

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 Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here.
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 #		
Katy ISD	101-914			
Vendor ID #	ESC Region #			
101-914	4			
Mailing address	City	State	ZIP Code	
6301 S. Stadium Lane	Katy	TX	77494	
Primary Contact				
First name	M.I.	Last name	Title	
Nakia	R	Coy	Director of Federal Programs	
Telephone #	Email address		FAX #	
281-237-2605	nakiarcoy@katyisd.org		281-644-1832	
Secondary Contact				
First name	M.I.	Last name	Title	
Audrey	L	Bivens	Instructional Officer for Autism	
Telephone #	Email address		FAX #	
281-237-4376	AudreyLBivens@katyisd.org		n/a	
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
Anne	M	Faichtinger	Business Manager
Telephone #	Email address		FAX #
(281)396-2320	annemfaichtinger@katyisd.org		(281)396-6073
Signature (blue ink preferred)	Date signed		


Only the legally responsible party may sign this application.

3/5/2018

Schedule #1—General Information

County-district number or vendor ID: 101-914

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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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-914

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
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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 <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-914

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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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101-914

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: 101-914			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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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-914

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 Katy ISD Autism Support and Intervention Program (ASIP) is a special education classroom on a campus designed with special consideration for High Functioning Autism Spectrum Disorders, behavioral and social skill deficits, and learning characteristics. Considered a home base, students access the classroom based on individual needs for behavioral, social, and academic support. Students in the ASIP program have significant behavior and social skills needs that require intensive individualized behavioral intervention that cannot be addressed in the general education setting. The focus of the ASIP program is on the acquisition, maintenance, and generalization of social skills, organizational skills, self-management skills, and reduction of interfering behaviors. Students who require the support of the ASIP program are diagnosed as having (high functioning) autism or Asperger Syndrome and whose ARD committee agrees the program is the least restrictive environment for implementation of the IEP. This placement begins as a self-contained setting therefore, least restrictive settings are considered before placement. Once the student has required the fluency or generalization in functional use of social, self-management, and behavior skills considered necessary for meaningful learning in a less restrictive setting. The ASIP program teacher and paraprofessionals provide training and modeling for campus staff and administrators in order to prepare the student to reintegrate into less restrictive settings.

Through after school sessions and additional weeks of specialized community based instruction, the ASIP program would provide both direct parent training as well as community based staff training (i.e. church staff, day care staff, after school care providers) to ensure generalization of the skills acquired in the school setting. Community based training opportunities would be provided to students to teach the skills required to live and function independently in the "real world". Due to the intensity of behavior of the students in the ASIP program, opportunities to participate in activities with neurotypical peers is difficult without the additional specialized support. Teachers and paraprofessionals would provide "coaching" for parents and directly to the students during these after school or community activities. Targeted skills would include: staying near an adults in a public setting; complying with directives in community sites (grocery store, doctor's office, church, day care, etc.); and participating in extra-curricular activities with neurotypical peers.

Social skills curriculum, developed using evidence based practices (video modeling, reinforcement procedures, visual supports) will provide teachers in specialized autism programs with innovative resources to teach to the deficit areas of social emotional behavioral skills.

Typically, ASIP teachers become the behavior "go to" person on their campus and support students with autism spectrum disorders and other behavior problems throughout the elementary school building. This has improved student's behaviors at those campuses as the teachers have learned successful classroom management techniques and instructional supports and strategies that benefit all students. This grant would allow for ASIP teachers to provide similar support to clustered elementary campuses, providing skilled support from highly trained personnel. Often, without specialized behavior supports, campuses may struggle to successfully implement the behavior and social skills instruction necessary to prevent challenging behaviors. ASIP teachers would provide technical assistance through modeling and coaching to teachers and staff at clustered campuses to train in effective preventative behavioral and social emotional skills instruction. This coaching would provide specialized supports resulting in reduced requests for off campus placements and successful inclusion at the home campus.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-914

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 Early Childhood Autism Program (ECAP) are established for learners on the autism spectrum whose least restrictive environment is best described as an intensive, highly structured, sensory sensitive setting. The CAP classrooms are designed with specific consideration to how the core deficits of autism affect learning and are methodologically consistent with current evidence-based practice recommendations. The principals of applied behavior analysis (ABA) provide the foundation upon which the CAP classrooms are developed. Elements most often characterized as part of the structured teaching model are incorporated as consistent within the ABA framework (e.g. use of visual prompts such as schedules and work systems, work jobs as interspersed rehearsal tasks) as are activities designed to address sensory issues. The Early Childhood Autism Programs provide intensive early intervention for establishing priority behavioral, communication, and self-care (toileting) skills.

Flexible seating and motor equipment provided through this grant would provide research based interventions for younger learners on the autism spectrum receiving instruction in ECAP or ASIP classrooms. This equipment addresses the sensory needs of students and provides exercise and movement shown to reduce problem behaviors while aiding in development of motor skills. Activity based Learning Labs are designed to increase student performance by incorporating physical activity during instruction and completion of academic tasks.

Social skills curriculum, developed using evidence based practices (applied behavior analysis, video modeling, reinforcement procedures, visual supports) will provide teachers in specialized autism programs with innovative resources to teach to the deficit areas of social, emotional, and behavioral skills.

Staff development specific to providing quality instruction is considered a priority for teachers and para-professionals working in autism programs. Staff development activities are individualized, varied, and include both formal (i.e. workshops and conferences) and informal learning opportunities (i.e. hands on technical assistance and training). Grant funds would provide autism program teachers and para-professionals with opportunities to participate in a variety of staff development opportunities including online trainings, conferences, and workshops to maintain current in latest evidence-based, research supported strategies and interventions to instruct students with autism. Grant funds would also provide compensation for para-professional staff participating in online trainings after school hours to become highly skilled registered behavioral technicians.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101-914			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	\$182,560	\$28,000	\$210,560
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,000	\$	\$30,000
Schedule #9	Supplies and Materials (6300)	6300	\$517,823	\$	\$517,823
Schedule #10	Other Operating Costs (6400)	6400	\$228,451	\$	\$228,451
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$958,834	\$28,000	\$986,834
Percentage% <u>indirect costs</u> (see note):			N/A	\$13,166	\$13,166
Grand total of budgeted costs (add all entries in each column):			\$958,834	\$41,166	\$1,000,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,000,000
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$150,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

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: 101-914			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				\$
5	Project coordinator		1		\$25,000
6	Teacher facilitator				\$
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	Title				\$
16	Title				\$
17	Title				\$
18	Subtotal employee costs:				\$25,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			\$50,000
20	6119	Professional staff extra-duty pay			\$40,000
21	6121	Support staff extra-duty pay			\$73,000
22	6140	Employee benefits			\$22,560
23	61XX	Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs				\$185,560
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$210,560

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: 101-914		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		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$30,000
(Sum of lines a, b, and c) Grand total		\$30,000

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 #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101-914		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:	\$517,823
Grand total:		\$517,823

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 #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101-914		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:	\$228,451
Grand total:		\$228,451

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: 101-914			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	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
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:				\$

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: 101-914

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: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	153	17	1:3
K	20	10	1:7
1 st	20	10	1:7
2 nd	15	10	1:7
3 rd	15	10	1:7

COMMENTS Students in grades K-3 are served in multi-grade Autism Support & Intervention Program classrooms. Approximately 70 students across 3 grade levels will be served by 10 teachers which results in a student teacher ratio of 1:7.

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 (ex) 8:30am – 4:30pm	8:20-3:40	Materials and training provided for teachers serving students throughout entire school year-both school hours and after school hours to provide community based instruction.
Number of days in school year	201	177 full school days 24 Extended School Year Days
Minutes of instruction per school year	79,713	Regular School Year Minutes: 77,790 Extended School Year Minutes: 1,920 (8:30-12:30)

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 101-914

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.

The Autism Support and Intervention Program (ASIP) was established due to students with high functioning autism who were unsuccessful in their current setting. Due to significant challenging behaviors (aggression, elopement, self-injurious behaviors), these students were removed from the general education classroom for significant periods of time, which affected the student's participation in the least restrictive environment. The district determined a need for a program that could address the challenging behaviors using evidence based strategies, such as applied behavior analysis, while still allowing the student's to progress through the general education curriculum. In 2017-2018 school year, a parent survey was distributed to parents of ASIP students to determine how students were generalizing the skills learned at school into the home and community based setting. Results of the parent survey, as well as feedback from autism program teachers was used to prioritize needs this grant would address. When reviewing the results, it became evident that ASIP students and their families require additional specialized training and support. Parents shared challenges at their place of worship, shopping malls, grocery stores, etc. Accessing extracurricular activities such as clubs or sports is also a challenge due to the difficulty in generalization of these behaviors. The ASIP program provides direct social skills instruction during the school day without an opportunity to generalize those skills within the community. Additional weeks of community based instruction will allow teachers to provide instruction in these settings in skills such as waiting appropriately in line, staying in a designation location, and staying calm when presented with a non-preferred activity. Four times per year, on early dismissal days, students in the ASIP classroom would be provided an opportunity for instruction in the community with their teachers and staff. ASIP teachers will have the responsibility of writing a curriculum to target social and behavioral skills in the community. Goals and objectives will be individualized based on their skill level for the community based environment. Targeting behavior and social skills at an early age and in the community setting itself is a proactive approach to preventing challenging behaviors from occurring in these settings at a later age, possibly leading to legal or social ramifications. To ensure further maintenance and generalization of these skills, teachers can train and coach parents in implementing behavior intervention plans and teach social skills in the home. Experienced ASIP teachers will be provided substitutes when needed to model and coach teachers in successful strategies for students with autism spectrum disorders. Teacher observation and feedback as well as current levels of student performance indicate a need to improve generalization to the general education setting. Often, students exhibit challenging behaviors in settings outside of the ASIP classroom and those behaviors are a detriment to building relationships with their peers. Students with autism have difficulty making and maintaining friends. The earlier these friendships develop, the more likely they are to sustain over time. Students from PK-3rd grade are more tolerant with students with inappropriate behaviors, therefore, providing earlier training for these students can support student's long-term success. Providing direct training to classmates in the area of peer mediated instruction and intervention (PMII) is an evidence based strategy proven to be successful with students with autism spectrum disorders. Students served in the self-contained autism programs for early learners, Early Childhood Autism Program (ECAP), demonstrate significant deficits in social skills. These deficits adversely affect behavior and success in less restrictive settings. Students with autism require direct social skills instruction, through all levels of learning to address these deficits. Social skills instruction developed using evidence based practices and provided using technology, found to be effective with learners with autism, will teach skills necessary for success in less restrictive settings. All early learners with autism benefit from short periods of exercise to maintain health and wellness. Exercise and movement can be challenging for children with autism, however research indicates a structured exercise program can result in multiple benefits such as reduction of stereotypic behavior, increased appropriate responding, and the potential for social interaction. Motor lab equipment and flexible seating would provide innovative ways to incorporate movement in the instructional day.

Campuses selected for the grant include those housing the specialized autism programs: Franz, Stephens, Griffin, Nottingham, Exley, Woodcreek, Wilson, Mayde Creek, Fielder, Bethke, Bryant, Wolman, Randolph, McRoberts, Williams, and Sundown Elementary schools.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-914

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.	It is challenging for students with autism spectrum disorders to generalize learned skills to different settings outside of the school environment.	Additional weeks of Summer Community Based Instruction would allow teachers to provide direct instruction in behavior and social skills in community based sites. Parents will be provided coaching and training to ensure generalization of skills from school to home. Curriculum will be written to address specific skills through all levels of learning.
2.	Students transitioning from pre-school settings to kindergarten face behavioral challenges due to the lack of opportunity to learn and practice school readiness behavior and social skills. Numbers of requests for behavior support for students this age continue to increase.	Expand social skills instruction in the ECAP and ASIP classrooms through continued face-to-face and online professional development. Grant funds would increase student use of technology tools and online social skills curriculum. Plans for generalization through parent participation and generalization activities will be provided.
3.	Experienced ASIP teachers are unable to provide training to teachers outside of their campus. Campuses without specialized autism programs struggle with meeting the needs of some learners with autism with behavior and social skill challenges. A majority of requests for behavior support are for students with autism in the PK-primary grades.	Experienced ASIP teachers will be provided substitutes when needed to model and coach teachers in successful strategies for students with autism spectrum disorders. This coaching model, by highly trained experienced staff will build capacity at multiple campuses and classrooms, thus improving services to young learners with autism spectrum disorders.
4.	Students from PK-3 rd grade are more tolerant with students with inappropriate behaviors, therefore, providing earlier training for these students can support student's long-term success. Peer-mediated instruction is supported through research.	Providing direct training to classmates in the area of peer mediated instruction and intervention (PMII) is an evidence based strategy to encourage reciprocity in conversations, assist in creating and maintaining meaningful relationships, and increase school readiness and academic performance. It also promotes independence by providing a network of support. ASIP teachers will assemble and develop curriculum resources.
5.	Exercise is necessary to maintain health and wellness. Many students with autism have difficulty motivating to exercise. Movement is vital to the development of learners with autism and other disabilities, and can promote emotional and social development in addition to motor skills. Participation in physical activity has been shown to benefit reduction of stereotypic behavior and increased social interaction.	Grant funds would provide Action Based Learning Lab and flexible seating to be implemented at campuses with Early Childhood Autism Programs and Autism Support and Intervention Programs. This will provide a structured environment to address movement and exercise in a motivating way. Implementation of structured motor lab would support improved motor, social, and behavior skill development in early learners with autism.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-914

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.	Instructional Officer for Autism Services	Principalship, Masters, BCBA
2.	Autism Behavior Specialist	Principalship, Masters, BCBA
3.	Special Education Teacher	Bachelors Degree, Special Education Certification, Specialized training and experience in working with students with autism spectrum disorders
4.	Special Education Paraprofessionals	High school diploma, Specialized training and experience in working with students with autism spectrum disorders
5.	Director of Federal Prgms & External Funding	B.S. in Interdisciplinary Studies and M.Ed. in Education; over 10 years of experience in federal, state and local grant management

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.	Additional weeks of Community Based Instruction	1. Students age PK-3 rd are identified	05/02/2018	06/11/2018
		2. Teachers hired/create ESY programming	05/02/2018	07/26/2018
		3. Student's attend; Data Collected (online surveys)	07/23/2018	08/01/2019
		4. Data Analyzed and Reviewed	07/26/2018	08/01/2019
2.	Technical Assistance and Coaching	1. Assess student need in specialized autism programs	05/02/2018	07/26/2018
		2. Review of Requests for Behavior Support	05/02/2018	08/01/2019
		3. Consultation with PPCD/ECAP teachers	05/02/2018	05/02/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
3.	Experienced ASIP Teachers provide consultation and training	1. Review of Requests for Behavior Support	05/02/2018	05/02/2019
		2. Feeder Patterns Assigned to ASIP teachers	05/02/2018	07/26/2018
		3. Ongoing campus consultations	08/15/2018	06/01/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
4.	Provide additional training and instruction	1. Staff completes online trainings	05/02/2018	10/15/2018
		2. Peer Mediated Instruction Lesson Plans	05/02/2018	07/26/2018
		3. Peer Mediated Instruction Lessons Implemented	05/02/2018	05/02/2019
		4. Attend Conferences and workshops	05/02/2018	06/01/2019
5.	Community Based Curriculum	1. Community Based Curriculum Written	05/02/2018	06/09/2018
		2. Conduct Pre & Post-Assessment	05/02/2018	08/15/2018
		3.	XX/XX/XXXX	XX/XX/XXXX

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: 101-914

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.

Needs are assessed through informal and formal classroom based assessments, parent/teacher input, and feedback from administrators in the Katy ISD area. Currently, there is a baseline of parent responses to an online survey. Surveys will be sent to administrators, teachers, and students who will be participating in the program before implementation to gain baseline information. After the week of specialized Extended School Year services, an additional survey will be sent out to parents to determine success. Throughout the 2018-2019 school year, surveys will be sent to monitor progress in the generalization of skills to settings such as the general education classroom, the home, and community based sites.

Request for Behavior Support numbers will be monitored at the end of each instructional grading period. This data will be compared to previous year's Requests to determine if a decrease in campuses with challenging behavior occurred.

Evidence based assessments will be used to determine growth in student skills in the areas of behavior, social skills, and academics. Data will be collected on student's IEP goals continually and in all settings in which these skills are addressed (community, home, school).

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.

This grant is an expansion of current programming already proven successful. Technical assistance, training and early intervention will target the continually growing numbers of students in Katy ISD diagnosed with autism spectrum disorders. One of the goals of the grant is to build capacity at all elementary campuses to address the unique learning needs of students with autism spectrum disorders in a way that will sustain over time using coaching, modeling, and technical assistance. Ongoing collaboration and communication, monitoring of implementation will ensure project success. Parent participation will be highly encouraged through information sessions to review grant components, goals, and expectations.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-914

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.	Parent Survey	1.	Demonstration of appropriate behavior while out in the community.
		2.	Increase in self-control and effective use of calm down strategies at home.
		3.	Decrease in number of meltdowns at home and in the community.
2.	General Education Teacher Survey	1.	Increase in collaboration among students.
		2.	Decrease in teacher guided redirection.
		3.	Increase in peer guided academic and social activities.
3.	Student Survey	1.	Increase in positive self-worth.
		2.	Evidence of desire to engage in extra-curricular activities.
		3.	Decrease in inappropriate social communication skills.
4.	IEP Progress	1.	Reduction in removal from the general education classroom.
		2.	Decrease in behavioral referrals.
		3.	Increase in acquisition of social skills
5.	Social Skill Acquisition	1.	Pre and Post tests
		2.	Progress monitoring
		3.	Maintenance assessments

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.

Student numbers and lists of those participating will be developed and maintained. Parent participation will be documented. Data will be collected on individual student's academic, behavior, and social skill acquisition. Social skills targets and skills to be addressed through developed curriculum. Results of baseline and pre and post assessments will be administered to document progress. Ongoing collaboration and consultation with district support staff as well as technical assistance will be provided to correct any problems that may arise. Parents will be provided an overview of the program and skills to be addressed to ensure program participation and attendance.

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

County-district number or vendor ID: 101-914

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 Autism Support and Intervention Programs (ASIP) and Early Childhood Autism Program incorporate the strategies of applied behavior analysis including prompting, modeling, and differential reinforcement procedures. Additional evidence based strategies include peer mediated instruction, peer modeling, the use of social narratives, the use of visual supports, activity-based interventions, cognitive behavioral interventions, and the use of exercise. Students are directly taught self-management skills through direct social skills training. ASIP Programs implement behavior intervention plans after completing Functional Behavior Assessments to target critical skills needed to improve their future.

The ASIP and ECAP Programs use technology in a variety of ways. Teach Town and Model Me Kids are web-based social skills programs targeted for students PK-3. Technology will be used to assess student performance and progress monitoring. Using iPads across environments would ensure accurate data collection between adults all individualized education plan goals through a web based system. Students would have access to iPads as a tool for reinforcing academic and social skills and would provide an alternate form of completing non-preferred assignments. In addition, teachers use smart boards in the creation of the curriculum written for social skills and behavior in the community setting.

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.

Baseline will be determined by surveys sent to parents, general education teachers, administrators, and students. Behavior and social skills supports will be determined based on survey results. Formal assessments will be conducted pre and post implementation of the grant program. Pre and Post assessments of social skills, ongoing progress monitoring, and maintenance assessments will be used to support effective program implementation. Data will be collected on specific skills addressed to determine progress from baseline. Ongoing data collection and analysis will determine if adjustments need to be made. Parent feedback will be accumulated throughout the school year to determine community based and social skill instructional targets.

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10Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-914

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.

The focus of the ASIP program is building collaborative relationships to ensure success inside and outside of the school setting. Parent information gained through the parent survey, as well as daily communication between home and school will provide valuable information in regards to the progress of their students.

ASIP classrooms will hold quarterly parent trainings with child care provided. This allows parents to connect and collaborate on information on community sites (doctors, dentists, places of worship, daycares, etc.) that have proven to be successful for their children with autism spectrum disorders. This will also provide an opportunity for teacher to give strategies and materials (social narratives, visuals, etc.) to use at home and in the community. Teachers can gather information from these trainings to seek out training opportunities for all parties involved. Parent participation will be highly encouraged through informational sessions outlining program components, goals, and expectations. Parent feedback will be integral to the curriculum planning and parent training goals. Parents will be invited to some community based instruction opportunities to work alongside teachers as well as individualized parents trainings.

Parent participation and training will be encouraged for parents of students served in the Early Childhood Autism Program (ECAP) to ensure generalization of social skill acquisition from the school to the home and or community settings.

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.

Katy ISD has a higher percentage of students with autism spectrum disorders as compared to other districts in the state at 23.2% of the special education student numbers. This is a 6.2% increase in the last 7 years. Over 10% of the students in Katy ISD are receiving special education services in a district of 77,500+ students. Early intervention efforts afforded by this grant will provide behavioral supports in the form of technical assistance, training, and resources for parents and educators resulting in fewer request for specialized programs and lower number of removals from inclusive settings.

Students with high functioning autism access the general education curriculum as a focus of their education. Targeting behavior and social skills are necessary to address appropriate behavior in these settings, however, it is apparent that these skills are difficult to generalize into settings outside the school day. Providing additional support in the area of community and parent training, Katy ISD can demonstrate the advantage to using a more proactive approach to training in these areas. These areas often go unaddressed for students, leading to an unemployment and unproductivity rate of greater than 80% for adults with high functioning autism. By targeting these areas at a young age as well as training peers to interact with these students appropriately, students will be able to participate with their non-disabled peers in all aspects of their lives, not just in the classroom setting. This could serve to establish long term positive relationships between students with autism and non-disabled peers.

Intensive instruction in Early Childhood Autism Programs addresses communication, behavior, and social skills, acquisition of which is critical to more positive outcome.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-914

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.

Programs specifically targeted for younger students with high functioning autism would be considered innovative. Specialized instruction, social and behavioral supports, designed for the learners with autism spectrum disorders will address deficit areas in a proactive approach preventing many social errors and negative experience in other settings. By targeting these skills at an early age in conjunction with parent training, peer mediated instruction and intervention, and opportunities in a variety of environments will ensure skills acquisition and promote generalization in a systematic way. Typical early childhood programs do not focus instruction on the unique learning and behavioral needs of students with high functioning autism spectrum disorders. This program would focus all efforts towards those critical needs and maximize learning opportunities in those deficit areas. By training students, parents, and community members, the ASIP program would create an inclusive environment that includes settings not available in more typical special education settings. Additionally, adding focus of instruction of social skills in the Early Childhood Autism Programs, students should acquire the skills necessary to improve social skills and thus reduce problem behaviors, making learning in less restrictive settings possible.

Social skills instruction is best received in the natural setting. By providing instruction in the home or community setting through expansion of parent and community based staff training and summer community based instruction, as well as community based instruction during the school year, teachers will have the opportunity to ensure appropriate meaningful and relevant skill acquisition in the environments the student's access. This grant would remove the barriers of generalization of skills by providing early intervention in specific deficit areas and provide access to natural environments often unavailable in regular educational settings.

All learners with autism need exercise to maintain health and wellness. The benefits of structured exercise routines and more opportunities for movement throughout the day will result in reduction of mal-adaptive behaviors, increased responding, and social interaction opportunities. While many educators focus on "in seat" behavior, this proposal seeks to increase opportunities for movement and exercise during the school day.

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

County-district number or vendor ID: 101-914

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.

The entire grant is designed to incorporate meaningful inclusion through the use of early intervention in inclusive setting at comprehensive campuses, direct social skills instruction with plans for generalization, peer mediated instruction and intervention, and comprehensive training for parents and community based instruction. Successful inclusion in the ASIP program with access to the general curriculum is a primary focus of the program. Comprehensive parent training will ensure continued practice and generalization in natural environments.

Additional focus of social skill instruction in self-contained autism programs (ECAP) is designed to increase pre-requisite skill acquisition and reduction of behaviors in order to prepare for learning in less restrictive settings with opportunities for inclusion.

ASIP coaching will provide multiple educators with the interventions and strategies needed to address behavior and social skills needs to an ever-growing population of students with autism spectrum disorders resulting in educational success for these students. Building capacity within the school district and in the community will promote educational success for current and future students across settings. Opportunities for community based instruction will have a positive impact on community perception and understanding of this population.

Increased exercise and motor skill activities would include non-disabled peers to facilitate positive social interactions and meaningful inclusion.

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.

Through after school sessions and additional weeks of specialized community based instruction, the ASIP program would provide both direct parent training as well as community based staff training (i.e. church staff, day care staff, after school care providers) to ensure generalization of the skills acquired in the school setting.

Teachers and paraprofessionals would provide "coaching" and training for parents and community providers and directly to the students during these after school or community activities. Targeted skills would include: staying near an adults in a public setting; complying with directives in community sites (grocery store, doctor's office, church, day care, etc.); and participating in extra-curricular activities with neurotypical peers.

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