



**2020-2021 Services to Students with Autism**  
**Letter of Interest (LOI) Application Due 5:00 p.m. CT, December 20, 2019**

NOGA ID

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

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

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 20, 2019 HF*

- 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

*2020-021091*

**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 Victoria Independent School District's (VISD) purpose in applying for the grant is to enhance services and inclusive opportunities for students (ages three through nine) identified on the autism spectrum or as a student with a Non-Categorical Early Childhood (NCEC) disability, with a suspicion of autism. The District is planning to use grant funding to support skill building to allow students to be successful in the least restrictive environment; to supplement activities for staff development and training; to measure student progress; and to increase teacher, parent, and therapists' knowledge of recent research-based methodologies on Applied Behavior Analysis (ABA). We will increase the use of student communication systems through the implementation of a play-based curriculum for early childhood leading to an increase in sensory processing and regulation. In addition, we will implement individual student verbal behavior training, and provide various trainings and collaborations to engage parents in their child's education. The VISD grant proposed program will expand our current continuum of services for our students on the autism spectrum or with related concerns. The expansion will include the creation of additional settings that address barriers to learning and improve verbal behavior for early learners allowing them greater/faster access to inclusive environments. Students enter and exit each program level at their own pace, based upon data, with the ultimate goal of education in a fully inclusive environment with minimal support by the end of third grade.

**Summary of Program Cont'd**

The program vision includes a tiered program from three-year-old students with Autism Spectrum Disorder (ASD) or suspicion of ASD to Early Childhood Special Education (ECSE) Classrooms and PreK through third grade involving student-centered teams. The team's goal is to quickly identify student needs and barriers to successful and fluid movement through the tiers and to successfully transition each child into a less restrictive learning environments in a timely and purposeful fashion. The tiered program includes self-contained settings whose criteria for entry include age considerations (three-year-old & four to six-year-old) and Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) milestone and barriers assessment results. Tiers become increasingly inclusive and aligned to general education expectations as student scores increase on the assessment tools. Student progress will be measured via beginning of year (BOY) and end of year (EOY) data collection points specifically utilizing curriculum-based assessments such as Core Vocabulary Rating, criterion-referenced assessments such as the VB-MAPP, and norm-referenced district-provided assessments such as academic screeners, Sensory Processing Measure (SPM), and the Preschool Language Scale Fifth Edition (PLS5).

Individualized programming will look at the whole child and will involve collaboration between the VISD grant team and parents. This collaboration will connect classroom practices to the home to increase positive learning opportunities. The effort will be coordinated by the parent liaison in conjunction with VISD In-Home Trainers and will focus on individualized interventions. Parents will receive direct instruction and modeling from In-Home Trainers. Also, monthly parent sessions will be planned to provide additional training on needs and interests shared by parents and provide a social outlet for families. To remove barriers for attendance, these sessions will include free childcare and meals. Supports for the home will be provided including sensory packages, play packages, and training on home implementation.

VISD will provide staff working toward Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA) certification with supervision hours needed for application for accreditation. VISD will partner with a local, private therapy center, to assist students, families, and siblings, in maximizing their communication potential in inclusive environments specifically targeted to build social skills development through a social skills 'club' as an extra-curricular type of program. Training for staff based on the most current research-based strategies will be provided to support inclusive efforts of students with autism. Extra duty pay for staff who participate in training opportunities will be offered. Additional support of classroom teachers and students through modeling and instructional strategies will be provided by the grant facilitator, instructional coach, and BCBA.

**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.

Victoria Independent School District (VISD) will design a new model of three-year-old classroom to provide a specialized curriculum that focuses primarily on encouraging the production of communication and the development of essential pre-academic skills for those identified through Child Find. According to the National Institute of Child Health and Human Development, early interventions for autism are more likely to have significant long-term positive effects on symptoms and skills, and provide children the best chance of developing to their full potential. Our new three-year-old classroom model is conceptually based on the evidence-based Early Start Denver Model (ESDM) developed by Dr. Sally Rogers, PhD and incorporates Applied Behavior Analysis (ABA) strategies and theories. Our district developed curriculum follows the developmental sequence from the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). It uses proven Applied Behavior Analytic strategies supported by highly trained staff to lay the foundation for the student's future success in an inclusive classroom. Components of the grant classroom include Language Production Training, Modeling, Naturalistic Teaching Strategies, Parent Training, Pivotal Response Training, Schedules, Self-Management, and a Social Skills Package that are all recognized evidence-based practices by the National Autism Center (2015). Students will eventually transition into specific Early Childhood Special Education (ECSE) classrooms where they will continue to receive the necessary structure and support. It is our goal to develop the basic foundations for language skills, behavior skills, and social skills prior to students entering Kindergarten where the focus becomes more academic.

Students, outside of the ECSE setting, who need additional interventions based on VB-MAPP scoring, will receive Discreet Trial Training (DTT) and natural environment training through pull-out sessions utilizing a new mobile DTT therapy van to encourage the production of communication. The individualized sessions will focus on the components of the VB-MAPP centered on the learning behaviors, i.e., building communication, reducing barriers to learning, and transitioning into a learning environment that can be navigated independently. As students progress through the basic steps, they will receive DTT in the natural environment. Along with individual sessions, social outings to generalize skills will be planned with a local therapy center.

The Parent Liaison will lead a team of In-Home Trainers to train parents in the implementation of our ESDM based parent coaching model. The goal is to provide parents the strategies and tools needed to teach their children to engage through play and daily routines. Skills taught include gaining attention, motivation, sensory and social routines, joint activity, communication, imitation, joint attention, and play (Rogers, Estes, & Dawson, 2012). This collaboration between school and parents will build consistency between the home and school environments.

VISD will continue to increase the capacity of its staff in relation to best-practices for working with students with autism. Select staff will be supervised by a Board Certified Behavior Analyst (BCBA) to coach them in their application of ABA principles. Continued ABA related training will be provided to general education teachers and special education teachers, In-Home Trainers, and the Parent Liaison.

ECSE teachers and Paraprofessionals, Inclusion Classroom Paraprofessionals, In-Home Trainers, and the Parent Liaison will be provided the opportunity to receive Registered Behavior Technician (RBT) training. Overall, 80+ staff will receive RBT training.

**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.

Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) assesses language, self-help, and academic skills for students functioning at or below forty-eight months. The assessment is divided into milestones, barriers, and transitions. Growth is shown by an increase in milestones, a decrease in barriers, and an increase in transition scores. Transition scores will indicate readiness for the general education setting. Students will be assessed using the VB-MAPP twice per school year with the first administration at their entry to Victoria Independent School District (VISD), prior to fall annual Admission Review Dismissal (ARD) meeting, or by the first three months of school year for spring annual ARD meeting. The last administration will occur at the end of the school year. Goals will be developed using the VB-MAPP and progress reported on each grading period or through Discreet Trial Training (DTT) sessions.

The Sensory Processing Measure (SPM) classroom form gives a complete picture of a child's sensory function at school. This rating scale assesses sensory processing praxis and social participation in school children three to twelve years. The SPM will be administered beginning of year and end of year. Sensory needs will be planned for through targeted intervention in an effort to keep students in the least restrictive environment.

Preschool Language Scale Fifth Edition (PLS5) assesses the developmental language skills in children from birth to seven years eleven months. The VISD core word screener, based upon John Halloran's core words, is a word list developed by district Speech Language Pathologists to determine progress in basic language skills. The Core Vocabulary Screener progress monitors growth in both receptive and expressive language. The PLS5 will be administered at the beginning of the year and prior to student aging up to age-based assessment. The Core Vocabulary Screener will be administered at beginning and end of year. This allows staff to adjust instruction and focus interventions based on data.

**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 will support the following areas that will build internal competence, systems and resources for student support outlined within the grant.

- (6100) Approximately 54% of the grant funds will be used in payroll for grant specific staff such as autism grant coordinator, grant facilitator, instructional coach, parent liaison, and Board Certified Behavior Analyst (BCBA). Extra duty pay for staff to support the summer programs, parent training/meetings and internal experts to sustain knowledge for future growth.
- (6200) Approximately 12% of the grant funds will support professional and contracted services specifically building internal experts through collaboration with the local university (University of Houston-Victoria) and Central Texas Autism Center, student specific consultations, out of district trainers and experts within the field, and BCBA supervision.
- (6300) Approximately 17% of the grant funds will support supplies and materials for communication and visual supports within shared school settings such as LAMP playground displays, parent resources, sensory supports, and curriculum to deliver the Early Start Denver Model and Applied Behavior Analysis (ABA) strategies.
- (6400) Approximately 7% of the grant funds will support conferences and training for parents and staff, parent meetings, and social skills clubs for students.
- (6600) Approximately 7% of the grant funds will pay for capital outlay specifically the Mobile Discrete Trial Training Lab.

Currently there are no district funds allocated to the Mobile Sensory Motor Unit, Mobile Discrete Trial Training Lab, autism parent training, grant facilitator, BCBA, or instructional coach. Professional development is built into the VISD budget, though payment for staff to attend professional development is rare and generally only when the attendees are able to produce a product. In this situation, payment for attending professional development will encourage and entice district staff to attend during summer break and aide in building the knowledge base and skills set of those who attend. In considering long term sustainability of the proposed program, several of the pieces are considered single expenses such as a Mobile Discrete Trial Training Lab, or providing eighty-five staff members Registered Behavior Technician (RBT) training. The District has structures in place to build and maintain Trainer of Trainers (TOT's) in order to support continuous improvement through Professional Learning Community (PLC) structures, as well as an internal expertise model that provides ongoing professional development. At this time, the plan is to build the systems and structures for long-term success and support future efforts with district Special Education funds.

**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 multi-tiered program proposed incorporates evidence-based research and design specific to the acquisition of increased functional communication, improved behavior outcomes, social-emotional learning development, sensory processing and sensory motor regulation, parent training and collaboration. After careful research, we have chosen to implement the following interventions as part of our comprehensive autism support program. All fall within the purview of the evidence-based and research-based guidelines from the National Standards Project (2015).

- 1) Verbal Behavior Milestones Assessment and Placement Program, VB-MAPP - criterion referenced assessment tool (Skinner, 1957; Partington & Sundberg, 1998; Sundberg, 1980, 1983, 1987, 1990; Sundberg & Michael, 2001; Sundberg & Partington, 1998; Sundberg, Ray, Braam, Stafford, Rueber, & Braam, 1979).
- 2) Early Start Denver Model (Vivanti, et al 2014).
- 3) Discrete Trial Teaching, Response Interruption/Redirection (Wong et al., 2014).
- 4) Pivotal Response Training (Koegel & Koegel, 2006).
- 5) Social Skills training utilizing technology, Social Stories and Social Narratives, in conjunction with role playing and video scenarios (Bozkurt and Vuran, 2014)
- 6) Sensory supports, including technology that uses sight, sound, or touch to remind/refocus. (Wong et al., 2014)
- 7) Language Acquisition through Motor Planning (LAMP) integration into the classroom curriculum (Bedwani, Bruck, & Costly, 2015).
- 8) Sensory Processing Measure (SPM) assessment of sensory processing issues, praxis, and social participation (Parham, Ecker, Miller, Kuhaneck, Henry, & Glennon, 2007)
- 9) Applied Behavior Analysis Methodology -systematically applies data driven interventions to teach the verbal, behavioral, social and academic skills needed in all aspects of daily living (Cooper, 2017).

Primary resource utilized: Wong, C. Odem, S., Hume, K., Cox, A., Fettif, A., Kucharczyk, S., ... Schultz, T., (2014). Evidence Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

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.

Goal 1: Increase number of three-year-old and four-year-old students with autism that move from a self-contained Early Childhood Special Education (ECSE) classroom to an inclusive environment by five-years-old or upon entering kinder from less than 5% to 15% by the end of the 2020-2021 school year. Measures: Performance- 100% of three-year-old students suspected of having autism assessed using Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) within three months of entering ECSE classroom. Outcomes- 50% of ECSE students suspected of having autism will be programmed into inclusive Kindergarten classrooms upon leaving the ECSE program.

Goal 2: Decrease by 5% per year the number of students with autism or characteristics of autism that move from an inclusive setting to an increasingly restrictive setting as they advance each grade level over the next two school years. Baseline data will be gathered on target students in inclusive settings and their migration among Victoria Independent School District (VISD) programs over the past two years. Performance- In addition to related services assessments, students with autism in inclusive settings will be monitored at least two times per year using the VB-MAPP assessment and every nine weeks by way of a teacher progress monitoring. Outcomes- Students will make measured progress in behavior, communication, social skills, and academics every nine weeks. Students with autism in an inclusive setting in the second grade will be monitored for four additional years.

Goal 3: Increased staff capacity through specialized certification and/or training. 100% of paraprofessionals in autism-based programs will be working on Registered Behavior Technician (RBT) training by January 2021. 100% of teachers in autism programs will be working on RBT training and/or taken recognized Board Certified Behavior Analyst (BCBA) course work by January of 2021.

Goal 4: Increase collaboration with parents, community, and region as evidenced by a 30% participation rate of parents of students with autism in the first year. Outcomes - No less than a 10% parent participation increase over the next two years.

**Statutory Requirements**

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

The pre-inclusive classroom settings will be conceptually based on the Early Start Denver Model. Training on this model will be given to our professionals, paraprofessionals, and parents. Through collaboration between the school and parents, the goal is to generalize the skills taught to increase inclusion in social settings within our community. Trainings will be provided to both special education and general education staff on behavioral intervention such as visual supports and use of sensory diets. The ultimate goal is to increase time in the general education setting and eliminate the need for removal to a more restrictive setting. Coaching and modeling within the inclusive environment will be provided through the grant facilitator and instructional coach to assist with behavioral barriers to success.

Our program will incorporate Discrete Trial Training, an intensive intervention to teach the skills through a structured ladder of small easily taught components. The training will aid students in achieving the ultimate goal of inclusion, being successful in a least restrictive environment. The Discrete Trial Training portion of the program will be held on a mobile training unit that will function with a highly qualified professional who has been trained in Applied Behavioral Analysis.

The VB Mapp Assessment Barriers, Milestones, and Transitions will be analyzed to identify specific areas of need which will be targeted through the Discrete Trial Training portion of the program for three-year-old through nine-year-old students. The training sessions will incorporate core word vocabulary taught through the presentation of the Language Acquisition Motor Planning shelving in the pre-inclusive classroom and ECSE classrooms. The integration of LAMP to increase expressive vocabulary will also be incorporated on the playground in the form of a large hands on model.

The Discrete Trial Training sessions are intended to prepare our younger students for transition into a less restricted environment and ensure that our students, currently in inclusion, remain in an inclusive setting. Foundational skills such as joint attention, executive functioning, and language are needed in order to be able to cooperate, be friendly, and participate in a conversation with two to three turns. The implementation of a Social Skills Club with non-disabled peers will foster and encourage the social skills needed in order to be functionally successful in a general education classroom. Additionally, social-emotional learning curriculum will be accessible to students to address pragmatic problem solving within the classroom and when engaging with their peer group. The younger students will ultimately transition into the four to six year old classroom with the foundational skills needed to be able to achieve academic readiness in a less restrictive environment and eventually mainstream into a general education classroom.

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

A parent-focused intervention component will be led by a team of trained in-home training providers. The program based on the Early Start Denver Model (ESDM) will train parents to be their child's first teacher of communication skills. The program allows the students to learn in their most natural environment, their own home. This intervention focuses on the child being engaged in social attention, imitation and communication while at home. It increases the reinforcement value of being socially engaged with others by choosing tangibles, activities and routines that are enjoyable to the child. Parents will also learn to develop play activities that develop and bridge gaps in their child's current learning deficits by focusing on imitation, social awareness, and communication systems. (Smith Rogers & Dawson, 2006) Each family receiving grant sponsored in-home training (IHT) will receive language and social skill building activities throughout the school year. Parental surveys at the beginning of year (BOY), middle of year (MOY), and end of year (EOY) will monitor the effectiveness and guide the trajectory of the program. These surveys will include information regarding language acquisition, amount of family socialization time, behavior trends, and parental stress levels.

The parent liaison will be trained as a Registered Behavior Technician (RBT). The liaison will video three and four-year-old children engaged in natural environment, discreet trial training, and play based instruction. The goal is to carryover positive aspects of the student's daily instruction to assist the parent in developing communication focused structures within the home, building a support system within their community, and how to create their own visual supports. Monthly themed-based parent support sessions specifically for parents of students with autism to build a social network, such as, daytime sessions like 'Donuts with Dad', 'Sensory Snack Time', and/or parent training sessions that include opportunities for the parent, teacher, in-home trainers, and paraprofessionals to attend sessions together. This partnership between stakeholders allows the "student support team" to create a shared vocabulary, to build rapport, and increase student-focused collaboration. Evening sessions will provide free-childcare, meals, and incentive packages for the home.

The district will develop a parent advisory council to build staff understanding of familial challenges and awareness of needs in a supportive, non-challenging environment. The advisory council would also work with the district to build a shared understanding of what strategies, supports, and community services have been the most helpful for their children with Autism Spectrum Disorder (ASD). This information will be integrated into our monthly parent training sessions.

**Program Requirements**

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

The three-year-old Early Childhood Special Education (ECSE) classroom is conceptually based on the Early Start Denver Model (EDSM) and follows the teaching practices of applied behavior analysis. (TSLAT, 2015) Our comprehensive curriculum aimed at establishing effective verbal behavior and developing pre-academic skills incorporates the following evidence-based practices as identified by the National Standards Project (2015):

- Language Production Training – targets the ability of students with autism to emit functional verbal communication;
- Modeling – demonstrating a target skill or behavior to a student so that they can successfully imitate the model
- Naturalistic Teaching Strategies – teaching students skills in their home, school and community as part of their natural environment using naturally occurring activities;
- Parent Training – training parent to implement various strategies to provide a therapeutic learning environment at home for their child;
- Pivotal Response Training - targets the behavior related to the motivation of students to engage in social communication, self-initiation, and self-management;
- Schedules- allows students to plan for upcoming activities and increase their independence.
- Self-Management - promotes independence by teaching students to complete tasks without the need or expectation of adult supervision,
- Social Skills Practice - focusing on the skills needed to participate in their natural social environment meaningfully.

Correct implementation and fidelity of the three-year-old program will be monitored via scheduled weekly walk-throughs from a member of the grant team, using a program-specific rubric. Students will transition from the three-year-old classroom to ECSE classrooms for four to six-year-old students maintaining the structures incorporated into the three-year-old class.

Identified students outside of the three-year-old ECSE program, will be assessed twice a year using the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). Those needing additional interventions based on their Milestones, Barriers, and Transition scores according to the VB-MAPP will receive Discrete Trial Training (DTT) through pull-out sessions. Trained professionals supervised by a Board Certified Behavior Analyst will provide DTT sessions. The interventions taught during the sessions will be supported in the Mobile DTT Lab and carried into the mainstream school setting.

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

A customized training plan will be provided to address the individual needs for each VISD staff with consideration given to the student population they serve. Some options for professional development include:

- Utilization of sensory tools and motor equipment
- LAMP training
- VB MAPP training
- Data collection
- Behavior modification and visual strategies
- RBT training
- CTAC Summer Institute
- Early Start Denver Model
- Pivotal Response Training

The teachers and classroom staff of the proposed three-year-old classroom will receive ongoing coaching support through weekly walk-throughs. Other supported teachers will be contacted at the end of each grading period to gauge the success of supports provided and any

**Statutory/Program Requirements****Response to Program Requirement 2 continued:**

additional needs. The above supports will be provided by the grant team, including grant facilitator, instructional coach, and BCBA. At any time, teachers can request individual support, student support, and/or in-classroom modeling, through submission of a Digital Help Desk ticket. In response, the grant team will provide the teacher with supports and materials based on identified needs. These tickets will be tracked, as follow-up is provided between the teacher and the supported staff.

**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.**

The pre-inclusive and inclusive settings will focus on communication, social, and independent skills. In the pre-inclusive settings, these strategies will include the use of Language Acquisition through Motor Planning, social stories, small group, visual supports, sensory, applied behavior analysis model, and play-based environment. Students will access a Mobile Sensory Motor Unit equipped with multisensory areas addressing fine motor, gross motor, sensory integration and regulation, and communication activities.

Using LAMP (Words for Life) the individuals will increase their language skills as it is a therapeutic approach based on neurological and motor learning principles. The goal is to give individuals who are non-verbal or who have limited verbal abilities a method of independently and spontaneously expressing themselves in any setting.

Students will receive direct training on routines, prompts to transition, fading to increase independence, and if-then structures. These antecedent interventions will help to decrease negative behaviors while reinforcing positive replacement behaviors. This will essentially reduce the amount of time spent de-escalating individuals and focus on positive reinforcement of these appropriate alternative behaviors.

In the inclusive setting, teachers and all students will be supported by grant team members with visual schedules, modeling, and alternative techniques for addressing students' behavior. Skills achieved through these interventions will create a foundation of skills that are necessary for their adaptive living needs and encourage generalization of these skills across settings.

Students needing individual sessions will participate in Discrete Trial Training and natural environment training. A mobile Discrete Trial Training Lab will provide a space for students to receive individual therapy in a distraction free environment to facilitate optimal learning. Students will have access to social skills clubs to build social confidence and appropriate interactions in the natural environment. Individual social needs will be targeted as students participate in these inclusive groups. Activities may include board games, shared technology and activities that encourage team work. These groups will promote typical peer modeling of social interactions that will encourage and reinforce these skills naturally.

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

Victoria Independent School District (VISD) will coordinate services with several local and state entities. The district will work collaboratively with a local therapy center to provide students with social skills development in a natural setting. Staff working to acquire their Board Certified Behavior Analyst (BCBA) license or Board Certified Assistant Behavior Analyst (BCaBA) license will have access to a local BCBA to receive supervision hours. Other staff will be provided the opportunity to attend the University of Houston-Victoria taking five master's level Applied Behavior Analysis courses. Finally, the Central Texas Autism Center will consult with the district to provide student specific support plans and intervention recommendations based on natural environment observations.



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: 235-902				Amendment #		
Grant Period:	June 1, 2020, to May 31, 2021			Fund Code: 429		
Program Budget Summary						
Description and Purpose	Source of Funds				Pre-Award Costs	
	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost		
1 Payroll Costs	6100	\$ 542,000	\$ -	\$ 542,000		
2 Professional and Contracted Services	6200	\$ 123,125	\$ -	\$ 123,125		
3 Supplies and Materials	6300	\$ 170,875	\$ -	\$ 170,875		
4 Other Operating Costs	6400	\$ 69,500	\$ -	\$ 69,500		
5 Capital Outlay	6600	\$ 69,500	\$ -	\$ 69,500		
Consolidate Administrative Funds			N/A			
6	<b>Total Direct Costs:</b>		\$ 975,000	\$ -	\$ 975,000	0
7	Enter Percentage (%) of Indirect Costs:	2.5%	N/A	\$ 25,000	\$ 25,000	
8	<b>Grand Total of Budgeted Costs :</b>		\$ 975,000	\$ 25,000	\$ 1,000,000	0
Administrative Cost Calculation						
10	Total Grant Amount Requested:			\$ 1,000,000		
11	Percentage limit on administrative costs established for the program (15%)					
12	Maximum amount allowable for administrative costs, including indirect costs:			\$ -		

**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:		235-902 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	2		\$ 96,000	
2	Educational Aide	3		\$ 58,500	
3	Tutor			\$ -	
<b>Program Management and Administration</b>					
4	Project Director	1		\$ 61,500	
5	Project Coordinator	1		\$ 60,500	
6	Teacher Facilitator	1		\$ 51,500	
7	Teacher Supervisor			\$ -	
8	Secretary/Admin Assistant			\$ -	
9	Data Entry Clerk			\$ -	
10	Grant Accountant/Bookkeeper		2	\$ 10,000	
11	Evaluator/Evaluation Specialist				
<b>Auxiliary</b>					
12	Counselor			\$ -	
13	Social Worker			\$ -	
14	Community Liaison/Parent Coordinator	1		\$ 18,000	
<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	Motor Sensory Unit Paraprofessional	1		\$ 22,500	
22	Board Certified Behavior Analyst		1	\$ 32,000	
23	<b>Subtotal Employee Costs:</b>			\$ 410,500	0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ 17,000	
25	6119 - Professional Staff Extra-Duty Pay			\$ 40,000	
26	6121 - Support Staff Extra-Duty Pay			\$ 28,000	
27	6140 - Employee Benefits			\$ 46,500	
28	61XX - Tuition Remission (IHEs only)			\$ -	
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ 131,500	0
30	<b>Grand Total:</b>			\$ 542,000	0
31	<b>Total Program Costs*:</b>			\$ 542,000	0
32	<b>Total Direct Admin Costs*:</b>			\$ -	
<p>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					

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

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Application Part 2:

2020-2021 Services to Students with Autism, Cycle 2

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

County District Number or Vendor ID: 235-902		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: Central Texas Autism Center Specify purpose: Staff Training & Student Consultation Services	\$ 30,000	
3	Service: University of Houston-Victoria Specify purpose: Applied Behavior Analysis Course Work	\$ 41,125	
4	Service: Educating Diverse Learners Specify purpose: Staff Training	\$ 4,000	
5	Service: Paula Kluth Specify purpose: Staff Training	\$ 8,000	
6	Service: Building Kids Steps Specify purpose: Community Based Instruction Partner for Social Skills	\$ 15,000	
7	Service: John Halloran Specify purpose: Staff Training on LAMP	\$ 5,000	
8	Service: Out of the Box Learning Center Specify purpose: Supervision hours of BCBA & BCaBA	\$ 10,000	
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$ 113,125</b>	<b>0</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 10,000	
11	<b>Grand Total:</b>	<b>\$ 123,125</b>	<b>0</b>
12	<b>Total Program Costs*:</b>	<b>\$ 123,125</b>	
13	<b>Total Direct Admin Costs*:</b>		
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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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: 235-902		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:	\$ 170,875	
2	<b>Grand Total:</b>	<b>\$ 170,875</b>	<b>0</b>
3	<b>Total Program Costs*:</b>	<b>\$ 170,875</b>	
4	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	
<p><b>*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.</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: 235-902		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.	\$ 10,000	
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.		
7	<del>6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:</del>	\$ -	
8	<del>64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.</del>		
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	<b>\$ 10,000</b>	<b>0</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 59,500	
11	<b>Grand Total:</b>	<b>\$ 69,500</b>	<b>0</b>
12	<b>Total Program Costs*:</b>	<b>\$ 69,500</b>	
13	<b>Total Direct Admin Costs*:</b>	<b>\$ -</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: 235-902			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	Discreet Trial Training (DTT) Mobile Lab	1	\$ 49,500	\$ 49,500	
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	Equipment for DTT Mobile Lab	1	\$ 20,000	\$ 20,000	
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>			\$ 69,500	
18	<b>Total Program Costs*:</b>			\$ 69,500	
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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## Erwin, Scott

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**From:** APRIL NUNLEY <april.nunley@visd.net>  
**Sent:** Friday, December 20, 2019 3:38 PM  
**To:** loiapplications  
**Cc:** KELLI COTTON  
**Subject:** 2020-2021 Services to Students with Autism Grant Application  
**Attachments:** 2020-21 Services to Students with Autism Application Victoria ISD.pdf; 20-21 application section 2 budget.xlsx

Please find attached the Victoria Independent School District's 2020-2021 Services to Students with Autism Grant Application.

Thank you,

April Nunley  
Autism Grant Coordinator  
788-9242 ext. 40258

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