

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Autism		
Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Edinburg CISD	108904		
Vendor ID #	ESC Region #		
078485455	01		
Mailing address	City	State	ZIP Code
411 N. 8 th Ave	Edinburg	TX	78541

Primary Contact

First name	M.I.	Last name	Title
Yvette		Vela	Grant Development Specialist
Telephone #	Email address		FAX #
956-289-2300	Yvette.vela@ecisd.us		956-386-0915

Secondary Contact

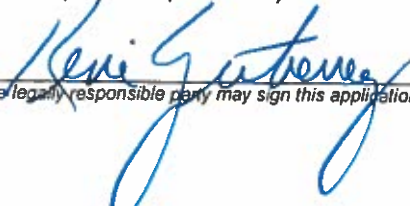
First name	M.I.	Last name	Title
Alida		Suarez	Special Education Director
Telephone #	Email address		FAX #
956-289-2300	a.suarez@ecisd.us		956-385-3345

Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Rene		Gutierrez	Superintendent of Schools
Telephone #	Email address		FAX #
956-289-2300	Rene.gutierrez@ecisd.us		956-383-3576
Signature (blue ink preferred)		Date signed	


3/6/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	*See important note for competitive grants	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
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 grant 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 that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with autism.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
12.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 108904

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 108904		Amendment # (for amendments only):		
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Edinburg CISD is requesting funding for the Services to Autism grant in order to provide innovative services to students with autism. Our proposed program meets or exceeds the program description of the RFP in the following ways. First, we are requesting funds to implement an aggressive, early, and comprehensive intervention program that uses evidence-based and researched-based practices through purpose-built social, humanoid, facially expressive robot, Milo, to deliver developmental instruction modules with over 130 lessons that teach critical social, emotional, behavioral and communicative skills for Autism Spectrum Disorder (ASD) children from ages 3 through 9. The benefits of this grant is that it will service Sixteen (16) Edinburg CISD's elementary school Autistic and early intervention students between the ages of 3 and 9 years of age who are enrolled in the third (3rd) grade or a lower grade level. Edinburg CISD's Mission and Goals are to empower all students to be 21st Century leaders by ensuring they receive educational excellence through creativity and innovation. The districts technology goals are to provide internet and network access to all students and staff; furthermore, the technology department is committed to maximizing student learning by utilizing technology in all classrooms. These goals demonstrate a commitment from Edinburg CISD that technology based programs implemented for the Autism program, will meet a stimulating and rigorous curriculum. Along with a technology component being incorporated to assist students with Autism, major skills that will be delivered are Social, emotional, communication and daily living skills. Parents will also receive training on the skills their children received during the week so it can be implemented and incorporated in their daily home life.

The supplemental program, robots4autism, utilizes several evidence-based practices to compliment as well as support existing programming. Each lesson is supported by sample IEP goals and includes robust data collecting and reporting analytics to measure progress and improvement including: 1) Lesson completion; 2) Lesson Attempts; 3) Time to respond (engagement and generalizing); and 4) Accuracy of response. Data is exportable and can be accessed at any time. These reports will allow the teacher to document and observe progress the student is making.

The Services for Autism budget includes costs that are viable for effective management, efficient operations, and program effectiveness. Program effectiveness will be determined by the progress made by students in the program. The funds will be used to serve students at 16 campuses. Edinburg CISD wants to assure that every eligible autistic student at the selected elementary campus is receiving equitable services.

Edinburg CISD encompasses 945 square miles of jurisdictional territory which comprises one-third (1/3) of Hidalgo County in the Region One area. Edinburg CISD is located about 25 miles from the Texas/Mexico Border at the southernmost tip of Texas. Over 85% of our 34,680 students are economically disadvantaged and 1/3 are English Language Learners. All of our 43 schools are designated as Title 1-Schoolwide and 100% qualify for free and reduced priced meals. Edinburg CISD is unique when compared to other neighboring districts because we are the only district in Region One, Hidalgo County with the land mass to accommodate population growth. Our Special Education program at Edinburg CISD currently provides services to over 276 identified students with autism. Due to economic barriers, the majority of Edinburg CISD students do not have access to resources, programs, or services that are critical to success in the 21st century. Therefore, this grant will provide Edinburg CISD autistic students with technology devices that will be utilized during their instructional program activities.

The program is adequately staffed with twenty (20) highly qualified site teachers. A team consisting of two district administrators, 2 special education facilitators and a grant development specialist worked on the program design and the completion of this application. Parental support will be encouraged and Activities throughout the year will be scheduled to promote student/parent involvement.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The research base for this program includes published clinical studies, empirical studies, qualitative case studies and longitudinal studies. Working with ASD experts at the Callier Center at UT Dallas, the robots4autism program was designed, written, and clinically tested to ensure the growth, improvement, and impact for ASD learners.

Utilizing "parent newsletters" that describe in detail the lesson goals, objectives, and extension activities to be used in the home as well as frequent reporting of progress, and improvement throughout the program parents and learner guardians will engage in collaboration and support of their students learning and progress. In addition, there are parental/learner guardian data collection protocols to assist with observed generalizing behavior.

One of the greatest challenges in working with ASD learners are behavioral issues, meltdowns, and lack of self-regulation. To that end, one of the measurable objectives and subsequent outcomes of this program will be the reduction of inappropriate, inattentive, and disruptive behaviors resulting in an increase of time on task and opportunity to learn. A second objective and expected outcome of the program centers on generalizing in social situations or social settings as measured by objective data from the robots4autism program as well as observed, documented data by teachers, paraprofessionals, and parents or learner guardians. A third objective is emotional understanding that reflects identifying and imitating facial expressions as measured by data from the robots4autism program. A fourth objective is conversational skills as measured by data from the robots4autism program that focuses on greetings, leave taking, and conversational dynamics. A fifth and final objective is daily living skills. Through hands on lessons, students will receive knowledge which will assist ASD learners in attaining daily living skills. Although each child will have a different level for success, achieving goals will be breakthrough for each student. Sensory Boxes for Early Childhood will also be at each campus for students being served through this grant.

We solicited input from participating elementary schools and received assistance from various departments to ensure accuracy and stakeholder support. We conducted a needs assessment and gathered relevant and reliable data which we reviewed and analyzed. Student reports were provided showing a breakdown of thirty-one (31) elementary school with Autistic students between the ages of 3 and 9 years of age who are enrolled in the third (3rd) grade or a lower grade level. These reports will assist Edinburg CISD Special Education Department ensuring that all eligible students at the selected campuses will receive services accordingly. To measure progress of students participating in the Autistic program, students will be coded in our Edinburg CISD system to accurately collect data to evaluate student progress. We considered all findings and recommendations in preparing and submitting this application to ensure the accuracy of the statements addressing the statutory and TEA requirements.

The implementation of this program will result in significant measurable life-changing impact for ASD learners, educators and their learner guardians to ensure that each ASD learner has access and opportunity to learn foundational skills in daily living, social, emotional, behavioral, and communicative development.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108904	Amendment # (for amendments only):
Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85 th Texas Legislature, 2017	
Grant period: May 1, 2018, to August 31, 2019	Fund code/shared services arrangement code: 429/459

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$505,264.00	\$	\$505,264.00
Schedule #8	Professional and Contracted Services (6200)	6200	5,000.00	\$	\$5,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$50,700.00	\$	\$50,700.00
Schedule #10	Other Operating Costs (6400)	6400	\$140,000.00	\$	\$140,000.00
Schedule #11	Capital Outlay (6600)	6600	\$299,000.00	\$	\$299,000.00
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$0.00	\$0.00
Grand total of budgeted costs (add all entries in each column):			\$999,963.00	\$	\$999,964.00

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$0
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$0

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID:		108904		Amendment # (for amendments only):
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator	1		\$72,000.00
5	Project coordinator	0		\$00.00
6	Teacher facilitator			\$0.00
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			
Other Employee Positions				
15	Stipend for Project Coordinators 16x \$10,000 per year	16	16	160,000.00
16	Tutors 12 – 36x 12=423x\$8hrly= \$3456yrly = \$3456x 10	10	10	\$34,560.00
17	Title			\$
18	Subtotal employee costs:			\$266,560.00
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112 Substitute pay			\$
20	6119 Professional staff extra-duty pay			\$172,800.00
21	6121 Support staff extra-duty pay			\$00
22	6140 Employee benefits			\$65,904.00
23	61XX Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs			\$238,704.00
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$505,264.00

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	1-3 hour onsite training per program @ 2,000 each (to local ESC)	\$2,000.00
2	Trainings onsite (program training, pre-mid and yearly)	\$3,000.00
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$5,000.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0.00
(Sum of lines a, b, and c) Grand total		\$5,000.00

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

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By TEA staff person:

<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 108904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$50,700.00
Grand total:		\$50,700.00

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 108904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$140,000.00
Grand total:		\$140,000.00

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 108904		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$.00	\$.00
3	Milo - Robot	26	\$5500.00	\$143,000.00
4			\$0.00	\$0.00
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Software Curriculum	26	6000.00	\$156,000.00
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			.00	\$.00
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$299,000.00

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

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Schedule #12—Demographics of Participants to Be Served with Grant Funds			
County-district number or vendor ID: 108904		Amendment # (for amendments only):	
Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.			
School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit <input type="checkbox"/> Private For Profit <input type="checkbox"/> Public Institution
Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	15	3	5/1
K	25	5	5/1
1 st	20	4	5/1
2 nd	20	4	5/1
3 rd	20	4	5/1
COMMENTS			
Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.			
Amount of Instruction		COMMENTS	
School day hours	8 hrs	Mon-Friday 8:30-9:00Am Mon- Thursday 3:15-5:15pm 30 min x 5= 2hr 30 min + 2 hrs daily x 4= 8 10 hours 30 min per week	
Number of days in school year	177	First semester 80 days Second Semester 97 days Total Days 177	
Minutes of instruction per school year	79,440	175 inst. Days x 450 min. = 78,750 Early release Inst. Days 2x 345 min. = 690min Total = 79,440 min	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While each ASD learner is unique, their general needs consist of some or all of the following:

Self-Regulation – Individuals with ASD often have difficulty self-regulating their behavior due to overstimulation from environmental and social stimulus. This stimulation can lead to anxiety attacks, violent outbursts or shutting down. This is often exacerbated by these individual's difficulties expressing themselves and their needs. If skills which enable these learners to more effectively regulate themselves are taught

Conversation – Individuals with ASD range from non-verbal and non-communicative to verbal. For individuals with difficulty verbalizing or communicating, making progress on

Emotional Expression – Individuals with ASD can have difficulty expressing their emotions effectively. This can lead to miscommunication, ignoring needs and misinterpretations.

Emotional Recognition – Individuals with ASD have difficulty recognizing emotional expression in others. This can include not understanding facial expressions that convey emotion, intent and meaning. This leads to misunderstanding of social cues in conversation. Misunderstandings due to idiomatic expressions and due to variations in meaning of statement conferred by tone of voice.

Daily Living Skills – Individuals with ASD have many challenges that they face on a daily basis. Organizational skills is one of the few skills that is needed as part of daily living, and it is an on-going process to build this skill.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Use of effective, innovative instructional technology.	The robots4autism program utilizes a humanoid, social, facially expressive robot as a tool to help teach social, emotional, behavioral and communicative skills. Over 1500 video vignettes and 1700 video supports are embedded in social narratives that combine audio and visual integration to increase auditory processing. Additionally, the robot works and integrates with tablet technology for instruction and data collection.
2.	Use of comprehensive social, emotional, behavioral, and communicative skill development curriculum.	Over 135 evidence based and research based lessons in five (5) curriculum modules that focus on self-regulation, conversational interaction, emotional understanding, situations, and small and large group activities are included in the robots4autism program. This curriculum is delivered as well as facilitated with visual supports, visual modeling, reinforcement, social narratives, social skills training, and technology aided instruction are accompanied by sample IEP goals and aligned data collection and reporting analytics.
3.	Use of objective data for progress monitoring, growth and IEP goal attainment.	The implementation of robots4autism program will provide a dedicated, secure web portal, for objective data collection, analysis, and reporting to measure progress and improvement in the following four (4) areas to meet or exceed specific IEP goal language in social, emotional, behavioral and/or communicative skill development: <ol style="list-style-type: none"> 1. Lesson completion 2. Lesson Attempts 3. Time to respond (engagement and generalizing) 4. Accuracy of response
4.	Use of acquired skills needed to attain daily living.	Curriculum will be implemented for student to acquire necessary daily living skills which will allow for independent functioning in a variety of environments (home, vocational and community)
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Site Coordinator	Bachelor Degree in education or related field, required, Masters Degree preferred. At least 5 years experience in an educational and/or counseling or social work setting preferred. Experience in managing a grade level group, committee, or academic program. Experience in after school or summer school programs preferred. Experience with budget management and data analysis for program evaluation. Proficiency in English and Spanish
2.	Teacher	Bachelors degree in education or related field. Masters Degree preferred. At least 3 years experience in an educational, counseling, or social work setting preferred. Experience in managing grade level group, committee, or academic program. Proficient in English and Spanish.
3.	Project Coordinator	Bachelor Degree in education or related field required, Masters Degree, At least 5 years experience in an educational and or counseling or social work setting. Demonstrated competence in management of grade level group, committee, or program. Experience with budget management and data analysis for program evaluation. Proficiency in English or Spanish.
4.	Tutor	High School graduate. Must be enrolled in college.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Reduction of inappropriate, inattentive, disruptive behaviors	1. Establish Baseline of current disruptions	09/03/2018	09/07/2018
		2. Establish specific goal/target for each student	09/10/2018	09/14/2018
		3. Each student completes Calm Down Module	10/15/2018	10/19/2018
		4. Monitor and report at 9 week intervals	09/16/2018	05/11/2019
2.	Increase generalizing in social situations or social settings	1. Establish Baseline of current disruptions	09/03/2018	09/07/2018
		2. Establish specific goal/target for each student	10/15/2018	10/19/2018
		3. Implement Situational Models for identified students	12/17/2018	12/21/2018
		4. Monitor and report 9 week intervals	09/03/2018	05/11/2019
3.	Increase emotional understanding	1. Establish Baseline of current disruptions	09/10/2018	09/14/2018
		2. Establish specific goal/target for each student	09/10/2018	10/19/2018
		3. Implement Emotional Understanding for identified students	09/10/2018	09/14/2017
		4. Monitor and report at 9 week intervals	09/16/2017	05/20/2019
4.	Increase conversational skills	1. Establish Baseline of current disruptions	09/03/2018	09/07/2018
		2. Establish specific goal/target for each student	09/10/2018	09/14/2018
		3. Implement Conversational Modules for identified students	12/17/2018	12/21/2018
		4. Monitor and report at 9 week intervals	09/16/2018	05/11/2019
5.	Life Skills	1. Initial evaluation/ needs assessment	09/03/2018	09/07/2018
		2. Mid semester evaluation/progress	10/20/2018	10/27/2018
		3. Skills assessment	09/03/2018	09/07/2018
		4. End of term assessment/rating	05/22/2018	05/29/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus-based staff will assist the Project Coordinator by ensuring that program communications reach the parents and students. The general form of communication will be in paper format, in English and Spanish because students served within the program generally do not have Wi-Fi access and many parents do not read English. Edinburg CISD does have social media web pages for those parents who want to keep informed of the services available and of any special events that will be scheduled. Once a student has an Individual Education Plan (IEP), a student is monitored through various measures. Progress reports, assessments, teacher observations and teacher input. this plan is followed and student is monitored. Reviewing IEP's allows input from classroom teachers to plan program for after school to assist student to be successful in an instructional day. If any adjustments need to be made, Special Education staff will meet, discuss any changes that need to be formulated, then the appropriate steps are to be taken. Parental input will also be taken as a measure to plan for instructional day and afterschool activities. A scheduled review with teachers, staff, parents, coordinators is set and if changes need to be made to the student IEP, they will be made at that time.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edinburg CISD encourages teachers and students to be innovative by using all available resources. Edinburg CISD administration existing efforts remain committed by ensuring that each students lessons are tailored to the students' educational needs and are set as intervention goals. Edinburg CISD has Saturday tutorials for special population groups and students needing additional assistance. Daily interventions and enrichment camps are also efforts made by Edinburg CISD to ensure students are receiving educational reinforcements that will result in student success. Students will be provided with innovative educational programs and daily life skills programs. By strengthening and reinforcing their knowledge through individual instructional lessons tailored to the students specific needs, students will overcome any existing learning barriers. A commitment letter from parents and students will solidify the desire to put forth every effort to ensure success in this program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Establish baseline with each student	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)
2.	Reduction of inappropriate, inattentive, and disruptive behaviors	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)
3.	Generalizing in social situations or social settings	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)
4.	Identifying and imitating facial expressions through emotional understanding	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)
5.	Acquisition and development of conversational skills including greetings, leave taking, and conversational dynamics	1.	Lesson Attempts/Accuracy of Reponse
		2.	Lesson Completion/Module Completion
		3.	Time to respond (engagement and generalizing)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation of the program will include the collecting of baseline data during the first nine (9) weeks implementation for the purpose of monitoring, documenting, and reporting progress as well as compare end of year progress, growth, and improvement in each associated objective. The objectives include:

1. Reduction of inappropriate, inattentive, and disruptive behaviors;
2. Generalizing in social situations or social settings;
3. Identifying and imitating facial expressions through emotional understanding; and
4. Acquisition and development of conversational skills including greetings, leave taking, and conversational dynamics.

In addition to demographic data including number of participants and attendance, the process for collecting data will include no less that weekly progress monitoring and reporting of each participant in the following four (4) areas:

1. Lesson Attempts
2. Lesson Completion
3. Module Completion
4. Time to respond (engagement and generalizing)
5. Accuracy of response and level of competency achieved

Potential problems such as scheduling and utilization will be addressed by site level and district level administration in concert with robots4autism support staff. Daily and weekly monitoring reports will be primarily used to determine if, and to what extent, there are any corrective actions necessary.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The robots4autism is a comprehensive intervention program that uses evidence-based practices through purpose-built social, humanoid, facially expressive robot, Milo, to deliver developmental instruction modules with over 130 lessons that teach critical function skills. Milo, and his evidence- and research-based ASD curriculum, is already bridging the gap and creating unprecedented engagement for ASD students in 26 Texas schools. This engagement has resulted in positive outcomes seen within 1-4 months in the following three (3) areas:

1. Self-regulation and decrease in classroom disruptions and meltdowns;
2. Increased understanding of human emotions, communication, and social interaction; and
3. Increased generalizing of human to human interaction

Evidence-based practices include but are not limited to prompting, social narratives, social skills training positive reinforcement, visual supports, modeling, technology-aided instruction and intervention to name a few.

Research base includes clinical studies, empirical studies, qualitative case studies and longitudinal studies.

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using a dedicated, secure web portal, data is collected, analyzed and reported providing measured progress and improvement in the following four (4) areas:

1. Lesson completion
2. Lesson Attempts
3. Time to respond (engagement and generalizing)
4. Accuracy of response

Data is exportable and can be accessed at any time. RoboKind has recommended that success represents above 90% to consider mastery. Lessons are recommended to be repeated multiple times in order to move on to the next lesson to ensure that mastery has occurred.

Pre – mid – and post data is collected for each student utilizing the aforementioned data in addition to IEP goal progress and attainment.

Each lesson is accompanied by sample IEP goals.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RoboKind provides "parent newsletters" that describe in detail the lesson goals, objectives, and extension support to be used in the home. Reporting of progress, and improvement throughout the program are provided in easy to read reports.

Parent input on progress of student is encouraged, and any changes that the parent may be concerned with can be discussed and if necessary, the students IEP can be altered as per the request of the parent and approval of the committee.

There are parental/learner guardian data collection protocols to assist with observed generalizing behavior. Parental meetings and trainings will be given on a monthly basis so parents can incorporate the lessons and skills taught to the students, and integrate them at home. Parent participation will be highly encouraged in all activities that will be scheduled for the program throughout the year. Parents will be incited to attend activities such as special awards given to student for progress goal achievements, parent trainings, District Open House, and the annual Autism Fair.

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Robots4Autism program is in English only. However, the video supports and modeling have proven powerful for ESL students.

Additionally, over 1500 video vignettes demonstrate ethnic and gender diversity in each lesson.

Statewide replication will be achieved through the training and support provided by the Regional Educational Service Centers reducing or minimizing costs of such services by each ISD.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108904

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with autism. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Robots4Autism program is incredibly innovative because it utilizes a humanoid, social, facially expressive robot as a tool to help teach social, emotional, behavioral and communicative skills. Over 1500 video vignettes and 1700 video supports are embedded in social narratives that combine audio and visual integration to increase auditory processing.

Additionally, the robot works and integrates with tablet technology for instruction and data collection.

The “scaffolded” instructional design moves students from simple to more complex skill development to ensure generalizing to human to human interaction is accelerated.

The comprehensive curriculum combined with the robot creates a level of engagement that enhances, and leverages coherence for the ASD learner.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the program will incorporate meaningful inclusion. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An objective of Robots4Autism is to see an increase the social, emotional, behavioral and communicative skills with our ASD students.

To that end, the Robots4Autism program teaches social skills that increase both interaction with non-disabled peers, greater access to general curriculum, and an increase in the ASD learners east restrictive environment.

One of the greatest challenges are behavioral issues, meltdowns, and lack of self-regulation by ASD learners. Research and success stories report significant reductions in inappropriate, inattentive, and disruptive behaviors resulting in an increase of time on task and opportunity to learn

TEA Program Requirement 3: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ NA – Program will not coordinate with private or community based providers.

Robots4Autism has and continues to work with private therapy providers as well as community-based health organizations (hospitals and clinics).

Where these services are provided and available, the Robots4Autism program can be coordinated and integrated into such practices

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