



Final Report for 2022-2024 & 2023-2024 Innovative Services for Students with Autism Grant

Final Report for 2022-2024/2023-2024 Innovative Services for Students with Autism Grant

The funding for these grants originated in the 87th Texas Legislature to help address the need for specialized services for students with autism. \$70,000,000 was appropriated across the biennium in accordance with Texas Education Code §29.026. Grants were awarded to a total of 55 fiscal agent local educational agencies (LEAs) based on a competitive application process. The following report provides a detailed summary of the grant competitions and the outcomes of the funded programming.

Background:

- There are 125,189 students with autism enrolled in Texas public and charter schools (2023-2024 TEA Public Education Information Management System (PEIMS) Data).
- Students with autism represent 16.16% of the total special education population in Texas. (2023-2024 TEA PEIMS Data).
- There has been a 203.81% increase in students with autism over the past 11 years (2012-2013 and 2023-2024 TEA PEIMS Data).

Grant Information:

- All Texas LEAs, including open-enrollment charter schools, were eligible to apply for grant funding.
- The intent of the funding was to increase the capacity of LEAs to implement innovative programs that effectively serve students with autism ages 3 through 21. The project aimed to build effective, scalable models that could be replicated in other areas of the state.
- LEAs could apply individually or in collaboration with other districts or open-enrollment charter schools.
- Prioritization of funding was given to collaborative applications.
- Grants were awarded through a competitive process administered by Education Service Center (ESC) Region 13.
- 55 applications were awarded across the biennium.
- Applicants were required to incorporate in detail:
 - » Evidence-based practices (EBPs)
 - » Data collection on student achievement and improvement
 - » Parental support and collaboration
 - » Use of technology, which may include interactive technology
 - » Meaningful inclusion
 - » Ability to replicate the program for students statewide

Consistent Findings:

Components of grant programming that had the greatest impact:

Classroom Environment

- Developing a system of consistent, structured visuals across different classrooms within and across districts.
- Utilizing digital images and videos of model classrooms.
- Providing designated physical spaces for emotional regulation.
- Utilizing alternative learning tools like movement, sensory walls, and lighting that focused on the unique sensory needs of students with autism.
- Utilizing Occupational Therapists (OT) to assist with designing and implementing sensory strategies and environmental arrangements that take into account the unique sensory needs of students with autism.
- Training peers on characteristics of autism.

Individualized Student Support

- Aligning of skills from assessment to curriculum and instruction.
- Targeting interventions for significant grade-level transitions such as elementary to middle, middle to high school, and high school to post-secondary programs.

Parental and Community Engagement

- Holding predictable, regularly scheduled meetings for families (e.g., monthly, bi-monthly, quarterly).
- Providing parent training on EBPs for autism.
- Providing training options in languages other than English that match the demo-

graphic of the local community.

- Providing parent training that includes hands-on learning opportunities.
- Providing specialized child care for students with autism during parent trainings.
- Creating a database of recorded trainings and resources for parents to access (e.g., Google Drive shared with families, district website with page for trainings).
- Collaborating between community agencies and local entities (e.g., having representatives and waitlist sign ups from Texas Workforce Commission, Medicaid, etc. available at parent events).

Staff Training and Professional Development

- Aligning and frequently collaborating between multidisciplinary teams of staff, such as Speech Language Pathologists (SLPs), OTs, behavior specialists, general education teachers, special education teachers, families, and paraprofessionals.
- Training administrators and staff on basic characteristics of autism and focused training on specific EBPs.
- Training delivered through partnerships with local entities, such as ESCs and colleges and universities.
- Growing a Trainer of Trainer (ToT) model to build capacity within specialized programs.
- Training and coaching specific to paraprofessionals who work directly with students with autism.
- Meeting regularly to problem-solve and align on implementation practices, including through structured Professional Learning Communities (PLCs).

- Implementing “Grow your own” programs for district specialists, such as Registered Behavior Technicians (RBTs) and Board Certified Behavior Analysts (BCBAs), who commit to working in Texas public schools.
- Training substitute teachers on working with students with autism.
- Training other LEA staff that interact and support students with autism, such as transportation staff, cafeteria staff, and school resource officers (SROs), on autism characteristics and EBPs.
- Training and ongoing coaching on the use of EBPs by district specialists utilizing fidelity of implementation (FOI) rubrics.
- Providing training to all staff on the use of Augmentative and Alternative Communication (AAC) devices to promote generalization and continuous access to communication for students.

Challenges/Barriers:

Sustainability

- Securing ongoing funding after the end of the grant.
- Maintaining programming during the summer due to limited staff.
- Embedding inclusive practices into district policies and training.
- Providing ongoing training to returning staff in order to maintain FOI, while training newly hired staff on more fundamental topics.
- Retaining trained staff members.

- Difficulties in recruiting and retaining specialized staff, particularly BCBAs and autism specialists, disrupted continuity and outcomes of the programs and impacted initiatives such as parent training.

Parent and Community Engagement

- Differing languages spoken in the local community posed challenges to outreach and training.
- Securing childcare for children with autism and their siblings posed challenges for families to attend training.

Communication

- Communicating inconsistently between central office special education staff, campus administrators, and campus-based staff resulted in uneven implementation.

Professional Development

- Scheduling training sessions at convenient times for both administrators and staff.
- Delays and poor attendance in administrator EBPs training affected districts’ ability to adopt best practices on time.
- Insufficient staff training due to staff turnover.

Purchase of New Materials and Products

- Delays in receipt of purchased curriculum, technology, and materials led to lack of timely implementation.
- Difficulties in adapting purchased technology to individual student needs.

Consistent Findings *(cont.)* :

Components identified for continuation or long-term sustainability:

- Strong systems of data collection and data-based decision making across grade levels.
- Capacity-building efforts, including staff training (ToT model), sustained coaching, and investment in growing existing staff members by providing additional training, such as pathways to certifications and licenses for staff who commit to serving in public schools.
- Developing strong collaborative relationships with multidisciplinary teams.
- Developing robust monitoring systems to track student outcomes, teacher performance, and program effectiveness.
- Building relationships with families and community agencies can lead to increased and sustained participation.
- Online portals to house previously recorded and asynchronous training and materials for ongoing access to staff and families, including those new to the district.
- Sharing resources such as trainings, model classrooms, and templates across campuses improved the long-term impacts of programming.

Grant Competition 1: 2022-2024

- ESC Region 13 was awarded administrative grants from the same source of funds, as allowed by the authorizing statute. This grant funding was used to administer a grant competition in Spring 2022.
- 78 applications were submitted by Texas LEAs.
- 38 LEAs, 48.72% of all applications, were awarded grant funds.
- 14 of the 38 awarded applications, 36.84%, were individual applications.
- 24 of the 38 awarded applications, 63.16%, were collaborative applications, which included two or more LEAs.
- Awarded collaborative applications represented 70 LEAs.
- A total of 108 LEAs were impacted by funding.

Total \$ Amount Requested	\$88,394,093.28
Total \$ Amount Awarded- Both Years	\$60,219,581.00
Year 1 \$ Awarded	\$32,953,981.00
Year 2 \$ Awarded	\$27,265,600.00
Total Amount Requested by Those Awarded	\$60,219,576.17
Average Amount Requested on All Applications	\$1,133,257.61
Difference Between Total Requested and Total Awarded for All Applications	\$28,174,517.11
Percent Difference Between Total Requested and Total Awarded for All Applications	68.12%

Information for Applicants Designated as Small (S), Rural (R), or Small/Rural (SR):	
Number of Fiscal Agent Applicants	19
Percentage of Fiscal Agent Applicants	24%
Number of Awards to Fiscal Agent Applicants	7
Percentage of Awards to Fiscal Agent Applicants	9%
Grant Impact for Applicants Designated as Small (S), Rural (R), or Small/Rural (SR)*:	
Number of Students with Autism Directly Impacted in Fiscal Agents	955
Number of Educators Directly Impacted in Fiscal Agents	801
Number of Special Educators Directly Impacted in Fiscal Agents	193
Number of General Educators Directly Impacted in Fiscal Agents	190
Number of Paraprofessionals Directly Impacted in Fiscal Agents	244
Number of Related Service Providers Directly Impacted in Fiscal Agents	61

*As reported by Fiscal Agents coded as S, R, or SR. This total may include student data from member districts of collaborative grants (i.e., Shared Service Arrangement (SSAs)), which are not classified as S, R, or SR.

Number of Students with Autism Directly Impacted by Grant Programming - Total	17,516
Number of Students with Autism in Early Childhood Special Education (ECSE) and/or Pre-Kindergarten (PK)	3,319
Number of Students with Autism in Elementary	9,476
Number of Students with Autism in Secondary	4,349
Number of Students with Autism in 18+	372
Number of Students with Individualized Education Programs (IEPs) Directly Impacted by Grant Programming - Total	45,392
Number of Students with IEPs in ECSE and/or PK	5,057
Number of Students with IEPs in Elementary	21,480
Number of Students with IEPs in Secondary	17,781
Number of Students with IEPs in 18+	1,074
Number of Special Education Teachers Impacted by Grant Programming - Total	3,976
Number of Special Education Teachers in ECSE and/or PK	534
Number of Special Education Teachers in Elementary	1,600
Number of Special Education Teachers in Secondary	1,734
Number of Special Education Teachers in 18+	108

Number of General Education Teachers Impacted by Grant Programming - Total	3,937
Number of General Education Teachers in ECSE and/or PK	401
Number of General Education Teachers in Elementary	2,711
Number of General Education Teachers in Secondary	822
Number of General Education Teachers in 18+	3
Number of Paraprofessionals Impacted by Grant Programming - Total	4,157
Number of Paraprofessionals in ECSE and/or PK	788
Number of Paraprofessionals in Elementary	1,976
Number of Paraprofessionals in Secondary	1,212
Number of Paraprofessionals in 18+	181
Number of Related Service Providers Impacted by Grant Programing - Total	1,541
Number of Campuses Impacted by Grant Programming - Total	991

Grant Competition 2: 2023-2024

- In Spring 2023 another grant competition was administered by ESC Region 13 to award the remaining grant funds of approximately \$8,000,000 in a one-year grant to LEAs.
- 78 Applications were submitted by Texas LEAs.
- 17 LEAs, 21.79% of all applications, were awarded grant funds.
- 9 of the 17 awarded applications, 52.94%, were individual applications.
- 8 of the 17 awarded applications, 47.06%, were collaborative applications, which included two or more LEAs.
- Awarded collaborative applications represented 13 LEAs.
- A total of 30 LEAs were impacted by funding.

Total \$ Amount Requested	\$34,546,920.56
Total \$ Amount Awarded	\$8,460,419.00
Year 1 \$ Awarded	n/a
Year 2 \$ Awarded	\$8,460,419.00
Total Amount Requested by Those Awarded	\$9,492,592.90
Average Amount Requested on All Applications	\$442,909.24
Difference Between Total Requested and Total Awarded for All Applications	\$25,024,326.66
Percent Difference Between Total Requested and Total Awarded for All Applications	24.49%

Information for Applicants Designated as Small (S), Rural (R), or Small/Rural (SR):

Number of Fiscal Agent Applicants	15
Percentage of Fiscal Agent Applicants	19%
Number of Awards to Fiscal Agent Applicants	1
Percentage of Awards to Fiscal Agent Applicants	1%

Grant Impact for Applicants Designated as Small (S), Rural (R), or Small/Rural (SR)*:

Number of Students with Autism Directly Impacted in Fiscal Agents	94
Number of Educators Directly Impacted in Fiscal Agents	85
Number of Special Educators Directly Impacted in Fiscal Agents	26
Number of General Educators Directly Impacted in Fiscal Agents	16
Number of Paraprofessionals Directly Impacted in Fiscal Agents	18
Number of Related Service Providers Directly Impacted in Fiscal Agents	14

*As reported by Fiscal Agents coded as S, R, or SR. This total may include student data from member districts of collaborative grants (i.e., SSAs), which are not classified as S, R, or SR.

Number of Students with Autism Directly Impacted by Grant Programming - Total	6,967
Number of Students with Autism in ECSE and/or PK	1,234
Number of Students with Autism in Elementary	3,647
Number of Students with Autism in Secondary	2,043
Number of Students with Autism in 18+	43
Number of Students with IEPs Directly Impacted by Grant Programming - Total	17,051
Number of Students with IEPs in ECSE and/or PK	2,005
Number of Students with IEPs in Elementary	9,072
Number of Students with IEPs in Secondary	5,876
Number of Students with IEPs in 18+	98
Number of Special Education Teachers Impacted by Programming - Total	1,030
Number of Special Education Teachers in ECSE and/or PK	202
Number of Special Education Teachers in Elementary	498
Number of Special Education Teachers in Secondary	315
Number of Special Education Teachers in 18+	15

Number of General Education Teachers Impacted by Programming - Total	1,099
Number of General Education Teachers in ECSE and/or PK	177
Number of General Education Teachers in Elementary	633
Number of General Education Teachers in Secondary	289
Number of General Education Teachers in 18+	0
Number of Paraprofessionals Impacted by Programming - Total	1,629
Number of Paraprofessionals in ECSE and/or PK	341
Number of Paraprofessionals in Elementary	810
Number of Paraprofessionals in Secondary	454
Number of Paraprofessionals in 18+	24
Number of Related Service Providers Impacted by Programming - Total	299
Number of Campuses Impacted by Grant Programming - Total	391

Combined Grant Impact Information

Fiscal Agent Grantees in Region	Number of Students with Autism Impacted by Grant in Region (as reported by fiscal agent grantee)
Region 1: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 8,990	
IDEA PUBLIC SCHOOLS	880
DONNA ISD	276
SOUTH TEXAS ISD	73
Subtotal: 1,229	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 13.67%	
Region 2: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 1,991	
CORPUS CHRISTI ISD	601
Subtotal: 601	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 30.19%	
Region 3: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 742	
VICTORIA ISD	284
Subtotal: 284	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 38.28%	

Fiscal Agent Grantees in Region	Number of Students with Autism Impacted by Grant in Region (as reported by fiscal agent grantee)
Region 4: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 31,363	
ALIEF ISD	427
CLEAR CREEK ISD	553
PASADENA ISD	1,654
SANTA FE ISD	94
STAFFORD MSD	66
ALDINE ISD	1173
COLUMBIA-BRAZORIA ISD	63
DEER PARK ISD	1,000
FRIENDSWOOD ISD	758
HITCHCOCK ISD	139
HOUSTON ISD	2,635
WALLER ISD	124
Subtotal: 8,686	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 27.70%	
Region 6: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 4,637	
THRIVE CENTER FOR SUCCESS	105
Subtotal: 105	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 2.26%	

Fiscal Agent Grantees in Region	Number of Students with Autism Impacted by Grant in Region (as reported by fiscal agent grantee)
Region 7: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 3,680	
HUDSON ISD	27
TYLER ISD	369
Subtotal: 396	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 10.76%	
Region 8: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 1,097	
PLEASANT GROVE ISD	30
CHISUM ISD	20
TEXARKANA ISD	439
Subtotal: 489	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 44.58%	
Region 10: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 24,665	
ANNA ISD	84
FRISCO ISD	916
GRAND PRAIRIE ISD	607
INTERNATIONAL LEADERSHIP OF TEXAS	130
KEMP ISD	31
MESQUITE ISD	244

Fiscal Agent Grantees in Region	Number of Students with Autism Impacted by Grant in Region <i>(as reported by fiscal agent grantee)</i>
RICHARDSON ISD	727
SHERMAN ISD	162
WYLIE ISD	829
Subtotal: 3,730	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 15.12%	
Region 11: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 13,979	
DENTON ISD	164
FORT WORTH ISD	367
LAKE DALLAS ISD	101
NORTHWEST ISD	563
SANGER ISD	22
Subtotal: 1,217	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 8.71%	
Region 12: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 3,743	
CORSICANA ISD	259
WACO ISD	47
TEMPLE ISD	225
Subtotal: 531	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 14.19%	

Fiscal Agent Grantees in Region	Number of Students with Autism Impacted by Grant in Region (as reported by fiscal agent grantee)
Region 13: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 8,676	
BASTROP ISD	200
GEORGETOWN ISD	993
HAYS CISD	321
ROUND ROCK ISD	1,071
LEANDER ISD	2,070
NEW BRAUNFELS ISD	339
Subtotal: 4,994	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 57.56%	
Region 14: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 1,210	
JIM NED CISD	135
Subtotal: 135	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 11.16%	
Region 15: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 691	
BALLINGER ISD	27
BROWNWOOD ISD	120
Subtotal: 147	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 21.27%	

Fiscal Agent Grantees in Region	Number of Students with Autism Impacted by Grant in Region (as reported by fiscal agent grantee)
Region 18: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 1,366	
ECTOR COUNTY ISD	528
Subtotal: 528	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 38.65%	
Region 19: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 3,147	
CLINT ISD	163
Subtotal: 163	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 5.18%	
Region 20: Total Number of Students with Autism as Primary Eligibility in Region - PEIMS: 10,574	
NORTH EAST ISD	293
PROMESA ACADEMY CHARTER SCHOOL	32
SCHERTZ-CIBOLO-U CITY ISD	429
SAN ANTONIO ISD	494
Subtotal: 1,248	
Percentage of Students with Autism as Primary Eligibility In Region Impacted by Grant Funds: 11.80%	

Totals:

Total Number of Students with Autism as Primary Eligibility in Texas - PEIMS	125,189
Total Number of Students with Autism Impacted by Grant in Texas (as reported by fiscal agent grantee)	24,483
Total Percentage of Students with Autism as Primary Eligibility In Texas Impacted by Grant Funds	19.56%

PROGRAMMING SUMMARIES:

2022-2024 Grantees:

Region	LEA/Fiscal Agent (FA)	Collaborating Districts	Programming Summary*	Outcome Summary*
1	IDEA Public Schools		Grant included 6 regions in Texas. <ul style="list-style-type: none"> • Behavior coaching by BCBAs • Built capacity through in district RBT program • Implemented new data collection system • Sensory Integration • Transition services • Social skills support • Parent/Teacher Trainings 	Completed 13 more staff trainings than previous school year. Completed 9 more parent trainings than previous school year. Increased training participants by nearly 300. RBTs increased by 11.
2	Corpus Christi ISD		Expanded student transition services into the elementary level, including ECSE.	100% of teachers reported student increases across all curriculum domain scores.
3	Victoria ISD		<ul style="list-style-type: none"> • Focused on transition services at different levels: <ul style="list-style-type: none"> » ECSE to Kindergarten/1st Grade » Elementary to Middle School » Middle School to High School » High School to Post-Secondary Life • Social skills programming. • Professional development with hands-on learning related to inclusive practices for students with autism. • Developed a parent, school, and community support system preparing students with autism for lifelong success. 	62 total staff members participated in RBT Training for the 22-24 grant cycle. RBT training provided to special education instructors and paraprofessionals.
4	Houston ISD		<ul style="list-style-type: none"> • Staff training and coaching, including in-class support, on structured teaching strategies, Applied Behavior Analysis (ABA), and EBPs for students with autism. • Classroom training sites for ECSE teachers and teachers of students with autism and significant cognitive disabilities. • Held district wide parent summits where parents received focused information on autism and related topics. 	Developed individualized visual schedules for 11 classrooms. Developed work systems in 10 classrooms. Established routines with visual supports across all 20 classrooms. 40 teachers participated in Structured Teaching Strategies training.

*Not an exhaustive list of programming or data outcomes from each grantee.

4	Hitchcock ISD	Greater Gulf Coast Cooperative for Special Education (GGCCSE): Damon ISD, Danbury ISD, Needville ISD	<ul style="list-style-type: none"> Expanded and replicated successful elementary school programming for students with autism to secondary grade levels. Differentiated programming for students with autism with higher and lower support needs. Completed training and monthly coaching for educators on EBP implementation. Teachers participated in a PLC using TEA's Autism Mentoring Guides on Texas SPED Support. Trained general education teachers on strategies to support students with autism. Implemented a social skills curriculum in collaboration with SLPs. Collaborated with transition specialists to identify curricula that prepare high school and 18+ students for post-secondary educational and employment opportunities. Created a calendar of training for parents using free online courses from Texas SPED Support. 	Structured teaching and behavior intervention scores increased from baseline across all classrooms when scored on a FOI rubric.
4	Columbia-Brazoria ISD		<ul style="list-style-type: none"> Created structured learning classrooms at the elementary level. Programming targeted the transition to adulthood classroom at high school level. Provided intensive professional development with coaching to teachers. Hosted parent training nights. 	100% of students assessed showed progress in social skills, language, communication, and independence.
4	Aldine ISD	Brenham ISD, College Station ISD, Conroe ISD, New Caney ISD, Tomball ISD	<ul style="list-style-type: none"> Provided social skills instruction to students with autism, including through the use of interactive simulation devices. Provided tablets for communication to students with autism. Provided training to parents on social skills instruction and behavior interventions. 	<p>Increase from teacher baseline of 29% to 88% for assessment on knowledge of verbal behavior.</p> <p>Total of 90 new participants from 4 districts attended training.</p> <p>Over 150 teachers and district staff received training on verbal behavior.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

4	Waller ISD		<ul style="list-style-type: none"> • Provided coaching and training to teachers and paraprofessionals on the implementation of ABA practices. 	<p>92% of students made progress on IEP goals related to behavior.</p> <p>98% of students made progress on IEP goals related to communication.</p> <p>80% of students made progress on IEP goals related to social skills.</p> <p>9 students with autism increased their time in the general education setting.</p>
4	Friend- swood ISD	Alvin ISD, Pearland ISD	<ul style="list-style-type: none"> • Partnered with Center for Autism and Developmental Disabilities at the University of Houston - Clear Lake for training and support. • Started a collaborative day school for students to receive intensive support locally. • Implemented parent training in partnership with community agencies, connecting families with resources. 	50% of the students that participated in the day school have been able to return to a traditional home-zoned school. Many of these students have not been in a traditional school for many years.
4	Deer Park ISD	La Porte ISD, Goose Creek CISD	<ul style="list-style-type: none"> • Provided professional development on implementing EBPs. • Provided monthly coaching for new teachers. • Trained general education teachers on foundational strategies to support students with autism. • Used interactive technology to implement curriculums focused on improving social, emotional, and behavioral skills with an emphasis on skill generalization across different environments. • Provided parent training on the use of EBPs. 	100% of assessed students demonstrated progress in language, communication, and independence.
6	Thrive Center for Success	Sam Hous- ton State University Charter School	<ul style="list-style-type: none"> • Provided opportunities for qualified RBTs to become teachers and supported paraprofessionals in becoming RBTs. • Showcased at CABAS conference as model and attendees toured campus. • Used regular data collection on student progress to make informed decisions. • Ensured FOI by measuring the frequency of certain teacher-student interactions during instruction. 	<p>Over 80% of teachers rated growth in their ability to teach students with autism as average to high value.</p> <p>100% of surveyed parents reported their students have shown academic progress.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

7	Hudson ISD		<ul style="list-style-type: none"> • Specific training provided to professional/support staff. • Implemented rigorous student data collection systems. • Structured classrooms to support the use of EBP's. • Held monthly autism parent nights to incorporate parent and community engagement. 	<p>80% of students made an increase in independence.</p> <p>80% of students made improvements in areas such as: attention to task, self regulation, task completion/compliance.</p>
8	Texarkana ISD	Liberty-Eylau ISD, Redwater ISD, Maud ISD, New Boston ISD, Avery ISD, Dekalb ISD, Hooks ISD, Leary ISD, Malta ISD, Red Lick ISD, Simms ISD	<ul style="list-style-type: none"> • Partnered with Texas Tech University's Burkhart Center to deliver essential training on EBPs. • Impacted families through events such as family nights, summer camps, resource fairs, and other community events. • Provided programming related to transition planning, job coaching, and in-home and community-based training. 	<p>6 family meetings were held.</p> <p>20 of 25 students with autism no longer needed direct support from behavior staff.</p> <p>113 students enrolled in summer camp to work on social skills, self-regulation, and communication.</p>
8	Pleasant Grove ISD		<ul style="list-style-type: none"> • Implemented new curriculum for students with autism focused on teaching language and independence across school, community, and vocational settings. • Provided an online portal of caregiver trainings and offered caregiver coaching sessions to follow-up in-person trainings. • Provided training to staff on implementing EBPs. 	<p>Elementary teachers demonstrated an average increase of over 39% on FOI for EBPs in the classroom.</p> <p>Data collection at the end of grant reported that 90% of students independently check and follow schedules with minimal teacher prompting.</p>
10	Mesquite ISD	Garland ISD	<ul style="list-style-type: none"> • Developed district-wide coaches who provided ongoing teacher support. • Provided training to teachers and administrators on EBPs. • Developed training sites to serve as models for implementing EBPs across the district. • Implemented new curriculum for students with autism focused on teaching language, social skills, and independence across school, community, and vocational settings. • Added support for caregivers through tools, training, and support for generalization and maintenance of skills in the community and in the home. 	<p>100% of EBP workshop participants reported an increase in their knowledge and skills in working with students with autism.</p> <p>100% of participants in caregiver training sessions reported they had increased knowledge and skills in working with their child.</p> <p>100% of participants agreed the workshop content reflected things that were important to their family to help their child learn.</p> <p>100% of participants felt they were better prepared to meet the needs of their child.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

10	Sherman ISD	Denison ISD, Lovejoy ISD	<ul style="list-style-type: none"> Developed a model program focused on EBPs for students with autism, using district staff and teachers as coaches. Implemented new social skills curriculum for students. Training available for all staff in visual supports, behavior management tools, and self-monitoring tools. Training and consultation provided to teachers PK-18+ on EBPs and curricula. 	<p>Data reported gains of 41% for students at the elementary level and over 47% for students at the secondary level across all curriculum areas.</p> <p>Staff reported that 87% of students made progress following one-step directions.</p> <p>Overall FOI increased in 77% of elementary teachers and 45% of secondary teachers.</p> <p>When surveyed, 100% of staff reported that they felt more confident using EBPs as a result of their participation in the project.</p>
10	Anna ISD	Melissa ISD	<ul style="list-style-type: none"> Implemented assessment and curriculum that focused on language, communication, and behavioral needs for students with autism. Conducted EBP implementation workshops for staff with follow-up coaching. 	<p>Average of 31% student gains across all curriculum areas for elementary students.</p> <p>Average of 49% student gains across all curriculum areas for secondary students.</p> <p>Staff reported that 100% of students made progress in math tasks such as matching skills, number recognition, and math activities/problems.</p> <p>Increase in FOI by over 90% for teachers implementing social skills instruction.</p> <p>100% of staff reported feeling more confident in using EBPs for students with autism.</p>
10	Wylie ISD	Plano ISD, Highland Park ISD	<ul style="list-style-type: none"> Implemented curriculum focused on language, communication, social skills, and independence across all grade levels. Hands-on training on EBPs and curriculum was provided to teachers and paraprofessionals during Extended School Year (ESY) in a model classroom. 	<p>95% of students at the elementary level demonstrated gains across all curriculum areas.</p> <p>Staff reported that 100% of students made progress following one-step directions.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

				<p>78% of elementary teachers and over 61% of secondary teachers demonstrated gains in FOI.</p> <p>100% of staff reported that they felt more confident in using evidence-based strategies because of their participation in the project.</p> <p>100% of staff reported that communication with families on social, academic, and behavioral needs of their children has improved.</p>
10	Grand Prairie ISD	Newman International Academy of Arlington	<ul style="list-style-type: none"> Utilized TEA's Autism Mentoring Guides from Texas SPED Support. Expanded use of curricula to reach elementary through 18+. Developed sensory-motor curriculum. Provided staff training on sensory motor supports. Developed push-in art enrichment program. Held community engagement opportunities, such as recorded holiday at-home ideas, support groups, respite nights, and other activities. 	<p>Organized 91 community engagement events across both years of the grant.</p> <p>Literacy rates among students with autism served in general education rose 7.56%.</p> <p>Average growth on an assessment of learning and language milestones was 61%.</p> <p>17.22% of elementary students improved in one or more areas on social skills assessment.</p> <p>Established a mentorship program using TEA's Autism Mentoring Guides.</p>
10	Frisco ISD		<ul style="list-style-type: none"> Trained staff on EBPs and curricula. Trained administrators on programming and resources to better support staff and students on their campuses. District coaches received additional training and support to help build capacity in expanding implementation districtwide. Caregiver trainings were held throughout the year which provided supports to families of students across all ages and settings. Created model sites. 	<p>79% of elementary students demonstrated progress on all curriculum areas.</p> <p>34% of secondary students demonstrated progress on all curriculum areas.</p> <p>Staff reported 100% of students made progress in receptive and expressive language.</p> <p>Average of 52% improvement in staff FOI.</p> <p>100% of staff reported that they felt more confident in using evidence-based strategies.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

10	Kemp ISD	Winnsboro ISD, Como-Pickton CISD	<ul style="list-style-type: none"> • Provided training and coaching on EBPs, social skills and emotional regulation curriculum, pre-academic curriculum, and functional routines curriculum. • Inter-district caregiver training sessions were provided on using visuals effectively and creating routines at home and in the community. • Focused on emotional regulation needs at elementary level. 	<p>Over 86% of secondary students demonstrated progress across all curriculum areas.</p> <p>100% of students made progress following one-step directions.</p> <p>83% increase in FOI for elementary teachers.</p> <p>62% increase in FOI for secondary teachers.</p> <p>100% of staff reported that they felt more confident in using EBPs.</p>
10	Sanger ISD	Aubrey ISD, Krum ISD, Pilot Point ISD, Ponder ISD	<ul style="list-style-type: none"> • Developed centralized community-based 18+ program for 5 co-op member districts. • Held Transition Information Nights for parents/families. • Developed a social group for older teens/adults with disabilities. • Provided training for teachers, staff, and families on EBPs. 	<p>Students demonstrated progress on independent living skills, vocational goals, functional communication, and community-based learning.</p> <p>Students decreased need for prompting across multiple areas.</p> <p>Students increased their time spent in community learning settings by 50%.</p> <p>Over 40 families attended transition focused meetings held by the district.</p>
11	Denton ISD		<ul style="list-style-type: none"> • Focused on increasing FOI for EBPs. • Expanded specialized communication programming to 4 more classrooms. • Provided teacher and paraprofessional training on EBPs and the Autism Supplement. • Provided intensive Saturday Parent Academy sessions. • Staff completed RBT training. 	<p>Decreased behaviors disruptive to the classroom.</p> <p>Staff reported improvements in students' functional communication.</p> <p>Staff reported significant improvement in successful field trips for students.</p>
12	Corsicana ISD	Blooming Grove ISD, Dawson ISD, Dew ISD, Fairfield ISD, Frost ISD, Kerens ISD, Mildred ISD, Rice ISD, Wortham ISD	<ul style="list-style-type: none"> • Partnered with Texas A&M University-Commerce. • Trained teachers how to use multiple assessments for their students. • Trained educators and families of students with autism to use EBPs. • Established regional Communities of Practice to promote sustainability and scalability of the program activities through an online repository. 	<p>23% increase of students performing consistently with same-aged peers from baseline on adaptive behavior skills.</p> <p>16% increase of students performing consistently with same-aged peers from baseline on adaptive behavior skills.</p>

				<p>line on social and emotional regulation skills.</p> <p>299 unique educators (72 special education teachers, 87 general education teachers, 108 paraprofessionals, and 32 related service providers and other staff) attended Autism Academy.</p> <p>58 special education teachers took part in ongoing training on assessment, data based decision making, and EBPs.</p> <p>Approximately 46 hours of 1:1 behavioral and instructional coaching sessions were delivered in 2023-2024 school year.</p>
12	Temple ISD		<ul style="list-style-type: none"> Partnered with Baylor University for teacher/parent training and mentoring of teachers and paraprofessionals. Built home to school connection with parents by providing sensory nights. Developed interactive sensory spaces. Developed indoor and outdoor motor labs and a simulated home environment for students to work on daily living skills. 	<p>18 caregivers attended district-sponsored family nights with their students.</p>
13	Bastrop ISD	McDade ISD	<ul style="list-style-type: none"> Staff received social skills curriculum and training. Provided ongoing training, coaching, and modeling to staff for implementation of curriculum and EBPs. Provided parent/caregiver Coffee Connections, which included training with time to create supports for home, as well as access to recorded trainings. Provided targeted sensory interventions to students to enhance participation in general education settings. 	<p>11 sets of families attended the last training meeting in April 2024.</p> <p>Students demonstrated significant gains across all curriculum areas at both elementary and secondary levels.</p> <p>Many students in the data sample from End of Year (EOY) assessments demonstrated significant learning needs and improvement was documented for each skill type across various students in both districts.</p> <p>Teacher FOI of EBPs increased throughout the course of the grant.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

13	Hays CISD	Dripping Springs ISD, San Marcos CISD, Lockhart ISD	<ul style="list-style-type: none"> Implemented social skills curriculum in all 4 districts. Provided professional development to staff in model training sites during ESY. Aligned parent training with EBPs and curriculum by providing caregiver training sessions and sharing home supports to support generalization. Developed and extended model sites and classroom coaches throughout multiple districts. 	<p>Over 60% of elementary students demonstrated gains across all curriculum areas.</p> <p>Over 25% of secondary students demonstrated gains across all curriculum areas.</p> <p>26% of elementary teachers and over 35% of secondary teachers demonstrated a gain in overall FOI.</p>
13	Leander ISD	Liberty Hill ISD	<ul style="list-style-type: none"> Provided caregiver trainings, events, newsletters, and workshops, as well as established an online Parent Meeting Archive for access to past presentations. Provided training and coaching to teachers and paraprofessionals on ABA, transitions, assessments, and curricula. Expanded visual support libraries for teachers, which provided ready-to-use materials produced by 18+ students. Developed self-determination kits for use across all grade levels. Installed communication boards in common areas to support students with complex communication needs. Expanded Visual Supports in Transition (VISIT) to elementary students. 	<p>Over 700 total staff trained.</p> <p>Pre/Post tests showed a 21% overall increase of staff skills related to verbal behavior.</p> <p>92% of participants indicated their knowledge of training and assessing functional living skills was greatly improved.</p> <p>95% of participants indicated their knowledge in the area of generating interventions (EBPs) greatly improved.</p> <p>23% increase in students participating in their own ARD meetings.</p>
13	New Braunfels ISD	North East ISD, Marion ISD	<ul style="list-style-type: none"> Focused on enhancing assessment practices. Provided research-based staff development and on-site coaching. Provided caregiver training and resources. 	<p>Significant improvements reported in student behavior, communication, and functional skills.</p> <p>Increase in teacher and parent satisfaction.</p> <p>Many students successfully transitioned to general education classrooms with appropriate support.</p> <p>85% of students reduced the frequency of behaviors by more than 25%.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

13	Georgetown ISD	Belton ISD, Salado ISD	<ul style="list-style-type: none"> Established sensory rooms, corners, and kits equipped with tools for students in the areas of executive functioning, emotional regulation, and self-advocacy on all campuses. Conducted training sessions on EBPs, including TEA's online courses on EBPs for autism. Held parent learning nights where parents were provided with a "parent kit" containing premade tools and supports to apply at home, helping them reinforce strategies learned during the events. Provided technology supports such as AAC devices, portable communication tools, and interactive panels. Expanded community-based instruction (CBI) to all ages. 	<p>Belton ISD Autism Training for 200 staff members.</p> <p>Salado ISD Autism Training for 48 general education teachers.</p> <p>Salado ISD ABA Training for 15 special education teachers.</p> <p>Georgetown ISD Parent Training for 38 parents.</p> <p>Belton ISD Parent Training for 53 parents and 51 students.</p> <p>ESC Region 12 provided training on AAC and autism to over 100 staff.</p> <p>Training provided to 200 para-professionals and 50 transportation staff.</p> <p>5 special education bus drivers and monitors were provided additional training for specific students.</p>
14	Jim Ned CISD	Taylor-Callahan Education Cooperative (TCEC): Baird ISD, Clyde CISD, Eula ISD, Merkel ISD, Trent ISD	<ul style="list-style-type: none"> Implemented ToT model for training teachers. Utilized RBTs to train staff in areas of identified need, such as behavior supports. Created training portfolio for staff that housed group trainings, staff reflections on trainings, and information on areas of need for future trainings. Held monthly parent training on identified needs, such as behavior supports. 	<p>16 out of 29 students moved into a less restrictive environment.</p> <p>Provided a total of 21 staff trainings.</p> <p>95.7% of staff reported that the grant programming was showing benefits to their students with autism.</p> <p>100% of staff reported that the grant programming was showing benefits to general education students and special education students without autism.</p>
15	Brownwood ISD		<ul style="list-style-type: none"> Focused on inclusion practices by training general education staff to have a greater understanding of how to work with students with autism. 	<p>Over 609 students directly impacted by grant programming.</p> <p>Teachers completed over 756 hours of online training through Texas SPED Support.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

			<ul style="list-style-type: none"> Partnered with ESC Region 15 to facilitate a special populations parent night. Utilized social media and district website to communicate educational opportunities for families. 	Trained 489 educators on supporting students with autism.
15	Ballinger ISD	Coleman ISD, Winters ISD, Miles ISD	<ul style="list-style-type: none"> Created a program to provide direct instruction on social and emotional regulation skills to all students during Physical Education (PE). Provided professional development for educators and support staff on topics such as autism awareness and acceptance, effective instructional strategies for students with autism, behavior management, and creating inclusive PE environments. 	<p>25% improvement in motor skills for students.</p> <p>35% decrease in time spent on the sidelines during PE due to behavior.</p> <p>50% increase in student participation during PE sessions.</p>
18	Ector County ISD	Midland ISD, Big Spring ISD	<ul style="list-style-type: none"> Purchased materials for structured classrooms. Provided communication devices for students with autism. Utilized TEA's Rubric of Effective Practices for Students with Complex Access Needs to measure FOI. Collaborated on staff training with ESC Region 18. 	<p>Provided trainings focused on AAC for nonverbal students, creating supportive learning environments, adapting academics, and positive behavior support.</p> <p>Training attendance ranged from 31 to over 250.</p> <p>30% increase in the use of EBPs in the classroom setting.</p> <p>Restructured 84 classrooms across the three districts to increase the use of EBPs and create environments conducive to learning.</p> <p>The percentage of students meeting their IEP goals in academic subject areas rose by 16% from the prior year of the grant.</p>
19	Clint ISD		<ul style="list-style-type: none"> Provided Campus Autism Leads (CALs) at 14 campuses to provide training for staff, administrators, and students in the area of autism. Utilized district autism teams (Autism Strategists, Special Education Director, Assistant Directors, and Special Education Coordinator) to support CALs at the campus level. Held family nights to share resources, provide trainings, and facilitate make and takes for families. 	<p>Provided a total of 18 Family Resource Nights to parents and students with autism.</p> <p>Developed a team of 7 staff members at the district level to support 14 campus autism teams.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

20	North East ISD	Marion ISD, New Braunfels ISD	<ul style="list-style-type: none"> Implemented a 30-day intensive transition program for students to receive direct instruction in areas of functional communication and routines. Identified 4 model sites for training. Provided training and coaching on EBPs to ECSE staff. Developed a school to home partnership with families across the district. 	<p>Students demonstrated an increase in scores when tested on social and emotional regulation skills.</p> <p>293 students with autism directly impacted by grant programming.</p>
20	San Antonio ISD	Military School Districts' Coop: Ft. Sam Houston ISD, Lackland ISD, Randolph Field ISD	<ul style="list-style-type: none"> Trained staff on behavior management, communication, and vocational skills for students aged 14-21 with autism. Provided trainings for uniformed personnel, which included San Antonio ISD police and San Antonio Police and Fire Departments. Established campus-based work centers where students with autism can practice vocational skills (e.g., coffee carts) and engage with neurotypical peers and the community. Utilized virtual reality for employment skill instruction and self-determination. 	<p>166 hours of professional development provided to staff, including a 32-hour summer training for 50 educators.</p> <p>Students improved assessment scores from baseline in the domains of vocation/transition, behavior, and communication.</p>
20	Promesa Academy Charter School		<ul style="list-style-type: none"> Trained teachers, paraprofessionals, and families on best practices for social skills, emotional regulation, and communication. Developed an Autism Support Chat for parents to share resources and recommendations. 	<p>32 students with autism directly impacted by grant programming.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

2023-2024 Grantees:

Region	LEA/Fiscal Agent (FA)	Collaborating Districts	Programming Summary	Outcome Summary*
1	Excellence In Leadership Academy	South Texas ISD	<ul style="list-style-type: none"> • Provided staff training on educating students with autism. • Provided coaching and support to classroom teams across campuses. • Provided training to parents on instructional practices and other areas of identified need. 	<p>115 staff from both LEAs completed the RBT online training.</p> <p>129 individuals were trained at autism community trainings.</p>
1	Donna ISD		<ul style="list-style-type: none"> • Collaborated with ESC Region 1 to provide professional development and training to special education staff. • Provided regular training and support for parents, including hosting the first annual autism fair. • Provided assistive technology, communication devices, sensory items, and instructional materials to students and staff. • Hosted a social skills summer camp for students with autism. 	<p>276 students with autism directly impacted by grant programming.</p>
4	Clear Creek ISD		<ul style="list-style-type: none"> • Extended RBT training to include all teachers, paraprofessionals, and special education staff who support specialized programs. • Paraprofessionals and teachers participated in a PLC with instructional specialist support through observation and coaching. • Provided training to all elementary special education program teachers to implement social and emotional regulation skills curriculum for students with autism. 	<p>127 K-5 special education paraprofessionals completed RBT training program.</p> <p>10% decrease in restraints.</p> <p>67% of paraprofessionals reported an increase in confidence and competence in inputting and utilizing data to manage student behaviors.</p>
4	Santa Fe ISD		<ul style="list-style-type: none"> • Staff, including administrators, received training and resources on EBPs. • Aligned classrooms to EBPs through a structured program outlining critical components of a classroom. • Classroom teachers implemented multiple formats of visual supports and communication systems. • Developed autism instructional coaches who provided ongoing monitoring and support through modeling, instructional materials/strategies, and training on implementation. 	<p>100% of classrooms implemented visual strategies and classroom schedules.</p> <p>94 students with autism were directly impacted by grant programming.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

			<ul style="list-style-type: none"> • Provided a series of 4 parent training courses for the topics of supporting challenging behavior, how students with autism process, perspective taking, and goal setting. • Provided the transportation department with training on how students with autism process information, and strategies to support their needs. 	
4	Pasadena ISD		<ul style="list-style-type: none"> • Provided training and coaching to different groups based on identified needs for each group (e.g., structured teaching, social skills, communication). • Trainings were provided to special education teachers, paraprofessionals, related service providers, general education teachers, and administrators. • Developed model classrooms for training. • Designated a specific campus to serve as a model sensory lab. • Developed a parent training resource bank. Parent resource meetings were completed in every district feeder pattern. 	<p>Provided 25 structured teaching trainings to administrators, special education coaches, special education and general education teachers, related services providers, and paraprofessionals.</p> <p>Established 6 model classrooms.</p> <p>Trained 58 teachers which included: co-teachers, resource teachers, and support facilitation teachers in social skills curriculum.</p> <p>24 campus-level parent trainings were provided as a result of this grant.</p>
4	Stafford MSD		<ul style="list-style-type: none"> • Autism specialist provided coaching and professional development to staff (Grades EE-12). • Created sensory rooms on all four campuses. • Autism specialist provided In-Home Training (IHT). 	<p>Disciplinary referrals for students with autism decreased by 45%.</p> <p>66 students with autism directly impacted by grant programming.</p>
4	Alief ISD		<ul style="list-style-type: none"> • Autism coaches served as a resource to all levels of tiered behavior support and met monthly. • Special education teacher cohorts gained expertise in behavioral interventions, data tracking and analysis, and peer to peer coaching. • Created safe spaces on campuses for students to address sensory needs and regulation. 	<p>A review of support requests through the Behavior Assistance for Special Education Students data showed a decrease of 14 requests for the 23-24 year compared to the 22-24 year.</p> <p>Overall suspensions decreased by 80, In School Suspensions decreased by 302, and Out of School Suspensions decreased by 145.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

				<p>427 students with autism directly impacted by grant programming.</p> <p>General education teachers increased FOI by 50% following coaching sessions.</p>
7	Tyler ISD	Prosper ISD	<ul style="list-style-type: none"> • Provided professional development with topics on EBPs for students with autism, inclusion supports, and curricula implementation. • Coaching was provided to ensure efficiency and collaboration in both districts. • Provided training on alignment of IEP goals with appropriate curriculum supports. • Established district coaches to provide ongoing support to educational teams with environmental arrangement and implementation of EBPs. 	<p>14 coaches have been identified in both districts (11 in Tyler and 3 in Prosper).</p> <p>Development in core academic areas has improved as evident in student progress in all domains reported from curriculum-aligned assessments.</p> <p>Teachers have shown measurable progress in implementing EBPs, as indicated by improvements on fidelity checklists compared to baseline data.</p> <p>369 students with autism directly impacted by grant programming.</p>
8	Chisum ISD		<ul style="list-style-type: none"> • Created a sensory room that provided a range of tools and strategies that students can use to regulate their emotions and behaviors, reducing the frequency and severity of meltdowns and other challenging behaviors. • The sensory room included social skills activities and opportunities for peer interaction. • The sensory room helped students focus and learn more effectively, leading to improved academic achievement. 	<p>20 students with autism directly impacted by grant programming.</p>
10	International Leadership Of Texas (ILTexas)	Austin Achieve Public Schools	<ul style="list-style-type: none"> • Established classroom model training sites on identified campuses across the charter. • Provided consistent support and training to classroom staff, administrators, and parents in order to foster a comprehensive approach of support. • Provided caregiver trainings (in person and virtual) that offered practical strategies and resources for home and community settings. 	<p>100% of parent workshop participants felt they had increased their knowledge and skills in working with their child.</p> <p>100% of parent workshop participants agreed that the content</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

			<ul style="list-style-type: none"> District coaches, alongside campus support teams, conducted hands-on coaching to ensure EBP FOI. 	<p>reflected things that were important to their family to help their child learn.</p> <p>100% of parent workshop participants felt they were better prepared to meet the needs of their child.</p> <p>96% of staff workshop participants felt they had increased their knowledge and skills in working with students with autism.</p> <p>100% of staff workshop participants agreed that the content reflected best practice for working with students with autism.</p> <p>100% of staff workshop participants felt they were better prepared to meet the needs of their students.</p>
10	Richardson ISD	Community ISD	<ul style="list-style-type: none"> Provided training, curriculum implementation, and hands-on coaching to staff members on EBPs for students with autism. All elementary specials teachers were trained on EBPs for students with autism and received a “student success kit” that contained items such as a first-then visual, token board, and visual schedule. Resource and inclusion teachers were provided with “student success kits.” Model training sites were maintained through the use of a program fidelity-checklist. Principals were trained on the fidelity checklist at the start of the year. Created a parent focus group to collaborate on parent training, collaboration, and communication planning. Parent training sessions included childcare, a Spanish interpreter, and the slide deck was translated into other languages. 	<p>40 parents attended the initial parent training session.</p> <p>17 Richardson ISD employees completed the RBT program.</p> <p>41% of students at the elementary level demonstrated progress across all curriculum areas.</p> <p>100% staff surveyed reported that they felt more confident in using evidence-based strategies as a result of their participation in the project.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

11	Northwest ISD	Kelle ISD, Eagle Mt-Saginaw ISD, Carroll ISD	<ul style="list-style-type: none"> • Provided comprehensive professional development, real-time coaching, and on-going technology-based support for curriculum implementation, as well as implementation of EBPs. • Established model classrooms and districtwide coaches at all age levels. • Provided transition staff with training on how to use EBPs to support school, community, and vocational routines. • Added support to caregivers through tools, virtual training resources, virtual workshops, and support for generalization and maintenance of skills in the community and home. 	<p>Staff reported that 100% of students made progress following one-step directions.</p> <p>Secondary teachers demonstrated a 51% gain in overall FOI.</p> <p>100% of staff surveyed reported that they felt more confident in using evidence-based strategies as a result of their participation in the project.</p>
11	Lake Dallas ISD	Grand Prairie ISD	<ul style="list-style-type: none"> • Provided professional development for teachers and paraprofessionals in EBPs through trainings, job-embedded coaching from specialists and BCBA's, and bi-weekly staff meetings. • Parents participated in regularly scheduled activities, including training of EBPs, collaboration with other parents, and sharing of community resources. • Teachers utilized innovative technology to support the explicit teaching and practice of IEP goals and to track data that assist teachers in instructional planning in order to improve student achievement outcomes. • Held in person and virtual family engagement monthly meetings. • Held 2 respite nights for families. 	<p>85% of students showed progress in areas such as: Communication, Behavior, and Time on Task.</p> <p>Data showed a decrease in behavior challenges and an increase in on-task behaviors.</p> <p>101 students with autism directly impacted by grant programming.</p>
11	Fort Worth ISD		<ul style="list-style-type: none"> • Provided students with communication devices and software. • Held monthly support group meetings for parents of students with autism. • Partnered with Texas Christian University's Burnett School of Medicine to support data collection and analysis. • Provided training on EBPs and curricula implementation to Reaching Independence through Structured Education (RISE)/ECSE teachers, including follow-up coaching. 	<p>Of a possible 242 professional development assignments, 170 (70%) were completed by staff.</p> <p>44 of 45 teachers recommended the training they received for new teachers.</p> <p>33 teachers rated the training as "really good" or "excellent."</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

12	Waco ISD	Lorena ISD, Midway ISD, Connally ISD, Burleson ISD	<ul style="list-style-type: none"> • Provided training and coaching to staff, including paraprofessionals and principals, on implementation of curriculum and the use of ABA strategies. • Developed model program sites where educational teams received in-class coaching and support. • Trained district coaches who provided ongoing support and coaching. 	<p>32% of students at the elementary level demonstrated gains across all curriculum areas.</p> <p>79% of students at the secondary level demonstrated gains across all curriculum areas.</p> <p>Staff reported that 75% of students made progress following simple directions.</p> <p>100% of staff reported that they were better prepared to address the learning and behavioral needs of students with autism.</p>
13	Round Rock ISD	Pflugerville ISD	<ul style="list-style-type: none"> • Conducted workshops for special education staff, general education staff, and paraprofessionals on EBPs. • Conducted a workshop for general education teachers on best practices for inclusion. • Provided coaching to staff on implementation of curriculum and EBPs. • Provided caregiver trainings with recorded trainings available to access. 	<p>Provided 19 EBPs workshops to elementary and secondary staff.</p> <p>166 staff across both districts actively utilize software resources provided under this grant.</p> <p>1,071 students with autism directly impacted by grant programming.</p>
20	Schertz-Cibolo-Universal City ISD		<ul style="list-style-type: none"> • Established instructional/behavior coaches. • Established instructional/behavior paraprofessionals who modeled and coached other paraprofessionals across the district. • Created sensory motor labs for students. • Trained and implemented curricula focused on social skills, independence, and emotional regulation. • Expanded programming to all grade levels, including secondary. • Developed asynchronous parent training on how to support their child during summer. • Held quarterly parent trainings which focused on support available through outside agencies, as well as post-secondary opportunities for students. 	<p>429 students with autism directly impacted by grant programming.</p> <p>145 special education teachers impacted by grant programming.</p> <p>176 paraprofessionals impacted by grant programming.</p>

*Not an exhaustive list of programming or data outcomes from each grantee.

Qualitative Information:

2022-2024:

“The ongoing staff training and support made possible by the grant has been invaluable.” **Columbia-Brazoria ISD Special Education Teacher**

“The teachers have a better understanding of how to manage difficult behaviors, so the need [for] referrals has decreased.” **Ballinger ISD Principal**

“We are so excited when you send us info about what our child is able to do and then when they come home it begins to transfer there and we see how much more independent our child is becoming.” **Temple ISD Parent**

“Our teachers have developed skills that allow them to properly redirect students in a positive manner. As [administrators], we can rely on our BCBA's expertise to address gaps in our behavior techniques that can be utilized campus wide. We have been able to roll out professional development sessions such as how to collect data for antecedent, behavior, and consequence in each classroom.” **IDEA Public Schools Principal**

“There is a sense of confidence and empowerment in our teachers this year as our regional behavior specialist has provided a wide variety of trainings and resources. Her presence in the classrooms has also helped create a strong relationship with teachers to better support the individual needs of our students. Teachers appear to be more intentional with their approaches in behaviors and classroom structure and routines. Greatly appreciative of the model this school year and the direct support to our special education team. The abundance of resources has been a huge help in addressing any issues that arise.” **IDEA Public Schools School Psychologist**

“One parent who attended our Sensory Movie Day reported that this was the first time her [child] had ever attended a movie in a theater due to her concerns about...sensitivity to sensory stimuli and his behavior. By engaging with the strategies provided during our Coffee Connections in conjunction with the tools provided at the theater, we were able to work together to help her son succeed and make this a positive experience for him. This mother was moved to tears by seeing her son enjoy the movie along with peers of the same age. Another parent who attended both of our Coffee Connections was very happy to share with us that her son's routine upon arriving home after school was dramatically improved by her and her husband implementing several of the strategies covered in the session. Upon his arrival home, they use a visual mood meter to check in and see how he's feeling. Based on that response he can choose from a predetermined list of activities to improve his mood before either of his parents attempt to engage him in significant conversation or request that he complete a specific task. Once he selects an activity, the parents use a timer to let him know how long he has on the activity and give him visual reminders prior to the time being up. All of these tools (mood meter, activity choice list, timer) were explicitly trained during Coffee Connections and parents were provided with materials to create and laminate the mood meters and lists.” **Bastrop ISD**

“Staff demonstrated strong implementation of the provided online resources. Over 203 staff members are active in accessing the online resources, downloading over 13,306 activities. These activities were used to support student generalization of skills learned throughout the day.” **Frisco ISD**

"The evidenced based practices [have] helped me survive this year, honestly! The first few weeks of school were very overwhelming and I wasn't sure what exactly to do. When I saw this class as an option, I signed up right away. The strategies I have learned have helped me so much. They have even helped me with some of my kids that aren't diagnosed, but have behavior problems." **Georgetown ISD 5th Grade Teacher**

"I have 2 co-teachers who are now RBT certified. It has been an extremely positive impact. I have more knowledge and access to resources to help my students across the board. Being a[n] RBT has given me the ability to help my students in the classroom. I'm still learning but I've already seen some changes." **IDEA Bluff Spring Special Education Team**

"Becoming an RBT has helped me tremendously with our students. I can assist the Teacher of Record more effectively when it comes to students with behavior issues." **IDEA Edinburg Special Education Co-Teacher**

"The Autism Grant was invaluable in helping us to build an environment where our scholars feel safe and are able to get their needs met. We were able to follow the guidance of behavioral professionals and make recommended purchases that have served as wonderful tools to help teach and to regulate behaviors, emotions, and reactions. It helped us to meet their many different types of needs, and to build different zones in our room that scholars can access and utilize for different purposes." **IDEA Burke Special Education Co-Teacher**

"The grant took care of many aspects that were not being taken care of before. For example, understanding and redirecting behaviors, data collection, observations and feedback every two weeks, sensory space planning, and resources for the classroom along with many other expertise areas that were shared. Not to mention ensuring our students met inclusion goals. This impact would not have been possible without this grant. Our district is fortunate to have received it." **IDEA McAllen Special Education Teacher**

"I receive weekly visits from my BCBA coach. Despite 15+ years teaching special education students, my teaching strategies, especially in social skills, have improved. My coach will provide me with small, but highly impactful, insights into how I can hone my social skills lessons to better benefit my students. She will also model these for me and my class, if needed." **IDEA Achieve Special Education Teacher**

"This is going so well that we are now having the [general education] peer buddies join us." **Georgetown ISD ILC (Intensive Learning Center) Middle School**

2023-2024

"The training was super helpful and provided guidance and provision for creating visual schedules and independent task box activities." **Fort Worth ISD Teacher**

"I learned a lot about how to best support my students with special needs and understand some of the things they do and need from me as their teacher." **Fort Worth ISD Teacher**

"I learned how important these skills are to helping students relate to themselves, their peers, and their environment." **Fort Worth ISD Teacher**

"I learned to create opportunities to communicate. It was fab[ulous] to have an SLP lead this training to go over low-tech and high-tech AAC, philosophy and rights of communication, then hone-in on LAMP (Language Acquisition through Motor Planning) with practice opportunities." **Fort Worth ISD Teacher**

"This series was some of the most helpful training I have had since I have been in the RISE program. Even though I am a little more seasoned than year 1, it still helped me immensely, and to have incentive to practice the things we learned was awesome." **Fort Worth ISD Teacher**

"This grant has enhanced our classrooms for our students with ASD [autism] with researched-based curriculum and interactive instruction that I have not seen before." **International Leadership of Texas (ILTexas) Behavior Specialist**

"In just a few months, I have already seen such significant changes in student performance in the area of communication and behavior." **ILTexas Special Education Instructional Coach**

"I truly enjoy attending the Virtual Autism Support Caregiver Information and Training Sessions. The training is very helpful and informative and helps me feel more confident in working with my child." **ILTexas Parent**

"Our restraints have reduced almost 10% in the fall semester after RBT training as compared to the same time period last year. So, this tells us that the frequency/intensity of escalations requiring restraints have decreased." **Clear Creek ISD Administrator**

"I am seeing an increase in language in our students. It has also enhanced my own level of education on evidence-based strategies where I feel more prepared in how I support." **ILTexas Behavior Specialist**

"This year so far, the grant work has impacted my teaching in a big way. It has improved my teaching especially with my non-verbal students. They have grown with how they communicate with adults tremendously due to the program and are becoming more independent as well." **ILTexas Special Education Teacher**

