practices shown to promote generalization of skills to new environments for the express purpose of increasing access to and meaningful participation in inclusive settings. Domain 4, Parent and In-Home Training, will focus on equipping parents with the skills necessary to build their child's independence, reduce behaviors that are disruptive in the home or community, and use evidence based tools and strategies that can facilitate greater access to activities that are important to the family. A combination of didactic, group training opportunities and individualized one-on-one training and support in the home or community will be utilized to build relationships with families and partner with them to achieve individually meaningful outcomes across settings.

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.

Student outcomes targeted include: increased rate of skill acquisition; increases in measured language and communication skills; decrease in barriers to learning; decrease in the need for intensive supports; increased time in less restrictive environments; generalization of skills to home/community; and mastery of individual goals and objectives. Methods of data collection: individual performance data and cumulative skills tracking; skills-based assessments (VB-MAPP Milestones, Barriers and Transition Assessments); and instructional arrangement codes. For student baseline and progress monitoring, the district will use a behavioral analysis of language to assess language and social skills, as well as potential barriers to language acquisition. The VB-MAPP will help identify whether a child is making meaningful progress and has acquired the skills necessary for learning in a less restrictive educational environment. Assessment results will determine immediate intervention priorities and the development of an effective individualized language, social skills, and learning program. The VB-MAPP will be conducted at the beginning of the year (or as part of an initial FIE) for baseline and will be updated prior to annual ARD and at the end of the year. Functional Behavior Assessments will be conducted for students that have challenging behaviors as a barrier to learning. Performance data on individual targets/objectives/goals will be collected on each student and analyzed on a weekly basis to monitor for skill acquisition and reduction of problem behavior. Data will be analyzed weekly by classroom staff to determine next steps in implementation and progress will be reported each grading period. Program specialists will review data each grading period to support effective program implementation.

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 includes expected expenses in each of the program's four domains. Early identification and intervention is paramount. A preschool evaluation team is needed to help expedite timely and accurate evaluations. A portion of the budget will be used to create an evaluation team which includes an Licensed Specialist in School Psychology (LSSP), an Educational Diagnostician, and a Speech Language Pathologist (SLP). To expand the current continuum of services, the district plan's to add 3 ESLE (Early Structured Learning Environment) classrooms. These classrooms will require funding for staff, capital outlay cost, and materials. In the area of Professional Development, the budget includes training for 80 teachers, 65 paraprofessionals, and 5 specialists. Registered Behavior Technician coursework for targeted teachers and instructional assistants will consist of a total of 40 hours of training that will occur during the summer and include stipends for participants. Throughout the year, 5 days of training in specialized topics will be provided for teachers. LISD will collaborate with Texas Tech University for the specialized training and expenses related to collaboration, training, and travel costs are included in the proposed budget. Also included is the expected cost of providing substitutes for teachers to attend training held on school days. The proposed budget includes the addition of an Early Childhood Support Specialist and an Assistive Technology Specialist. These professionals will provide training, support implementation, and provide ongoing coaching and feedback to ensure consistent implementation of program components. Budget items related to Domain 3, targeted support for transition and generalization in less restrictive environments, includes the addition of 8 paraprofessionals that will facilitate the implementation of individual generalization programs in the general education setting. Specialized training for a targeted group of 30 general education teachers (grades pre-k-3rd grade) will be provided. The proposed budget includes stipends and substitute pay for each teacher receiving this training. Expected costs related to the fourth domain of our proposed program, parent and in-home training, are included in the proposed budget and include student materials, training materials, materials needed for implementation of in-home supports, and stipends for staff providing parent/in-home training.

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 proposed program will provide services to young children with autism using a research based continuum design that incorporates features described by Anderson & Romaczyk (1999) in their review of continuum based behavior programs. Instruction and learning opportunities will be provided across settings using a variety of evidence based instructional practices such as discrete trial training in structured learning environments, naturalistic intervention in naturally occurring daily activities, social skills training in specialized and inclusive environments, and peer-mediated intervention, among others. Instruction will be provided individually as appropriate and will incorporate focused efforts to build group skills that will enable the student to learn in a more typical inclusive classroom environment. Individualized interventions and behavior support plans shown to be effective for students will be systematically implemented in classrooms and age-appropriate social settings to provide opportunities for meaningful engagement with same-age peers. Curriculum will be individualized and data based to ensure instruction addresses all areas of need including communication, social competence, behavior and adaptive skills. A behavioral approach to language and communication based on Skinner's Analysis of Verbal Behavior (1957) will be used to assess a students communicative repertoire including speech, sign, or other augmentative systems. This analysis will guide the development of individualized programs that will equip learners with skills necessary to use language effectively for a variety of purposes.

The National Professional Development Center on Autism Spectrum Disorders has identified 6 EBP regarding the use of Assistive Technology for students with Autism. The district proposes to expand the implementation of speech generating devices/VOCAS (voice output communication aids), functional communication training, Picture Exchange Communication Systems (PECS), social narratives, video modeling, and visual supports. In addition to using Augmentative and Alternative Communication (AAC) systems, technology will be used for assessment and data collection (VB-MAPP application and electronic data collection systems), accessing general education curriculum and environment, and as a tool for instruction, practice, and generalization of skills.

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.

Each student will have an individualized student data binder that is organized to include sections for data analysis on language/communication, behavior, academic content areas, social skills, functional skills, and transition. The data binder will also include a section for skills based assessment data collection and results and a section for IEP goals and objectives. Performance data on goals, objectives, and individual targets will be collected regularly and reviewed weekly by instructional staff following a clear data analysis process. Staff will be trained in a structured process for data analysis and data-based decision making modeled after the work of Dr. Vincent Carbone (2018). Data will be collected on individual targets and displayed visually in the form of line graphs. Staff will analyze data and follow standardized processes for making changes to instructional practices in response to trends identified in student performance.

Cumulative skills tracking data sheets will be used to record the specific targets addressed and when targets are acquired in order to maintain a portfolio of taught and mastered skills. Rate of skill acquisition and behavior reduction data will be graphed and analyzed by classroom staff and will guide next steps for instruction and intervention. Skills tracking data sheets and graphs will be reviewed by program specialists each marking period to support effective program implementation. Baseline data will be collected at the beginning of the year or as part of the student's initial Full and Individual Evaluation (FIE). VB-MAPP, assessment, including the Milestones, Barriers, and Transition Assessments will be updated and reviewed prior to annual ARD and again at the end of the school year.

Statutory Requirements

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

ESLE classrooms in the district are placed on campuses that also have ELE (Early Learning Environment) classrooms. ELE classrooms are made up of both students that qualify for special education services and typically developing students. By aligning services on the same campuses, students have opportunities to access services across settings. ESLE provides intensive services with lower staff/student ratios where instruction is targeted and systematic and based on principles of ABA. Students acquire and master targeted skills in individualized and small group settings and then transition to ELE to work on generalization of skills with non-disabled peers and in a larger group setting.

Secondly, expanding services at the preschool level will result in fewer students in grade level services (k-3rd) needing intensive specialized services. Research shows that early intervention in the area of communication and social skills development is effective and best practice. By focusing efforts on targeting more students during their preschool years in intensive environments, students will have the necessary skills to access general education environments more effectively. The goal in adding transition paraprofessionals is to help support students in general education. With early intervention and highly trained staff to provide in-class support to students in the early grades the goal is that an increasing number of students will be successful in their least restrictive environment for a greater portion of their day. Staff will use performance data and assessment results to identify areas where students are struggling and develop a plan to provide targeted instruction, supports, and services for each student. Necessary skills will be taught explicitly, practiced, and generalized using evidence based practices.

Targeted training for general education teachers will be provided to support meaningful inclusion. Training will incorporate research on students with autism, strategies for working with students, and supports such as visuals, timers, and behavioral supports.

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

Currently, LISD's ESLE services include a parent training component built into the services that are offered to students which include 2 district wide didactic parent trainings and individual training with each family at least 4 times a year. The grant will allow the expansion of these opportunities by providing funds for trainer stipends, training materials and in-home supports as needed through parent training. The goal is to have district wide parent training a minimum of eight times per year. Each training would be offered twice (once during the school day and once during the evening) in order to better meet the needs of our families. Didactic parent training will be expanded to include parents of students who receive specialized services for autism beyond ESLE services. Childcare will be provided for evening sessions thus allowing parents to access a variety of training opportunities throughout the year to meet their needs. Parent training topics will include information about autism and evidence based practices. Parent surveys will be conducted to ensure training will also address specific needs which might include potty training, bedtime routines, etc. In addition to the district level didactic parent training, parent and in-home training opportunities will be expanded on an individualized family basis to include a minimum of 8 individual training opportunities per year by the ESLE teacher or a district parent trainer. Individual parent/in-home training needs will be determined using a needs assessment conducted with the parents. Training will incorporate evidence based practices utilized at school that parents can implement at home to help with students' acquisition and generalization of skills. Skills and teaching strategies will be modeled for the parents, a step by step task analysis for each procedure will be given to the parents, and follow-up sessions scheduled to provide on-going coaching and collaboration with parents. Parents will also be provided opportunities to observe at school to see specific teaching strategies implemented within the classroom if desired.

Program Requirements

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

The district intends to implement an innovative model of autism programming built upon the premise that early intervention using evidence based practices within a continuum model leads to better outcomes for individuals with autism (Anderson & Romanczyk, 1999; Bradshaw, Steiner, Gengoux, & Koegel, 2015; Eikeseth, Smith, Jahr, & Eldevik, 2007). The core features of autism will be addressed within a comprehensive model consisting of 4 primary domains: 1) Early Identification and Intervention, 2) Professional Development for Teachers and Paraprofessionals, 3) Targeted Support for Generalization and Transition to less restrictive settings and 4) Parent and In-Home Training.

The proposed program will be rooted in the primary characteristics of behavior analytic programs: the precise use of conceptually systematic interventions that are scrupulously analyzed for effectiveness in causing socially significant behavior change that is generalizable to other behaviors and environment and result in lasting change (Baer, Wolf, and Risley, 1968). In order to ensure the use of conceptually systematic interventions, specific evidence based practices are identified for use and will be focuses of targeted teacher training. Evidence based practices will include: antecedent-based intervention; differential reinforcement of alternative, incompatible, or other behavior; discrete trial teaching; extinction; functional behavior assessment; functional communication training; modeling; naturalistic intervention; parent-implemented intervention; peer-mediated instruction and intervention; Picture Exchange Communication System (PECS); prompting; reinforcement; response interruption/redirection; scripting; self-management; social narratives; social skills training; structured play group; task analysis; and technology-aided instruction and intervention.

An ongoing focus on the technological consistency of interventions used will be maintained through the use of fidelity checklists and regular supervision with opportunities for feedback from program specialists. A number of assessment methods will be used including Mark Sundberg's ABA Program Evaluation which assesses comprehensive programming through the lens of the 7 dimensions of ABA, PaTTAN's Fidelity Checklist for Effective Classroom Practices, as well as a district created rubric based on TTESS. In addition, implementation checklists developed by the National Professional Development Center on Autism Spectrum Disorders for specific evidence based practices will be used to monitor fidelity of intervention implementation (autismpdc.fpg.unc.edu).

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

Intensive training on the principles of ABA through Registered Behavior Technician coursework (40 hours) for all targeted special education teachers and instructional assistants will be accessed through Florida Institute of Technology (FIT). FIT can provide a separate course for Leander ISD personnel that will allow for district-specific documents, instructions and dates to be incorporated in the course and will allow direct access to the course and grade book to enable program specialists to track progress in real time. In addition the district will partner with Texas Tech University to provide specialized training for designated teachers and evaluation personnel. Specialized topics will include Functional Behavior Assessment (FBA), Functional Communication Training, and Advanced topics in Verbal Behavior. Training for general education teachers, administrators, and related service personnel will include an overview of Autism and effective strategies along with opportunities for case study review and follow up. The general education teachers targeted for training will include pre-k through 3rd grade.

Statutory/Program Requirements

Response to Program Requirement 2 continued:

Program specialists will review data and conduct observations to ensure fidelity in the implementation of interventions. Coaching and modeling will be scheduled to occur regularly in each targeted classroom. Additional implementation support will be provided as needed and will include the use of implementation checklists and practice guides. Five days will be dedicated to cross district Professional Learning Communities (PLC) to enhance collaboration and receive ongoing training on specialized topics.

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.

Learning environments will include environmental supports in the form of visually structured classroom spaces and materials, visual cues to support transitions and expectations, and individualized schedules that reflect minimal unstructured time. Instruction will include the use of ABA based interventions to address student goals within daily schedules that will include intensive teaching, structured play, natural environment teaching and individualized support for students participating in group learning activities at various levels. A variety of ABA based interventions and teaching procedures will be used to build language and communication skills including: task analysis; errorless instruction; most to least prompting; prompt fading; mixing and varying instruction; interspersing hard and easy tasks; pacing of instruction; effective use of reinforcement; and programming for maintenance and generalization. Use of evidence based practices will be implemented to support the development of social competence including scripting, social narratives, cognitive behavior strategies and video modeling. Systematic prompt fading procedures and individualized environmental supports will be implemented to build independence.

The proposed plan includes specific components that will contribute to the sustainability of the program. Research suggests that paraprofessionals working primarily with students with autism often report that they do not feel they have adequate training (Koegel & LaZebnik, 2004). Current LISD staff have reported similar sentiments leading to high turnover in paraprofessionals. The plan will provide high quality training to teachers and paraprofessionals to equip and empower staff with the skills needed to provide instruction and positive behavior supports. Through training, in-situ coaching, and ongoing support, the goal is to retain skilled staff beyond the grant time line. The district intends to establish strong district-wide systems and programming frameworks that will ensure the ongoing use of data-based decision making in order to develop individualized and responsive programs that utilize evidence based practices for years to come. In order to sustain the model of high quality training, an ABA Training of Trainers Model will be used and expanded.

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

Parents will be provided with opportunities to collaborate with teachers and support specialists regarding their child's successful participation or concerns in other community services, therapies, and after school care. Parents can provide consent for private providers (BCBAs, OT, SLPS, etc.) to collaborate with school personnel on instructional targets and strategies to promote generalization.

Specifically through this grant, the district plans to collaborate with Texas Tech University to provide specialized training to designated teachers and evaluation personnel. LISD will also access Registered Behavior Technician Training coursework through Florida Institute of Technology (FIT). FIT can provide a separate course for Leander ISD personnel with will allow for district-specific documents, instructions and dates incorporated within the course and program specialists provided with direct access to the course and grade book to track staff progress in real time.

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	Class/ Object Code	Source of Funds			Total Budgeted Cost	Pre- Award Costs
		Program Cost	Admin Cost			
1 Payroll Costs	6100	\$ 944,950	\$ -		\$ 944,950	
2 Professional and Contracted Services	6200	\$ 5,000	\$ -		\$ 5,000	
3 Supplies and Materials	6300	\$ 19,832	\$ -		\$ 19,832	
4 Other Operating Costs	6400	\$ 14,865	\$ -		\$ 14,865	
5 Capital Outlay	6600	\$ 15,606	\$ -		\$ 15,606	
Consolidate Administrative Funds			N/A			
6	Total Direct Costs:		\$ 1,000,253	\$ -	\$ 1,000,253	0
7	Enter Percentage (%) of Indirect Costs:		N/A	\$ -	\$ -	
8	Grand Total of Budgeted Costs :		\$ 1,000,253	\$ -	\$ 1,000,253	0
Administrative Cost Calculation						
10	Total Grant Amount Requested:					
11	Percentage limit on administrative costs established for the program (15%)					
12	Maximum amount allowable for administrative costs, including indirect costs:					\$ -

FOR TEA USE ONLY

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

Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID:		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	3		\$ 150,000	
2 Educational Aide	14		\$ 350,000	
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 Diagnostician, LSSP, SLP, AT Specialist, LID Supp Specialist	5		\$ 295,000	
22 (Enter position title here)			\$ -	
23	Subtotal Employee Costs:		\$ 795,000	0
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			\$ 45,650	
25 6119 - Professional Staff Extra-Duty Pay			\$ 65,300	
26 6121 - Support Staff Extra-Duty Pay			\$ 39,000	
27 6140 - Employee Benefits			\$ -	
28 61XX - Tuition Remission (IHEs only)			\$ -	
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 149,950	0
30	Grand Total:		\$ 944,950	0
31	Total Program Costs*:		\$ 944,950	0
32	Total Direct Admin Costs*:		\$ -	
*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:

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)			
<p>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.</p>			
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.	\$ 5,000	
11	Grand Total:	\$ 5,000	0
12	Total Program Costs*:	\$ 5,000	
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>			

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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:		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:	\$ 19,832	
2	Grand Total:	\$ 19,832	0
3	Total Program Costs*:	\$ 19,832	
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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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
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.	\$ 14,865	
11	Grand Total:	\$ 14,865	0
12	Total Program Costs*:	\$ 14,865	
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.

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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:			Amendment #:	
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	Furniture for 3 ESLE Classrooms	3	\$ 5,202	\$ 15,606
3			\$ -	\$ -
4			\$ -	\$ -
5			\$ -	\$ -
6			\$ -	\$ -
7			\$ -	\$ -
8			\$ -	\$ -
9			\$ -	\$ -
66XX - Software, capitalized				
10	(Enter description and brief purpose)		\$ -	\$ -
11			\$ -	\$ -
12			\$ -	\$ -
66XX - Equipment, furniture, or vehicles				
13	(Enter description and brief purpose)		\$ -	\$ -
14			\$ -	\$ -
15			\$ -	\$ -
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):		\$ 15,606	
18	Total Program Costs*:		\$ 15,606	
19	Total Direct Admin Costs*:		\$ -	
<p>*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>				

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Erwin, Scott

From: Amanda Stuart <Amanda.Stuart@leanderisd.org>
Sent: Friday, December 20, 2019 4:45 PM
To: loiapplications
Cc: Kendra Winans
Subject: Leander ISD Application for Services to Students with Autism
Attachments: Leander ISD 20-21 Autism Services Application.pdf

Please find the Leander ISD LOI Application for 2020-2021 Services to Students with Autism attached.
Respectfully,

Amanda Stuart, MA, BCBA
Low Incidence Disability Specialist
(512) 570-0372 (x10372)
Leander ISD

This email has been scanned by the Symantec Email Security.cloud service.
For more information please visit <http://www.symanteccloud.com>
