

2015 – 2016

Annual Report of Activities

U N I V E R S I T Y O F
LOUISVILLE®

KENTUCKY AUTISM
TRAINING CENTER 

The mission of the Kentucky Autism Training Center (KATC) is to strengthen Kentucky's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

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College of Education and Human Development
University of Louisville Autism Center at Kosair Charities
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Louisville, KY 40217
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July 29, 2016

Dear Friends:

Since the establishment of the KATC in 1996, the number of individuals with autism spectrum disorders (ASD) continues to increase. The most recent prevalence rate of ASD from the Center for Disease Control is 1 in 68 individuals. The need for integrated and systemic supports and services in all regions of the Commonwealth is great.

I am proud to present to you this copy of the Kentucky Autism Training Center's (KATC) 2015-2016 Annual Report. This report represents a summary of our work in the areas of information dissemination, training, coaching and various other supports. Each section provides an overview of the services, support provided in each area, and information regarding our collaborative partners.

In addition to work detailed in this report, it is important to note the hundreds of hours spent by KATC staff in providing resources and supports via telephone, emails, committee meetings, community awareness events, consultations, and resource fairs that are too voluminous to be captured in this annual report.

Over the past year, significant progress has been made in Kentucky through the legislative action that established the Office of Autism. The Office of Autism and Advisory Council, which includes 28 agency representatives, has the charge to coordinate statewide and regional efforts that support individuals with autism and their families. Our strong partnership with the Office of Autism and the Advisory Council will definitely enhance the training agenda of KATC.

On behalf of the KATC Advisory Board and the KATC staff, I would like to thank the pioneers from more than 20 years ago who had the vision for an autism training center for Kentucky.

Sincerely,

A handwritten signature in black ink that reads "R. Larry Taylor".

R. Larry Taylor
Executive Director, Kentucky Autism Training Center

The mission of the Kentucky Autism Training Center (KATC) is to strengthen Kentucky's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

Mission

The mission of the Kentucky Autism Training Center (KATC) is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

History

The KATC is a university-based program with a legislative mandate, 13 KAR 2:080. State Autism Training Center, to enhance outcomes for all Kentuckians with ASD. KATC strives to “bridge the research to practice gap” by leveraging resources, building sustainable collaborative relationships, and “scaling-up” the use of evidence-based practices in all regions of Kentucky.

In 1996, the Kentucky General Assembly established the Kentucky Autism Training Center to serve as a statewide resource for families and educators. KATC is housed at the University of Louisville’s College of Education and Human Development. For over ten years the KATC has supported individuals with autism spectrum disorder (ASD) by providing hands-on training for educators in the classroom, hosting workshops for families, and conducting professional development sessions.

KATC has worked toward its goals to strength the network of technical assistance and professional development, leverage resources, enhance supports and build collaborative relationships.

Advisory Board

The KATC has an Advisory Board that advises the Director in matters of policy, staffing, and operation. Board members are committed to the growth of the Kentucky Autism Training Center as it strives towards its mission to enhance supports for persons with autism by providing information, training and technical assistance to families and service providers across Kentucky. The composition of the board consists of parents (50%), professionals (40%) and lay members (10%) from across the Commonwealth, as outlined in KRS 164.9811(2). Board members are actively involved in the development of collaborative relationships. Members also provide input and expertise in the development, implementation and evaluation of services provided by the KATC. Unless restricted by their employment, members will assist the KATC to procure funding, in addition to state general funds, to accomplish its mission.

Current Advisory Board Members

- Mike Armstrong, Professional, Executive Director of the Kentucky School Boards Association
- Meagan Brannon, Parent, Bracken County
- Ally Brooks, Parent, Christian County
- Paula Goff, Professional, State Coordinator, Part C
- Rhonda Hedges, Professional, Principal, Jefferson County Schools
- Gretta Hylton, Professional, Director, Division of Learning Services Office of Next-Generation Learners Kentucky Department of Education
- Dr. Nancy Lovett, Professional, Director, Calloway County Early Childhood Regional Training Center
- Jennifer Ouderkirk, Parent, Fleming County

- Robert Pennington, Professional, Assistant Professor, Special Education, College of Education and Human Development
- Mindy Pfau, Parent, Carter County
- Maureen Schell, Parent, Jefferson County
- Kellie D. Scott, Professional, Program Evaluator Office of Vocational Rehabilitation
- Terri Srinivasan, Parent, Mason County
- Dr. Elizabeth Sternberg, Professional, Warren County
- Norma Thomas, Parent, Vice Co-Chair, Jefferson County
- Melissa Young, Professional, Senior Fellow, Council on Postsecondary Education
- Diane Zero, Parent, Oldham County

Ex-Officio Board Members

- Linda Collins, Parent, Letcher County
- Nat McKay, Parent, Oldham County
- Laurie Spezzano, Parent, Oldham County
- Dr. Peter Tanguay, Professional, Jefferson County
- R. Larry Taylor, Professional, Executive Director, Kentucky Autism Training Center

KATC Strategic Focus

KATC Roles

- Inform the systems of support for education, early childhood, mental health, and employment
- Build regional capacity
- Facilitate network
- Empower families to access the resources
- Develop of documents, videos, and other evidence-based information
- Develop evidence-based models and practices for families, teachers, and schools
- Collaborate with the Kentucky Department of Education to develop training and technical assistance for schools and school district

KATC Beliefs

- All people with ASD have value, can contribute and are unique.
- All people with ASD and their families deserve access to seamless systems of multidisciplinary support across the lifespan.
- Communities need to be prepared to embrace all individuals with autism.
- Support and services should be person-centered.
- Early diagnosis, followed by early intervention, can improve outcomes.
- Professionals need support and resources in order to sustain evidence-based practices and master new skills.
- Fidelity of evidence-based practice is the basis of effective service delivery across communities.
- Comprehensive planning and data based decisions are essential for continuous improvement of the processes and outcomes of our work.
- Attracting professionals to the field of ASD is important to the sustainability of services.
- Changing political and social environments will continue to demand flexibility and creativity.
- When we educate individuals with ASD, we aim for personal independence and social

responsibility.

KATC Strategic Goals

Goal 1: KATC will create, grow, and maintain relationships with service systems and providers that serve individuals with ASD and their families

- Use technology to promote KATC, distribute informational materials, and communicate with families and professionals.
- Increase communication with educational leaders in Kentucky and report finding to diverse audiences.
- Develop relationship with early interventions service systems to promote early identification, diagnostics and the use of appropriate & evidence practices.
- Develop relationship with mental health service system and providers to promote the use of appropriate & evidence practices.
- Develop relationship with adult service system and providers to promote the use of appropriate & evidence practices.
- Develop relationships with established family groups and disseminate information to "underserved" populations.

Goal 2: KATC will develop materials and supports consistent with evidence-based practices for families, educators, and service providers

- Utilize technology to disseminate information to families and professionals.
- Develop resources, planning processes and communication mechanisms for educators.
- Provide basic information about resources, supports, services and evidence-based practices to families and professionals.
- Provide work experience for intern(s) in an office setting.
- Provide religious communities with basic information about building supportive environments for families affected by autism and empower support groups to develop relationships with religious communities.

Goal 3: KATC will provide direct training consistent with evidence-based practices to families, educators, and service providers across the commonwealth of Kentucky

- Provide web-based content regarding evidence-based practice.
- Provide information regarding evidence based practices, data collection, coaching and program planning for educators, early interventionists, professionals supporting adults and family members.
- Strategies to implement strategic plan
- Purposefully integrate individuals and families into network, program, and resource planning.
- Use a variety of technology-based delivery and communication systems to connect with families and professionals.

Strategies to Guide the Work of the KATC

- Purposefully integrate individuals and families into network, program, and resource planning.

- Use a variety of technology-based delivery and communication systems to connect with families and professionals.
- Promote the development of seamless systems of individual and family support in early intervention, mental health, education, and employment.
- Extend the regional capacity development approach to early intervention, mental health, and employment.
- Target general and special educators and administrators with information and resources about ASD. Support all school professionals in their efforts to provide students with ASD access to all school environments and the general education curriculum.
- Establish and conduct collaborative activities with University partners

2015-2016 KATC Activities

INFORMATION DISSEMINATION

Website: 44,078 visits-<http://louisville.edu/education/kyautismtraining/>

Newsletter: Quarterly electronic distribution to 7,468 Subscribers

This year KATC's newsletters discussed numerous topics such as *Grandparents and Individuals with ASD*, *ASD and Schools*, *Collaborative Advocacy*, and *the New Perspectives Art Program* to name a few. The newsletter also disseminated information about training opportunities provided by KATC and autism education programs offered throughout the state. The newsletter subscriber email database has grown to 7,468 subscribers in June 2015. Archived KATC Newsletters can be found at

<http://louisville.edu/education/kyautismtraining/news>

Twitter: 257 followers

KATC joined Twitter in June 2012 and as of June 30, 2016 we have 257 followers.

<https://twitter.com/kyautism>

Facebook: 2,661 "likes"

KATC utilizes Facebook to communicate with the autism community in Kentucky to share resources and advertise KATC trainings. As of June 30, 2015 the KATC has 2,661 "likes".

<https://www.facebook.com/Kentucky-Autism-Training-Center-129054136759/>

YouTube Channel: 18,019 views, 337 subscribers, 128,870 minutes watched

KATC's recorded webinars are archived online on youtube.com. Seventy-three webinars are archived. Currently, there are 337 subscribers who have viewed a total of 128,870 minutes of KATC YouTube videos. A listing of the webinars produced during 2015-16 is included on the following pages under the category of training.

<https://www.youtube.com/user/kyautismtraining>

Amanda L. King Resource Library: Unique collection. Statewide distribution

The Amanda L. King Resource Library is a collection of materials on topics such as ASD, disability, education, transition, parenting, and child development. These materials are available for checkout at no cost to families and professionals across the commonwealth of Kentucky. During the past year, the Library was moved to our facilities conference room to promote greater visibility and usage. This collection is available to all citizens of Kentucky.

Kentucky Autism Service and Supports Directory: 475 providers listed

The goal of the KATC's Autism Service and Supports Directory is to increase information about community resources available to individuals with autism and their families. Users can search by age, county, service, and region. Last year there were 15,010 visits from 12,618 users viewing a total of 31,977 pages from the directory. The Kentucky Autism Service and Supports Directory can be accessed at <http://katcproviders.louisville.edu>

KY Autism Listserv: 213 members participate in statewide virtual information and resource sharing. The KYAUTISM Listserv is hosted by the Kentucky Autism Training Center. The purpose of the KATC listserv is to share information, services, resources, and training opportunities in a positive and respectful way. Currently 213 individuals are subscribed to the listserv. Information about the KATC listserv and how to become a member can be found at <http://louisville.edu/education/kyautismtraining/about/katc-listserv-guidelines>

Promoting Early Identification: KATC uses the “Learn the Signs-Act Early” materials that are affiliated with Centers for Disease Control and Prevention’s (CDC) National Center on Birth Defects and Developmental Disabilities (NCBDDD), to provide public awareness regarding ASD and the developmental milestones a typically developing small child should be meeting. These print materials are distributed statewide in a variety of locations to a variety of audiences. Additional information regarding the Act Early initiative can be found at <http://louisville.edu/education/kyautismtraining/act-early>

TRAINING

Webinars: 12, webinars for 100 attendees and the recorded version of these webinars received a total of 536 views online. KATC webinar trainings focused on both family and professional learning needs. Many of the webinars in the following chart were approved for continuing education credit through various agencies. The KATC offered a total of 12 live webinars that were attended by 100 participants.

2015-2016 KATC Webinars

Date	Topic	Speaker
8/19/2015	<i>Using Video Modeling with Individuals with ASD</i>	Michelle Antle
8/26/2015	<i>Using Antecedent Based Interventions in both the Classroom & Home</i>	Kim Howard
9/01/2015	<i>How to Use Prompt Procedures to Teach New Skills</i>	Laura Ferguson,
10/20/2015	<i>Learning and Fun with Structured Play Groups</i>	Kim Howard
11/06/2015	<i>Using Functional Communication Training to Increase Communication Skills in Individuals with Autism</i>	Laura Ferguson
12/09/2015	<i>Understanding Discrete Trial Teaching</i>	Michelle Antle
2/12/2016	<i>Using Reinforcement Strategies to Improve Behavior for Children with Autism in All Environments</i>	Laura Ferguson,
3/15/2016	<i>Making Transitions Smoother for Individuals with Autism Using Evidence-Based Strategies</i>	Laura Ferguson,
4/7/2016	<i>Preparing for Puberty in Adolescents with Autism</i>	Kim Howard
4/12/2016	<i>Using Task Analysis: The Key to Successful Learning</i>	Michelle Antle
5/11/2016	<i>Toilet Training and Autism</i>	Kim Howard

5/17/16	<i>My Child has Autism...Now What?: Recommendations for Parents</i>	Michelle Antle
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Feedback from webinar attendees:

- *I will be able to immediately use the information from this webinar.*
- *The presenter shared information that I so disparity needed for students.*
- *As a parent of a child with autism I frequently do not know how to work with my child but, this information was helpful.*
- *This is the best resource I have found.*

Collaborative Advocacy Conference

October 2015, KATC partnered with Laura Rothstein, Professor of Law and Distinguished University Scholar, to conduct a cross-college conference between the College of Education and Human Development and the Brandies School of Law. Educators and attorneys were provided learning opportunities to better understand the disability law for students in public schools and the different perspectives between professions. Participants included local school district administrators, attorneys, law students, and personnel from the Kentucky Department of Education. The 60 participants who attended this conference indicated a deeper understanding of disability law and the importance of working collaboratively at the lowest level of resolution to promote positive outcomes for students with disabilities.

Office of Vocational Rehabilitation

KATC staff conducted a learning opportunity with 12 Office of Vocational Rehabilitation Counselors to identify services and supports available for individuals with autism. KATC continues to partner with Kentucky's Office of Vocational Rehabilitation to support training in the transition to life beyond high school.

Parent Summit

KATC collaborated with the Kentucky Office of Autism, Kentucky Valley Educational Cooperative, and Kentucky Educational Development Cooperative to provide a Parent Summit in Hazard that was attended by parents from the Kentucky Valley Region and throughout the state in May 2015. Parents were provided information in a Round Tables Format by representatives from the following agencies:

- Easter Seals
- First Steps
- Office of Vocational Rehabilitation
- Family Courts/Guardianship
- Protection and Advocacy
- KY Parent Information Network/KY-SPIN

- VSA-KY/Art Program by Kennedy Foundation
- Commission for Children with Special Health Care Needs
- Warren County Fire Department/Safety
- Human Development Institute/Supported Employment
- School Services/Director of Special Education
- ARC of Kentucky
- Kentucky Autism Training Center
- University of Louisville Autism Center (ULAC)

Ray Chumbler IV, a young adult with ASD, provided a keynote speech that parent indicated was informative and motivational as they plan for their child's future. In addition, 9 informational sessions on a variety of topics pertaining to individuals with autism and their families were provided.

Kentucky Head Start Conference

KATC personnel provided trainings at the annual Kentucky Head Start Conference. Over the past 2 years KATC has identified Head Start as a training opportunity to focus on early childhood identification and intervention.

Kentucky Council for Exceptional Children (CEC) Conference

KATC partnered with the KY CEC to provide training at the annual CEC Conference that was attended by more than 900 participants. KATC staff conducted numerous sessions attended by teachers, school administrators, and others throughout KY.

University of Louisville Autism Clinic (ULAC) Training Series

Parents brought their children to the ULAC for Social Skills Groups. During this time, KATC staff provided training to parent on the following learning opportunities on 10 separate evenings:

- Using KATC Resources
- Communication
- School Transition
- Employment Transition
- Collaborative Advocacy
- Resource Fair
- School Exceptional Children Service
- Wills, Trust, and Guardianship
- College and University Programs
- Office of Vocational Rehabilitation Services

Technical Support Collaborating with ULAC

KATC Field Training Coordinators (FTC) provided direct ongoing consultation to 107 individuals and or their families related to service agencies, i.e. schools, First Steps, Preschool, and Postsecondary support agencies. When individuals with autism and or their parents call, email, or referred by the University of Louisville Autism Clinic and other physicians, the FTC provides technical assistance in accessing supports and resolving challenges that individuals and or their families are facing.

Kentucky Autism Initiative in Treatment, Training, and Research (KAITR)

Diagnostic clinics have been provided in collaborations with the Commission for Children for Special Health Care Needs (CCSHCN) at in 5 regions in Kentucky. This diagnostic and treatment service reduces the distance families have to travel to access service. KATC provided training for CCSHCN staff at the clinics and when needed. Additionally, KATC staff provide information to local school district personnel to support the educational programming for students with autism. KATC staff continue to partner and support this important work and oftentimes serve as a liaison between the CCSHCN and the local school.

Support Group Presentations and Support

KATC Field Training Coordinator presented on a variety of topics to multiple Parent Support Groups for children with autism in various regions in KY. Resource information and technical assistance was provided to other support groups as requested.

Regional Workshops

KATC staff conducted 6 workshops in 6 locations for 97 attendees from 33 counties in Kentucky. The topic presented, *Teaching Socialization and Communication to Individuals with Autism*, was identified as the area of greatest need by parents and professionals. The evaluations from attendees indicated that the trainings were informative and they could immediately take the information provided in the workshops to use in the respective settings of home, school, and child care.

Autism Diagnostic Observation Schedule 2 (ADOS-2) Training

KATC strives to build the capacity of service providers in Kentucky by increasing their knowledge and confidence in identifying and serving students with autism. December 2015, training was provided by Dr. Rachel Hunley, an Assistant Professor from Vanderbilt University, for psychologists, occupational therapists, speech and language pathologists, and related professionals. The ADOS 2 is an assessment of autism that is semi-structured, standardized assessment of communication, social interaction, play, and restricted and repetitive behaviors. It presents activities designed to elicit behaviors related to a diagnosis of ASD. Information obtained by the administration of the ADOS 2 informs the diagnosis and program development for individuals with autism.

Statewide Trainings for Parents and Professional Provided by KATC Field Training Coordinators

Training Date	Topic	Where	Trainer
June 2015	<i>Autism 101</i>	KY System of Care Academy	Heidi Cooley-Cook
June 2015	<i>Including Individuals with Autism in General Education</i>	Archdiocese, Louisville	Laura Ferguson and Kim Howard

June 2015	<i>Behavior Management and Sensory Strategies for Individuals with Autism</i>	Ready Kids Conference, Hopkinsville	Laura Ferguson
June 2015	<i>Increasing Communication for Individuals with Autism</i>	Ready Kids Conference	Laura Ferguson
June 2015	<i>Including Individuals with Autism in General Education</i>	Central Kentucky Educational Cooperative, Lexington	Laura Ferguson
June 2015	<i>Using Applied Behavior Analysis in Classroom</i>	Central Kentucky Educational Cooperative, Lexington	Laura Ferguson
July 2015	<i>Implementing Evidence-based Strategies</i>	KY, STEPS, Bowling Green	Michelle Antle
July 2015	<i>Introduction to Applied Behavior Analysis</i>	Green River Regional Cadre Training, Bowling Green	Michelle Antle
July 2015	<i>Training Site Implementation</i>	Russellville Independent Schools, Russellville	Michelle Antle
July 2015	<i>Early Identification of Children with Autism</i>	Ready Kids Conference, Louisville	Michelle Antle
July 2015	<i>Behavior Strategies for Young Children with Autism</i>	Ready Kids Conference, Louisville	Michelle Antle
July 2015	<i>Understanding the VB-MAPP</i>	Christian County Board of Education, Hopkinsville	Laura Ferguson
July 2015	<i>Understanding Autism</i>	Bell-Whitley Head Start, Bell County	Laura Ferguson
July 2015	<i>Using Visual Supports and Sensory Strategies for Individuals with Autism</i>	Western KY Head Start Conference, Hopkinsville	Laura Ferguson
July 2015	<i>Increasing Communication with Individuals with Autism</i>	Western KY Head Start Conference, Hopkinsville	Laura Ferguson
July 2015	<i>Understanding the VB-MAPP</i>	Big East Educational Cooperative, Ashland	Laura Ferguson
July 2015	<i>Evidence-based Practices</i>	Hardin County Schools, Elizabethtown	Laura Ferguson
July 2015	<i>Working with Individuals with Autism</i>	Bardstown Independent Schools, Bardstown	Laura Ferguson
July 2015	<i>Including Individuals with Autism in General Education</i>	Laurel County Schools, London	Laura Ferguson
July 2015	<i>Training Site Implementation</i>	Laurel County, London	Laura Ferguson
July 2015	<i>Training Site Implementation</i>	Overdale Elementary School, Bullitt County	Laura Ferguson

July 2015	<i>Training Site Implementation</i>	Mason County Preschool and R.E. Stevens Elementary School, Ashland	Kim Howard
August 2015	<i>Autism 101 & Intervening in the General Classroom</i>	Trigg County Schools, Cadiz	Michelle Antle
August 2015	<i>Recognizing and Intervening with Students with Autism</i>	Stevenson Elementary School, Russellville Independent, Russellville	Michelle Antle
August 2015	<i>Training Site Implementation</i>	Caldwell County Middle School, Princeton	Michelle Antle
August 2015	<i>Autism 101</i>	Seven County Services-Therapeutic Support Specialists, Louisville	Heidi Cooley-Cook
August 2015	<i>Autism, Communication, and Behavior</i>	Lord's Legacy Life Ministries, Nicholasville	Heidi Cooley-Cook
August 2015	<i>Strategies for Teaching Individuals with Autism</i>	Oldham County Schools, Goshen	Laura Ferguson
August 2015	<i>Understanding Autism</i>	Cedar Grove Elementary School, Shepherdsville	Laura Ferguson
August 2015	<i>Training Site Implementation</i>	Pleasant Grove Elementary, Mt. Washington	Laura Ferguson
August 2015	<i>Training Site Implementation</i>	Jessamine County Schools, Nicholasville	Laura Ferguson
August 2015	<i>Behavior Management and Autism</i>	Clinton County Schools, Albany	Laura Ferguson
August 2015	<i>Including Students with Autism in General Education</i>	Clinton County Schools, Albany	Laura Ferguson
August 2015	<i>Training Site Implementation</i>	Kathryn Winn Primary School and Carroll County Head Start, Carrollton	Laura Ferguson
August 2015	<i>Training Site Implementation</i>	Cumberland Elementary School, Harlan County, Cumberland	Laura Ferguson
August 2015	<i>Working with Individual with Autism in Early Childhood</i>	Murray Head Start, Murray	Laura Ferguson
August 2015	<i>Behavior Management and Autism</i>	Whitesburg Head Start, Whitesburg	Laura Ferguson
August 2015	<i>Working with Individuals with Autism</i>	Whitesburg Head Start, Whitesburg	Laura Ferguson
August 2015	<i>Training Site Implementation</i>	Oldham County Schools, Goshen	Laura Ferguson
August 2015	<i>Understanding Autism</i>	Wellstone Regional Hospital, Jeffersonville, Indiana	Laura Ferguson

August 2015	<i>Training Site Implementation</i>	North Park and Woodland Elementary Schools, Hardin County, Radcliff	Laura Ferguson
August 2015	<i>Working with Individuals with Autism in Early Childhood</i>	Kenton County Schools Early Childhood, Ft. Wright	Laura Ferguson
September 2015	<i>Introduction to Autism</i>	4H Leaders, UK Extension Office, Bowling Green	Michelle Antle
September 2015	<i>Functional Behavior Assessment and Behavior Intervention Programs</i>	Green River Regional Cadre Training, Bowling Green	Michelle Antle
September 2015	<i>Cognitive Behavior Intervention for Students with Autism</i>	West Kentucky Regional Cadre, Murray	Michelle Antle
September 2015	<i>Working with Individuals with Autism</i>	Nelson County Schools, Bardstown	Laura Ferguson
September 2015	<i>Understanding Autism</i>	Foster Care Parent Training, Louisville	Laura Ferguson
September 2015	<i>Strategies for Individuals with Autism in Early Childhood</i>	Pulaski County Head Start , Somerset	Laura Ferguson
September 2015	<i>Using Prompt Procedures to Teach New Skills</i>	Northern Kentucky Educational Cooperative, Cold Springs	Laura Ferguson
September 2015	<i>Communication and Socialization for Children with Autism</i>	Regional Speech and Language Conference, Ashland	Kim Howard
October 2015	<i>Anxiety in the Classroom: How to Recognize and Positively Intervene</i>	Kentucky Association of School Psychology in the Schools Conference, Louisville	Michelle Antle
October 2015	<i>Introduction to Cognitive Behavior Intervention</i>	The Summit, Western Kentucky University, Bowling Green	Michelle Antle
October 2015	<i>Training Site Implementation</i>	North Hancock Elementary School, Lewisport	Michelle Antle
October 2015	<i>Social Skills Training</i>	Regional Training at Lake Barkley State Park, Cadiz	Michelle Antle
October 2015	<i>Autism and Transition to Adult Life</i>	P.U.S.H. Parent Support Network, Pathways Inc., Ashland	Heidi Cooley-Cook
October 2015	<i>Increasing Communication and Social Skills for Individuals with Autism</i>	Regional Training at Lake Barkley State Park, Cadiz	Michelle Antle and Laura Ferguson
October 2015	<i>Autism Overview</i>	South Oldham Middle School, Crestwood	Laura Ferguson
October 2015	<i>Strategies for Individuals with Autism in Early Childhood</i>	Paducah Head Start, Murray	Laura Ferguson

October 2015	<i>Understanding Autism</i>	St. Bernard Catholic School, Louisville	Laura Ferguson
October 2015	<i>Using Applied Behavior Analysis in the Classroom</i>	Central Kentucky Educational Cooperative, Lexington	Laura Ferguson
October 2015	<i>Including Individuals with Autism in General Education</i>	Central Kentucky Educational Cooperative, Lexington	Laura Ferguson
October 2015	<i>Instructional Strategies for Children with Autism</i>	Pike County Schools, Pikeville	Kim Howard
November 2015	<i>Implementing Evidence-based Practices for Students with Autism</i>	Green River Region Educational Cooperative Autism Cadre, Bowling Green	Michelle Antle
November 2015	<i>Autism Eligibility to Intervention</i>	KY Council for Exceptional Children Conference, Louisville	Michelle Antle
November 2015	<i>Cognitive Behavior Therapy with Students with Autism</i>	KY Council for Exceptional Children Conference, Louisville	Michelle Antle
November 2015	<i>How to Recognize Anxiety and Intervene in the Classroom</i>	KY Council for Exceptional Children Conference, Louisville	Michelle Antle
November 2015	<i>Increasing Communication and Social Skills for Individuals with Autism</i>	Regional Training at Kosair Community Room, Louisville	Michelle Antle and Laura Ferguson
November 2015	<i>Plan for Life After Graduation Party NOW!</i>	KY Council for Exceptional Children Conference, Louisville	Heidi Cooley-Cook
November 2015	<i>Autism 101</i>	KY Council for Exceptional Children Conference, Louisville	Heidi Cooley-Cook
November 2015	<i>Using Applied Behavior Analysis in the Classroom</i>	Murray Independent Schools, Murray	Laura Ferguson
November 2015	<i>Using Differential Reinforcement to Teach Replacement Behaviors</i>	Northern Kentucky Educational Cooperative, Cold Springs	Laura Ferguson
November 2015	<i>Understanding the Autism Diagnosis</i>	Commission for Children with Special Health Care Needs, Corbin	Laura Ferguson
November 2015	<i>Evidence Based Strategies in Action: Videos from an Actual Classroom</i>	Kentucky Council for Exceptional Children Conference, Louisville	Laura Ferguson
November 2015	<i>Increasing Communication and Social Skills for Individuals with Autism</i>	Regional Training at Jenny Wiley State Park, Prestonsburg	Laura Ferguson and Kim Howard
November 2015	<i>Success with Structured Teaching</i>	Kentucky Council for Exceptional Children Conference, Louisville	Kim Howard

November 2015	<i>Behavior Strategies that Work</i>	Fall Early Childhood Collaborative Institute, Paintsville	Kim Howard
December 2015	<i>Using Story Based Lessons</i>	Hancock County Schools, Lewisport	Michelle Antle
December 2015	<i>Part 1: Assessment of Basic Language and Learning Skills-Revised Training</i>	McCracken County Schools, Paducah	Michelle Antle
December 2015	<i>Autism 101</i>	Humana CareSource, Louisville	Michelle Antle
December 2015	<i>KATC Resources and Autism 101</i>	Louisa Family Support Group, Louisa	Heidi Cooley-Cook
December 2015	<i>Using Evidence-based Practices in the Classroom</i>	Applied Behavior Analysis Conference, Ashland	Laura Ferguson and Dr. Robert Pennington
January 2016	<i>Community Resources and How to Refer</i>	KidSpot Center, Bowling Green	Michelle Antle
January 2016	<i>Using Story Based Lessons</i>	Stevenson Elementary School, Russellville	Michelle Antle
January 2016	<i>Person Centered Planning</i>	Christian County Schools, Hopkinsville	Michelle Antle
January 2016	<i>Introduction to Evidence-based Practices for Students with Autism</i>	Practitioner Training in Special Education or Communication Disorders, Western Kentucky University, Bowling Green	Michelle Antle
January 2016	<i>Evidence-based Practices for Students with Moderate to Severe Disabilities and Autism: Most to Least Prompting, Least to Most Prompting, Graduated Guidance and Chaining (Forward/Backward)</i>	Northern Kentucky Educational Cooperative, Cold Springs	Laura Ferguson and Dr. Kim Weber
February 2016	<i>Cognitive Behavioral Intervention for Students with Autism</i>	Campbell County Schools, Alexandria	Michelle Antle
February 2016	<i>Functional Behavior Assessment and Behavior Intervention Programs</i>	Green River Regional Educational Cooperative Autism Cadre, Bowling Green	Michelle Antle
February 2016	<i>Part 2: Assessment of Basic Language and Learning Skills-Revised Training</i>	McCracken County Schools, Paducah	Michelle Antle

February 2016	<i>Autism and First Responders (Training First Responders to Train First Responders)</i>	Louisville Fire Department, Louisville	Heidi Cooley-Cook, Chad Greathouse, and Bob Schafer
February 2016	<i>Understanding Autism and Evidence-based Practice</i>	Indiana University Southeast, New Albany, Indiana	Laura Ferguson
February 2016	<i>Educational Services in the Local School</i>	Weisskopf Child Evaluation Center, Louisville	Mike Miller
March 2016	<i>Strategies the Work for Early Childhood Educators</i>	Warren County Preschool Staff, Bowling Green	Michelle Antle
March 2016	<i>IEP and Specially Designed Instruction for Students with Autism</i>	Hart of Autism, Parent Support Group, Munfordville	Michelle Antle
March 2016	<i>Behavior Interventions for Students with Autism</i>	Green River Regional Educational Cooperative Autism Cadre, Bowling Green	Michelle Antle
March 2016	<i>Understanding Communication and Social Skills for Students with Autism</i>	Regional Training at Cumberland Falls State Park, Corbin	Michelle Antle and Laura Ferguson
March 2016	<i>Plan for Life After the Graduation NOW!</i>	ARC Conference, Louisville	Heidi Cooley-Cook and Mike Miller
March 2016	<i>Understanding Autism and Evidence-based Practices</i>	Practitioner Training for Special Educators, Campbellsville College, Louisville	Laura Ferguson
March 2016	<i>Including Individuals with Autism in General Education</i>	Central Kentucky Educational Cooperative, Lexington	Laura Ferguson
March 2016	<i>Understanding the Autism Diagnosis</i>	ARC Conference, Louisville	Laura Ferguson
March 2016	<i>Understanding Communication and Social Skills for Students with Autism</i>	Regional Training at General Butler State Park, Carrollton	Laura Ferguson and Kim Howard
March 2016	<i>Using Systematic Instruction Plans</i>	Northern Kentucky Educational Cooperative	Laura Ferguson and Dr. Kim Weber
April 2016	<i>Cognitive Behavioral Intervention for Students with Autism</i>	McCracken County Schools, Paducah	Michelle Antle

April 2016	<i>Understanding Applied Behavior Analysis</i>	Big Creek Elementary School, Oneida	Laura Ferguson
April 2016	<i>Using Applied Behavior Analysis in the Classroom</i>	Kentucky Dam State Park, Gilbertsville	Laura Ferguson
April 2016	<i>Understanding Autism and Strategies</i>	Early Childhood Professional, Corbin	Laura Ferguson
April 2016	<i>ABC's of Behavior</i>	Buffalo Trace Conference on Child Abuse, Morehead	Kim Howard
April 2016	<i>Meeting Sensory Needs</i>	Hazard Family Summit, Hazard	Kim Howard
May 2016	<i>Teaching Socialization and Communication to Individuals with Autism</i>	Regional Training Presented at Barren River State Park, Lucas	Michelle Antle and Laura Ferguson
May 2016	<i>Training Site Implementation</i>	Pembroke Elementary School, Christian County Schools, Hopkinsville	Michelle Antle
May 2016	<i>Introduction to Cognitive Behavior Intervention</i>	Hart of Autism, Parent Support Group, Munfordville	Michelle Antle
May 2016	<i>Training Site Implementation</i>	Caldwell Middle School, Princeton	Michelle Antle
May 2016	<i>Behavior 101</i>	East Calloway Elementary School, Murray	Michelle Antle
May 2016	<i>Autism and First Responders</i>	Spencer County Fire Department, Louisville	Heidi Cooley-Cook, Chad Greathoouse, and Bob Schafer
May 2016	<i>Autism and First Responders</i>	Metro Safe, Louisville	Heidi Cooley-Cook and Chad Greathouse
May 2016	<i>Autism and First Responders</i>	Metro Safe, Louisville	Heidi Cooley-Cook and Chad Greathouse
May 2016	<i>Understanding Evidence-based Practices for Individuals with Autism</i>	Annual Kentucky Head Start Conference, Louisville	Laura Ferguson
May 2016	<i>Understanding Instructional Practices for Individuals with Autism</i>	Harrison County Schools, Cynthiana	Laura Ferguson
May 2016	<i>Training Site Implementation</i>	Montgomery County Intermediate School, Mr. Sterling	Laura Ferguson

June 2016	<i>Understanding and Supporting Students with Autism Characteristics</i>	Practitioner Training for Special Educators, Western Kentucky University , Bowling Green	Michelle Antle
June 2016	<i>Teaching Replacement Behaviors</i>	Family Resource Center's Parent Support Group, , Bowling Green	Michelle Antle
June 2016	<i>Writing Comprehensive Educational Treatment Plans</i>	Green River Region Educational Cooperative's Mental Health Conference, Bowling Green	Michelle Antle, Kathy Manciel, and Deb Myers
June 2016	<i>Cognitive Behavior Interventions</i>	Hardin County Schools, Elizabethtown	Michelle Antle
June 2016	<i>Autism and First Responders</i>	Louisville Fire Department, Louisville	Heidi Cooley-Cook and Chad Greathouse
June 2016	<i>Autism and Behavior in the Home and Community</i>	ARC of Kentucky Family Support Coalition Resource Fair	Heidi Cooley-Cook
June 2016	<i>Understanding Autism in Early Childhood</i>	Jessamine County Early Learning Village, Nicholasville	Laura Ferguson
June 2016	<i>Instructional Practices for Students with Autism in Early Childhood</i>	Jessamine County Early Learning Village, Nicholasville	Laura Ferguson
June 2016	<i>Working with Students with Autism in Early Childhood</i>	Park Du Valle Education Center, Louisville	Laura Ferguson
June 2016	<i>Understanding the STAR Program</i>	Oldham County Schools, Goshen	Laura Ferguson
June 2016	<i>Communication is the Key</i>	Jefferson County Public Schools Classified Institute, Louisville	Laura Ferguson
June 2016	<i>Working with Individuals with Autism</i>	Big Creek Elementary School, Oneida	Laura Ferguson
June 2016	<i>Behavior in the Home and Community</i>	London Parent Summit, London	Laura Ferguson
June 2016	<i>The "Wh's" of Functional Communication</i>	Central Kentucky Educational Cooperative, Lexington	Laura Ferguson
June 2016	<i>KATC Resources and Educational Services</i>	Developmental Pediatricians Regional Meeting at Norton's, Louisville	Mike Miller

COACHING AND SUPPORT

2015-16 KATC Support to Schools Implementing ASD Partnership Training Sites

Prior the start of the school year, teams participating in the problem-solving process participated in a specialized Summer Institute to orient the teams to the process and evidence-based practices.

Building Statewide Capacity for Educators to Improve Outcomes for Learners with ASD: Partnership with Kentucky Department of Education, Special Education Cooperatives and Local School Districts

ASD Partnership Training Sites

KATC works in collaboration with the Kentucky Department of Education's (KDE) nine Special Educational Cooperatives at all levels of operation. Cooperatives have the capacity to create and sustain change at the local level and this collaboration is essential to develop and sustain a network of professional learning, training, and coaching to educators. Building upon this relationship, KATC initiated a collaborative workgroup in 2008 to develop a proposal and was subsequently awarded a partnership with the National Professional Development Center on Autism Spectrum Disorders. The National Professional Development Center on Autism Spectrum Disorders (NPDC on ASD), funded by the U.S. Department of Education, Office of Special Education Programs is a multi-university program that began on July 1, 2007. The center is located at three universities: The University of North Carolina, the University of Wisconsin, and the University of California.

NPDC on ASD provided professional development and technical assistance to help Kentucky promote implementation of evidence-based practices for early identification, intervention and education for children and youth with ASD. These practices should produce the best possible outcomes for families and students with ASD, spanning the age range from infancy to early adulthood (21 years). In addition, the NPDC helped Kentucky establish a problem solving process to develop model sites demonstrating evidence-based practices for ASD and in evaluating and measuring child, family, practitioner and system-level outcomes. The purposes of the project that began in Kentucky in January 2009 were to:

- Increase the number of highly qualified personnel (particularly teachers and practitioners) serving children and youth with ASD in Kentucky
- Establish a sustainable system of professional development in evidence-based practices in ASD
- Provide technical assistance support for early childhood practitioners, educational leaders, teachers and school-based personnel
- Establish training site where pre-service and in-service professionals can observe the implementation of evidence-based practices

During 2015-2016, KATC collaborated with 8 special educational cooperatives (see list of regional cooperatives below) in 17 school districts to serve 28 schools with this intense coaching and support model. School personnel in the schools accepted participate in comprehensive training regarding the teaching students with autism. Many more schools apply than KATC has the capacity to serve. KATC Field Training Coordinators (FTC) are assigned to the schools within a specific region, provide the comprehensive trainings, visit each classroom a minimum of 1 time monthly, and provide ongoing technical assistance to the school staff via email, phone calls, and virtual meetings.

Special Education Cooperatives

- Central Kentucky Educational Cooperative (CKEC)
- Green River Regional Educational Cooperative (GRREC)
- Jefferson County Exceptional Child Education Services (JCPS)
- Kentucky Educational Development Corporation (KEDC)
- Kentucky Valley Educational Cooperative (KVEC)
- Northern Kentucky Cooperative for Educational Services (NKECS)
- Ohio Valley Educational Cooperative
- Southeast/Southcentral Education Cooperative (SESC)
- West Kentucky Educational Cooperative (WKEC)

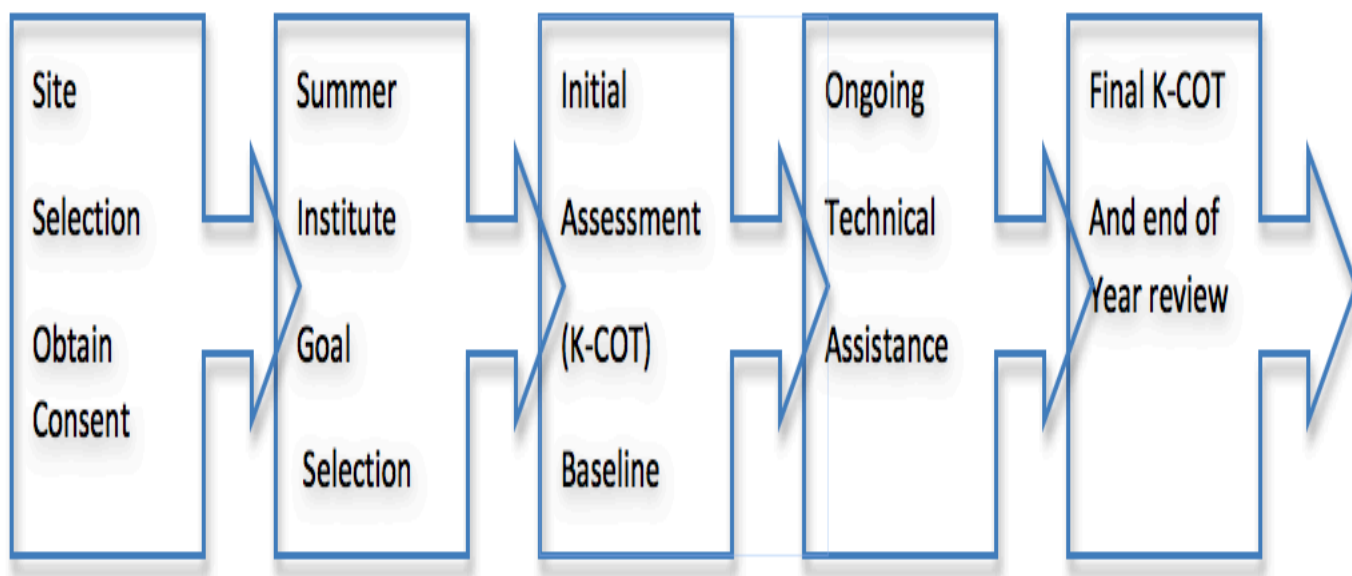
Evidence-Based Practices: The Foundation

While many interventions for autism exist, only some have been shown to be effective through scientific research. Interventions that researchers have shown to be effective are called evidence-based practices. Several groups have sought to identify evidence-based practices for autism treatment (National Professional Development Center on Autism-NPDC on ASD, National Autism Center-NAC). The groups' findings overlap significantly and the KATC draws on interventions identified across organizations. One group, the NPDC on ASD, uses rigorous criteria to determine whether a practice is evidence-based. Currently, the Center has identified 27 evidence-based practices. Please note that every identified practice is not necessarily appropriate for every learner. Practices are most effective when carefully matched to a learner's specific needs and characteristics.

To date, the NPDC on ASD has identified 27 practices that meet the above criteria for evidence-based practices for children and youth with autism spectrum disorders. They continue to review the literature for practices that meet their definition. This list was updated by the NPDC in 2014 from 24 evidence-based practices to 27. The practices are:

- | | |
|--|---------------------------------------|
| 1. Antecedent-Based Interventions (ABI) | 14. Pivotal Response Training |
| 2. Cognitive Behavioral Intervention | 15. Prompting |
| 3. Differential Reinforcement | 16. Reinforcement |
| 4. Discrete Trial Training | 17. Response Interruption/Redirection |
| 5. Exercise | 18. Scripting |
| 6. Extinction | 19. Self-Management |
| 7. Functional Behavior Assessment | 20. Social Narratives |
| 8. Functional Communication Training | 21. Speech Generating Devices/VOCA |
| 9. Modeling | 22. Structured Play Group |
| 10. Naturalistic Intervention | 23. Task Analysis |
| 11. Parent-Implemented Interventions | 24. Technology-aided Instruction |
| 12. Peer-Mediated Instruction and Intervention | 25. Time Delay |
| 13. Picture Exchange Communication System (PECS) | 26. Video Modeling |
| | 27. Visual Supports |

Overview of the Training Site Process



Tools developed by the KATC to facilitate technical assistance process for training sites:

1) K-COT (Kentucky Classroom Observation Tool)

This tool was created by the KATC prior to the 2011-2012 school year and updated in 2012-2013 to include the assessment of general education settings. The tool is used to gather program information during the first site visit through direct observation, record review, and interview. The checklist will be completed by KATC staff and discussed with teams at the beginning and end of the school year. The information gathered will help training site teams to collectively determine program goals to target during the year.

2) K-COT/S (Kentucky Classroom Observation Tool Self-Assessment)

This version of the K-COT is completed by the school team during the summer training and will reflect their perspective of their strengths and challenges. This completed tool will be used in connection with the completed K-COT to determine program goals and guide professional growth throughout the year.

3) TA Contact Form (Technical Assistance Contact Form)

At the completion of each visit, district level and KATC technical assistance providers will complete this form as a summary of their visit. This form will document information regarding progress towards meeting classroom goals and student goals and next steps.

Autism Training Site Schools 2015-16 School Year

School	District	Coop Region	Classroom(s)
East Ridge High	Pike County	KVEC	1
Dorton Elementary	Pike County	KVEC	1
Bevin Elementary	Pike County	KVEC	1
Phelps Elementary Head Start	Pike County	KVEC	2
Flemingburg Elementary	Fleming County	KEDC	2
West Carter High	Carter County	KEDC	1
Rowan County Middle	Rowan County	KEDC	1
East Louisa Elementary	Lawrence County	KEDC	2
North Park Elementary	Hardin County	GRREC	1
Woodlawn Elementary	Hardin County	GRREC	1
Carroll County Head Start	Carroll County	OVEC	1
Kathryn Wynn Elementary	Carroll County	OVEC	1
Bullitt Lick Middle	Bullitt County	OVEC	1
Overdale Elementary	Bullitt County	OVEC	1
Pleasant Grove Elementary	Bullitt County	OVEC	1
Henry County High	Henry County	OVEC	1
Owen County Elementary	Owen County	OVEC	1
North Oldham High	Oldham County	OVEC	1
Centerfield Elementary	Oldham County	OVEC	1
Silver Grove Elementary	Silver Grove Independent	NKEC	1
Cumberland Elementary	Harlan County	SESC	1
Walnut Hill Elementary	Casey County	SESC	1
North Laurel Middle	Laurel County	SESC	1
East Jessamine Middle	Jessamine County	CKSEC	1
South Hancock Elementary	Hancock County	GRREC	1

Autism Cadre

In partnership with Kentucky Department of Education and 9 special educational cooperatives, training and coaching in evidenced-based practices for individuals with autism are trained for local school personnel. Special education cooperatives customize the trainings based on the needs of the school personnel in their respective regions. These trainings are an ongoing follow-up and support to the 164 State school districts in the 9 special education cooperatives that training more than 681 professionals at the inception of this initiative.

In spring of 2009 the Kentucky Department of Education (KDE) and the Kentucky Autism Training Center (KATC) partnered to establish a statewide autism cadre of approximately 681 members to forward the following goals:

- Provide ongoing training to district level staff on evidence-based practices for students with ASD so that they could provide training at the district level.
- Establish networks of support between professionals from different districts and special education cooperative regions.
- Establish local problem solving teams at the district level across Kentucky.

Partnership

Kentucky is divided into 9 special education cooperative regions. Complex needs consultants provide technical assistance in each region. KATC works with the complex needs consultants to drive the ASD cadre; the consultants already met several times a year to drive other state initiatives (e.g., alternative assessment, new teacher training). At the district level, representatives from 95% of local districts were identified by the director of special education based on an application process developed by KDE. Participants were selected based on their ability to translate cadre training material back to the local district. Cadre members represent a myriad of roles within a school district: Speech Language Pathologists, Occupational Therapists, General Education Teachers, Special Education Teachers, Directors of Special Educations, Early Childhood Diagnosticians, Psychologists, Autism Specialists, Consultants, and Pre-school Teachers.

Process

KATC develops quarterly training materials to be given to the special education co-op consultants. Consultants were grouped into super clusters, containing three to four co-op regions. Super clusters met to clarify content and share resources for training; in some instances consultants provided cross cooperative trainings. KATC attended these meetings in-person or via Skype to clarify training materials upon request. After review of the materials the cooperative consultants delivered a 6-hour training to the district level professionals. Participants received 4 trainings each year for a total of 24 hours of professional development.

Content

KATC developed quarterly training materials (e.g. PowerPoint, group activities, video examples). Topics included: Applied Behavior Analysis, Generalization, Communication. Complex needs consultants were able to add supplementary materials but were asked not to change the KATC slides to maintain the integrity of the training materials.

Session	Content
Module 1	Project Overview, ASD characteristics
Module 2	Functional Behavior Assessment and Preference Assessment
Module 3	Behavioral Intervention
Module 4	Systematic Instruction 1
Module 5	Systematic Instruction 2
Module 6	Communication Instruction 1
Module 7	Communication Instruction 2
Module 8	Asperger Syndrome, Intro to Problem Solving
Module 9	Social Skills
Module 10	Environmental Arrangement
Module 11	Social Skills Part II
Module 12	Coaching and Problem Solving

District Highlights

Several districts have reported that cadre members continue to conduct trainings at the local district level. Districts have reported developing local problem solving teams and using cadre members to address district challenges associated with meeting the needs of students with ASD. Superintendents report that cadre trainings are building the capacity of local school district staff to better meet the needs of students with autism.

KATC Staff

Michelle Antle, Field Training Coordinator
Heidi Cooley-Cook, Family Field Training Coordinator
Laura Ferguson, Field Training Coordinator
Diandre Glover-Thomas, Program Coordinator
Kim Howard, Field Training Coordinator,
Mike Miller, Field Training Coordinator
R. Larry Taylor, Executive Director

KATC 2015 – 2016 Expenditures

EXPENSES	General Funds	Revenue	CPE	KDE	YTD TOTAL
Salary	\$141,038.08	\$3,820.14	\$117,760.36	\$75,797.76	\$338,416.34
Benefits	\$34,299.70	\$1,073.83	\$29,439.72	\$17,750.47	\$82,563.72
Operating Expenses	\$22,565.96	\$2,957.12	\$8,990.27	**\$153,404.28	\$187,917.63
Travel	\$0.00	\$366.12	\$13,368.55	\$27,648.06	\$41,382.73
F&A	\$0.00	\$0.00	\$0.00	\$21,968.04	\$21,968.04
TOTAL EXPENSES	\$197,903.74	\$8,217.21	*\$169,558.90	\$296,568.61	\$672,248.46

*Expenditures exceeded the annual allocation of \$125,800. Carryover funds in the amount of \$43,758.90 from previous allocations were expended.

**Contractual services for nonemployees to perform training services were secured from Operating Expenses instead of Salary.