

Budget

Autism Model School (134122) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (329)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	18,000.00	24,105.44	7,763.88	0.00	49,869.32
Support Services		0.00	0.00	342,284.40	0.00	0.00	0.00	342,284.40
Governance/Admin		0.00	0.00	11,000.00	0.00	6,297.00	0.00	17,297.00
Prof Development		0.00	0.00	9,300.00	0.00	0.00	0.00	9,300.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	380,584.40	24,105.44	14,060.88	0.00	418,750.72
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-418,750.72

Application

Autism Model School (134122) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (329)

Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:Autism Teacher Retention/Staff Training Project

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The Autism Specific Teacher/Staff Training Project proposes to provide intensive didactic and applied experiences to University Students at The University of Toledo who are majoring in the areas of Special Education, Speech Therapy, Psychology, and other related disciplines with applied experiences at The Autism Model School for school age students affected by autism, and at The Great Lakes Autism Collaborative for preschool students affected by autism. The University of Toledo as a partner agrees to offer the new elective university course with a focus on Intensive Educational Approaches to Language and Behavior Programming for Students with Autism as developed and taught by curriculum development staff at The Autism Model School. The Goals achieved through this partnership will be: student achievement gains, spending reductions in the five-year fiscal forecast, and utilization of a greater share of resources in the classroom.

114 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Mary Walters

Organizational name of lead applicant: The Autism Model School

Unique Identifier (IRN/Fed Tax ID):

Address of lead applicant: 3020 Tremainsville Road, Toledo, Ohio 43613

Phone Number of lead applicant: 419-897-4400

Email Address of lead applicant: mlw.model@gmail.com

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Barbaranne Benjamin, PhD

Organizational name of secondary applicant: Partner--The University of Toledo, Barbara Benjamin, PhD, Associate Dean of the College of Health Sciences & Human Development

Unique Identifier (IRN/Fed Tax ID):

Address of secondary applicant: Health & Human Services Bldg. Room 2400H, The University of Toledo, 2801 W. Bancroft Street, Toledo, OH 43606

Phone number of secondary applicant: 419.530.2757

Email address of secondary applicant: barbaranne.benjamin@utoledo.edu

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Beverly J. Schmolli, Dean Health and Human Services Building Room 3302 The University of Toledo EIN: 2801 W Bancroft St Toledo, OH 43606 Phone: 419.530.5452 beverly.schmolli@utoledo.edu Dr. Richard Welsch, Dept. Chair Early Childhood, Physical and Special Education The University of Toledo EIN: Gillham Hall 4000D Mail Stop 954 2801 W Bancroft St Toledo, OH 43606 Phone: 419.530.7736 richard.welsch@utoledo.edu Catina Harding, MSW, Executive Director The Great Lakes Autism Collaborative EIN: 20-1534537 2040 W. Central Avenue Toledo, Ohio 43606 phone: 419-654-0634 catina@bex.net Melissa Twarek, M.S., BCBA Director, Promedica Early Intervention Program EIN: 2040 W. Central Avenue Toledo, Ohio 43606 phone: 419-291-7039 Melissa.Twarek@ProMedica.org

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

\* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Mary Walters, MBA--Director of the Autism Model School and founding member of the consumer group establishing the school. Ms. Walters is responsible for Superintendent and Principal activities at the Autism Model School and has led the school in the implementation of evidence-based practices for educating students with autism. She completes the needs assessment and CCIP annually for the school and has been awarded multiple collaborative grants over the years including a 21st Century Community Learning Center grant for individuals with autism in Lucas County. She assisted with the development of the Great Lakes Autism Collaborative and acted as their original Executive Director while maintaining her position as Director of The Autism Model School. Collaborations have included activities with Promedica Health Systems, The Autism Society of Northwest Ohio, The Lucas County Board of Developmental Disabilities, and others. Beverly J. Schmolli, Dean of the College of Health and Human Services at The University of Toledo oversees the Speech & Language Clinic within the college. She facilitates Speech Language Externship placements as well as the approval of courses that are offered within the College of Health and Human Services. She has agreed to facilitate the promotion of the new elective course offering as well as the Autism Model School as a site for Speech Language Externs and other majors enrolling in the applied course to be offered at The Autism Model School. Catina Harding, MSW, Executive Director of The Great Lakes Autism Collaborative. Ms. Harding is a board member of the Toledo Children's Hospital Foundation. She has been integral in collaboration efforts among such diverse groups as Promedica Health Systems, Mercy Children's Hospital, Harbor Behavioral Healthcare, and several local autism scholarship providers such as Capable Kids, Toledo Hearing and Speech services, and the CHIP Program. Additionally, she works closely with local high schools to support peer mentorship programs for students with autism at The Self Reliance Center (the 21st Century Community Learning Center program for students with autism which is administered through The Autism Model School). Joel Vidovic, M.A., BCBA (Board Certified Behavior Analyst) has worked for ten years as a consultant to traditional public schools for students with autism and severe behaviors. His focus has always been on the population of students with autism. He worked with the author, Dr. James Partington on the development of the Assessment of Basic Language and Learning (ABLLS) which is a combined assessment and curriculum guide for children with autism. He is in his third year as the curriculum director at The Autism Model School, and continues to oversee teacher implementation of evidence-based practices. Julie Carter, M.Ed., CCC-SLP-Ms. Carter is the speech language pathologist at The Autism Model School and has worked in this position for the past five years. She also is the Clinical Supervisor at The University of Toledo Speech/Language Clinic where she has worked for the past 15 years. She has been a part time instructor in Anatomy and Physiology of Speech and Hearing Mechanisms, as well as in Speech Science at The University of Toledo. Dr. Richard Welsch, Dept. Chair, Early Childhood, Physical and Special Education: Dr. Welsch has advised on the process for the off campus course to be included in the course offerings at The University of Toledo as an elective, and has committed to facilitating this process for the purpose of this grant application. He has been awarded several grants, published in multiple journals, and teaches education classes at The University of Toledo. Melissa Twarek, M.S., BCBA is the Director of The Promedica Early Intervention Program for students with autism. She has worked as a Board Certified Behavior Analyst in Clinical Settings for the past five years and has committed to support of this project.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
Spending reductions in the five-year fiscal forecast
Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

- New - never before implemented
Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
Mixed Concept - incorporates new and existing elements
Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The Autism-Specific Teacher Retention/Staff Training project specifically targets the problems of Teacher/Staff Retention and Teacher/Staff preparedness to address educational programs for students with autism in evidence-based and research-based methods to improve student performance. The project will also bring about spending reductions in the five year fiscal forecast through the reduction of paid instructional para-professional aides positions through the use of university students and through the use of evidence based on-line curricula focused on early learners with autism. The activities to be undertaken to address these problems are as follows: 1. Develop a research-based didactic course identifying and describing the evidence base and research base for the most effective practices in the education of students with autism. 2. Pair the didactic course with applied practice under the supervision of classroom teachers at both The Autism Model School (for school-age students with autism), and at The Great Lakes Autism Collaborative/Promedica Early Intervention Program (for pre-school and early intervention students with autism). 3. Offer the combined course as an elective to students at The University of Toledo housed within the College of Health and Human Services as well as in the College of Education. 4. Provide on-line evidence based curricula in reading and language learning, adaptive behavior, social skills, communication skills and emotional development through licensed curricula to the early learners at The Autism Model School. 5. Evaluate the following: A. University Student satisfaction with the course. B. Classroom Teacher satisfaction with the project. C. Student with Autism progress as measured by the normed assessment "Scales of Independent Behavior-Revised (SIB-R)" and by the autism-specific assessment "Gilliam Autism Rating Scale" (GARS). D. Cost reductions over time effected by university student displacement of some para-professional aide positions within the applied sites, as well as long term retention of teachers and reduced on-site training needs for staff.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

School Improvement Funds do not apply. 1. Student Achievement Students with autism, depending on the severity of the autism require as much as 1:1 instruction in order to progress in the general curriculum. Students affected by severe autism often present in preschool, kindergarten and older grades with functional skills measured at age 18 months-48 months as measured by adaptive behavior scales including the Scales of Independent Behavior-Revised. Evidence-based practices for these students indicate intensive, structured programs focused on applied behavior analysis (ABA) programs is most effective in providing these students with adaptive behavior skills and learning-readiness skills so that they can achieve higher levels in the general curriculum. ABA programs require intense staff consistency in their delivery. The Autism Model School (AMS) and the Promedica Early Childhood Program utilizes instructional para-professional aides under the direction of a licensed Intervention Specialist. Utilizing University students as para-professional aides will bolster the instructional staff to student ratio allowing the Licensed Intervention Specialist Teacher to step out of the role of 1:1 instruction provider and into the role of Teacher as Manager-which is to say the classroom teacher will extend their own expertise to guide aides in delivering instruction and while maintaining consistency. The use of evidence-based online curricula for the early learners will allow classroom teachers to be moved to a Teacher-as-Manager role also, and will reduce the need for para-professional aides doing all one-one instruction. The Intervention Specialists often have no training in applied behavior analysis so AMS provides training and guidance through a BCBA supervising the teachers and providing guidance. 2. Spending reductions in the five-year fiscal forecast The applied learning aspect of the course allows AMS to be able to reduce para-professional aide positions within the organization. It is expected that within the first year of offering and executing the course, AMS will be able to reduce para-professional aide positions by six full time equivalents. With calculations based on entry-level salaries, this will be a total savings of \$114,660.00. This includes a starting hourly rate of \$8.40 for 52 weeks per year (AMS is a year-round school), and an estimated 25 percent in benefits including health benefits and SERS contributions. The program will also produce Teachers and therapists who are more knowledgeable regarding the evidence-based and research-based practices implemented at AMS, and will help University Students identify their interest/passion to pursue a career in this specific niche (or not). This in turn will produce teachers and staff who are more likely to stay in the field and will improve teacher retention thus decreasing the costs of retraining untrained teachers. 3. Utilization of a greater share of resources in the classroom. Due to the spending reductions realized, more general fund monies will be shuttled to classroom supplies, infrastructure, and equipment. The purchase of on-line curricula including licenses for Mimeo-Sprout Learning, TeachTown, and Plato online instruction provides students with ASD with visually-based curricula which centers on students' with ASD's documented learning style in most cases. In the rare (but ever-present) situation where a student has a comorbid sight condition or physical impairment requiring additional supports not typical to autism, the cost savings realized through the use of University Students will allow for the purchase of specialized services. Such services as sight-services and sight impairment curricula (Braille) as well as physical therapy consultation will be more accessible to these outlier conditions that require even more support than the intensive educational support provided to students with ASD.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A

14. What is the total cost for implementing the innovative project?

418,750.72 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Instructional Purchased Services (400) of \$18,000.00 is the provision of \$250.00 per University Student who is supervised by a classroom teacher. It is estimated in the first year of the course being offered that 24 students per semester times three semesters will be supervised by a classroom teacher.  $250 \times 24 \times 3 = \$18,000.00$ . It is expected that this will be a recurring cost that will be absorbed in the school's general fund after the grant funding is finished. However, the savings in para-professional aide positions is expected to more than compensate for this expense. Instructional Supplies (500) of \$24,105.44 includes one year of on-line curriculum licenses for Plato (6 licenses) totalling \$10,530.00, Mimeo Sprout Reading (unlimited site license) of \$2,500.00, and TeachTown (24 licenses) totalling \$7,200.00. These licenses are expected to be recurring costs that can be absorbed by IDEA grant funds as well as Title I funds after the grant is completed. Additionally, this category includes the purchase of six Looxies at \$199.99 each totalling \$1,199.94. This category also includes the purchase of Scales of Independent Behavior (SibR) Scoring and Reporting programs along with Sib R kits and response books totalling \$2,675.50. This is for the normed assessment piece of the evaluation of the project. Instructional Capital Outlay (600) in the amount of \$7,763.88 is for the purchase of six desktop computer towers and six touchscreen monitors for students who do not have the fine motor capabilities to use a mouse for on-line instruction. This is expected to be a longer term replacement cost--approximately every 3 - 5 years. Support Services (Purchased Services) in the amount of \$342,284.40 is the cost of tuition for 72 University of Toledo students to enroll in the elective course offered at the Autism Model School providing dictating and applied training in behavioral and language development for students with autism. It is expected that after the first year of the course, university students will enroll without stipends/scholarships. This is NOT expected to be a recurring cost. Governance/Administration Purchased Services in the amount of \$11,000.00 is planned for stipends for the administration of the grant at the Autism Model School level of \$4,000.00 throughout the grant period, \$5,000.00 for legal services development and review of a contract for university students to be held accountable for completion of the course when receiving the scholarship/stipend for tuition and fees for the course, and \$2,000.00 for the development of the college-level course in the first year of the grant. This is NOT expected to be a recurring cost. Governance/Administration Capital Outlay is for the purchase of a SMART Board, projector and stand for use in teaching the didactic portion of the college course at The Autism Model School. Professional Development Purchased Services is the first year stipend to the instructors teaching the University course at the Autism Model School. It is determined as \$3,100.00 per semester with the plan of offering the course for all three semesters in the year. This is NOT expected to be a recurring cost as The University of Toledo is expected to pay the stipend after the first year of the grant.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

42,271.40 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The new/recurring costs include: 1. Classroom Teacher stipends of \$18,000.00 annually for the supervision of the applied portion of the University Course. 2. Replacement of Looxies annually totalling \$1,199.94. 3. Annual license renewals for on-line curricula including Plato at \$10,530.00, Mimeo sprout Reading at \$2,500.00 and TeachTown at \$7,200.00 totalling \$20,230.00 annually. 4. Instructional Equipment is planned with a depreciation of 3 years and an expected replacement every 3 years. This recurring cost figured annually will be \$2,587.96. 5. Instructional Supplies in the form of Response Booklets for the Scales of Independent Behavior, Revised (SIB-R) at an annual cost of \$253.50. Total new/recurring annual costs = \$42,271.40. \*It is expected that there may be some increased costs for some of the items listed above, but it is also expected that the technology items listed above will decrease in cost to offset any other item increase.

16. Are there expected savings that may result from the implementation of the innovative project?

72,388.60 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The University Student displacement of six para-professional aide positions at The Autism Model School will create a savings for the school in the amount of \$114,660.00 in salaries and benefits beginning in FY 2015. The recurring expenses of the project are projected to be \$42,271.40 annually yielding an expected savings of \$72,388.60. The savings will be re-directed for use in the classroom for needed equipment, supplies, and specialty items for students with co-morbid conditions.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

This project is planned to be self-sustaining. The cost displacement of para-professional aide positions at The Autism Model School is expected to more than offset the recurring costs. As listed in the responses to questions 15 and 16 above, the annual cost savings is expected to be \$72,388.60. Due to the increasing incidence of autism being diagnosed in children, as well as pending legislation in Ohio to begin licensing of Board Certified Behavior Analysts to provide services for students with autism, along with the federal mandate to Ohio that students who will benefit from Applied Behavior Analysis be provided with the appropriate programming, it is expected that this will be a growth field for employment in the future. It is expected that university students will welcome the chance to receive the applied training so that they can determine their interest in this growing field as a career choice. As noted in the answer to question 16: The University Student displacement of six para-professional aide positions at The Autism Model School will create a savings for the school in the amount of \$114,660.00 in salaries and benefits beginning in FY 2015. The recurring expenses of the project are projected to be \$42,271.40 annually yielding an expected savings of \$72,388.60. The savings will be re-directed for use in the classroom for needed equipment, supplies, and specialty items for students with co-morbid

conditions.

#### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

##### \* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/02/2014

##### \* Narrative explanation

Beginning in early 2014: 1. Partners will be enrolled in a dedicated online group for the duration of the grant. Responsible individual: Mary Walters Purpose: Maintain communication regarding planning, implementing and evaluation deadlines and responsibilities, and identification of problems. Barriers: Potential staff turnover among the partners. Mitigation: Develop succession planning guidelines at the beginning of the grant. Since more than one individual is identified at each partnering organization, the communication of a turnover is more likely to be efficient and the mitigation 2. Begin a monthly update to all partners as part of the Director's Report to the School Board of The Autism Model School. Responsible individual: Mary Walters 3. The University Course will be written including course objectives, syllabus, assignments, and dates coinciding with university student placement for applied experiences. The course will be completely developed by February 28, 2014. Responsible Individuals: Joel Vidovic & Julie Carter. Barriers: Potential staff turnover. Mitigation: Since two instructors are involved, one will be able to absorb the instruction duties of one who leaves. Also, including the grant responsibilities in the job description of a new hire to replace a staff member insures the continuity of the role. 4. Obtain approval for the newly developed course to be offered in course offerings for Fall Semester, 2014. Responsible Individuals: Dr. Richard Welsch, Dean Schmol and Associate Dean Benjamin. Barriers: Bureaucratic issues possibly. Mitigation: communication of needed resolution to bureaucratic barrier. 5. Promote the course and waiver of tuition/school fees to university students. Responsible individuals: Dr. Richard Welsch, Dean Schmol and Associate Dean Benjamin, Catina Harding, Mary Walters. Barriers: Bureaucratic issues possibly. Mitigation: Communication of needed resolution to bureaucratic barrier. 6. Begin enrollment of university students into the newly developed course. Responsible individual: Contacts--Dr. Richard Welsch, Dean Schmol, and Associate Dean Benjamin. Coordination of student enrollment with Autism Model School administration and instructors: Mary Walters, Joel Vidovic, Julie Carter. Barriers: Breakdown in communication of enrollment process. Mitigation: Regular Communication among partners to troubleshoot problem areas. Communication Plan with stakeholders: 1. Partners: Dedicated on-line group. Copies of monthly report to Autism Model School Board of Directors, Updates on Autism Model School website. 2. Autism Model School Staff: Communication of receipt of the grant and plan for implementation. --Autism Model School administration and course writers. 3. Classroom teachers: Intensive communication and joint planning for their role as Teacher-as Manager. Autism Model School University course instructors and classroom teachers hosting university students in applied coursework. 4. Autism Model School Board members--Monthly update at board meeting on the phases of the grant activities--successes, barriers and other issues. 5. Community-at-Large: Annual Report, Update on activities during Autism Awareness Month (April) through press-releases & awareness event.

Implement (MM/DD/YYYY): 08/01/2014

##### \* Narrative explanation

1. Continue university student enrollment. 2. Begin first University Course in late August, 2014. 3. Complete SIB-R on each student with autism assigned to University students as well as other classroom students not assigned to university students as a baseline measure of achievement. 4. Complete monthly evaluations of university student performance in applied setting and troubleshoot problem areas. Report information to board of directors at monthly board meetings. 5. Retest SIB-R for student achievement measurement. 6. Complete Classroom Teacher evaluations and University Student evaluations of the course. 7. Analyze the evaluations in #5 and #6 above. 8. Revise course and/or processes as needed based on the analyses completed in #7 above. 9. Repeat the steps in #1 through #8 above beginning in December, 2014 for the Spring Semester, 2015. 10. Repeat the process in #9 for the Summer Semester, 2015 beginning in April, 2015. 11. July, 2015, evaluate the cost impact of the grant and compare to planned savings/spending, and recurring costs. Determine the amount of additional funds available for classroom use and compare to projections in the grant. 12. Report findings to the Board of Directors of The Autism Model School, all partners and stakeholders. 13. Report the availability of the Course outline and analyses of the grant activities to OCALI and The Ohio Department of Education Office of Exceptional Children. Apply to present findings at OCALI conference. Make the materials available to entities wishing to duplicate the project. 13. Continue all the steps above in the four years following the initial grant funding. Potential derailment: There is the possibility that the needed number of University Students may not enroll in the new course. Mitigation: Enlist the support of other local colleges including Bowling Green State University and Defiance College who have already expressed an interest in such a course, and have the course offered as an elective at these colleges as well.

Summative evaluation (MM/DD/YYYY): 01/31/15

##### \* Narrative explanation

The entire project will have a summative evaluation completed by January 31, 2015. This will include the results of all data collected along with interim decisions made based on the data collected. It will include the results of Scales of Independent Behavior, Revised (SIB-R) testing to demonstrate student achievement. Scales of Independent Behavior-Revised (SIB-R) Authors: Robert H. Bruininks, Richard W. Woodcock, Richard F. Weatherman, Bradley K. Hill. This is a comprehensive, norm-referenced assessment of adaptive and maladaptive behavior. The purpose is to provide a comprehensive assessment of 14 areas of adaptive behavior and 8 areas of problem behavior. The SIB-R can be given to individual ages infancy to 80+ years. The scoring of the SIB-R provides an individual's instructional and developmental ranges as well as a Support Score. It's applications can range from individual functioning level identification to appraising skill gains to program evaluation and program management. Profiles of strengths, needs and other data needed for program management decisions through summative group information can be gleaned from SIB-R scores for a number of people in particular service programs or classes. The summative evaluation of the project will touch on these areas from the data collected. The details of costs including cost savings, recurring expenses, and comparisons to the original cost plan. The savings utilized and directed to classroom resources will also be reported. The report will also include the results of the Fall, 2015 semester of university students enrolled in the course. These students will be the first group of students who are not grant funded for the tuition and fees for the course. Responsible individuals: Mary Walters, Joel Vidovic, Julie Carter. The formal evaluation will be submitted to The A+ Grant Team, OCALI, The Ohio Department of Education, Office of Exceptional Children all partners, and will be posted on the Autism Model School's website and included in the annual report for the year. The

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Instructional and Organizational practices at AMS will be changed in the following ways: A. Teacher-as-Manager--It is expected that this model will strengthen the intensity and consistency of programming provided to students with autism as recommended by the National Research Council. Teachers will develop staff management skills in order to manage University Student Learners in the delivery of the intensive educational program offered to students at The Autism Model School. This model will allow for faster and more accurate adaptations of student programs to meet the needs of individual students. It will also allow for more consistency in the delivery of applied behavior analysis programs, and it will allow for more accurate data collection of student performance. B. Staff training will be more focussed with the development of the University Level didactic course that all staff at The Autism Model School will attend (including new hires). Once the course is developed, the process will fit into the culture of the school and not be left to individual classroom teachers who may or may not be well-versed in the practices of applied behavior analysis. Consistency in staff training will result in more consistency in programming provided school-wide. C. Teacher recruitment and retention--will improve with the pool of University Students trained through the applied setting. The applicant pool of potential staff members will include individuals who have experienced the intensive program implemented at The Autism Model School. Applicants for positions at the school will be more likely to know what they are getting into, what the expectations are, and have a passion for serving the population of students with autism.

#### E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The data on the efficacy of Applied Behavior Analysis as the most efficacious educational programming for students with autism is rampant. Research study after research study indicate ABA programs far exceed other educational programs in demonstrating more student achievement. Additionally, the Surgeon General of the United States has recommended ABA as the treatment of choice for students with autism, as has the National Research Council's report on educational recommendations for students with autism. Please note the following references, however, there are an abundance of scientific studies with the same conclusions. Autism Spectrum Disorders: Best Practices in Inter-Organizational Collaboration (2008). State of California. Department of Developmental Services. Retrieved 2/1/2011 <http://www.dds.ca.gov/AUTISM>. Centers for Medicare and Medicaid for the U.S. Dept of Health and Human Services (2010), Autism Spectrum Disorders Services. Retrieved from <http://impaqint.com/publications/project-reports>. Myers, S. & Johnson, C. P. (2007). Management of children with autism spectrum disorders. Pediatrics, 120, 1162-1182 (report from the American Academy of Pediatrics). National Autism Center (2009), National Standards Report. Retrieved from <http://nationalautismcenter.org/affiliates> U.S. Department of Health and Human Services (1999). Mental health: A report of the surgeon general. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institute of Health, National Institute of Mental Health. Retrieved from <http://www.surgeongeneral.gov/library/mentalhealth/chapter3/sec1.html> Cost-benefit analyses on the delivery of ABA services to students with autism is documented to be very cost effective. Please note the following references. Chasson, G. S., Harris, G. E., & Neely, W. J. (2007). Cost comparison of early intensive behavioral intervention and special education for children with autism. Journal of Child and Family Studies, 16, 401-413. Jacobson J. W., Mulick J. A., Green G. (1998). Cost-benefit estimates for early intensive behavioral intervention for young children with autism-general model and single state case. Behavioral Interventions, 13, 201-226. Motiwal, S. S., Gupta, S., Lilly, M. B., Ungar, W. J., & Coyte, P. C. (2006). The cost-effectiveness of expanding intensive behavioural intervention to all autistic children in Ontario. Healthcare Policy, 1, 135-151. The use of Teacher-as-Manager has also been documented to be effective from a student achievement standpoint as well as a cost-benefit. Additionally, the provision of applied courses to University students has been documented to be an effective delivery system also. Please note the following references. Reeve, C. E., & Kabot, S.S. (2001). Organizing classroom environments for students with autism. In The Proceedings of the Autism Society of America National Conference on Autism: Millennium of Hope. Future Horizons, Arlington, TX. Kabot, S., (2000). The demonstration classroom: An intensive staff training and program development model. The Advocate, 33, 23-25. Talpins, S.E., and Kabot, S.S. (1996). The Baudhuin Model. Focus On Autism And Other Developmental Disabilities, 11, 226-234. Keller, F. S. (1968) Goodbye, Teacher. Journal of Applied Behavior Analysis, 1, 79-89.

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

The outline of the didactic/applied university course will be available to any district, community school or organization that would like to replicate the project with any university willing to collaborate. The results of the evaluation measures will also be made available to any outside district, community school or agency. Additionally, the course outline and all of the evaluation measure will be made available to OCALI (Ohio Center for Autism and Low Incidence), as well as to The Ohio Department of Education's Office for Exceptional Children.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

A. Improved outcomes for students with autism through the use of evidence-based one-on-one educational programming and on-line evidence-based curricula B. Improved teacher/staff retention in the service of students affected by autism. Long term value and impact will be realized through longer teacher retention by exposing pre-service teachers and staff to applied settings serving students with autism. The value of experienced teachers in student performance is well established in the research C. Financial savings through well-planned teacher/staff training pre-service programs. The savings will be used to fund the maintenance and replacement of hardware as well as ongoing on-line licenses.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Student achievement--The project will be measuring student achievement using the Scales of Independent Behavior-Revised (SIB-R) as a baseline at the beginning and ending of each University student's applied course. Each University student will be paired with one specific student with autism and the SIB-R measures will be obtained on the student with autism at the beginning and the end of the semester with the same University Student. It is expected that the use of University students in this applied setting will produce student achievement at the same level or better than the use of the classroom teacher or a paid para-professional aide as a one-on-one instructional assistant for students with autism. Spending reductions in the five-year fiscal forecast--It is expected that beginning in FY 15 spending reductions in the amount of \$114,660.00 in salaries and benefits will be realized annually. The project's new/recurring costs are expected to be \$42,271.40 in FY 15 and beyond. The net savings annually expected to begin in FY 15 is \$72,388.60. This amount will be available to increase resources in the classroom including supplies, equipment, and specialty services for students with co-morbid conditions requiring additional supports not typical for students with autism such as physical therapy, sight services, Braille, or other supports. Utilization of a greater share of resources in the classroom--as noted above, the annual net savings of \$72,388.60 will be available to be applied to increase resources in the classroom including supplies, equipment, and specialty services for students with co-morbid conditions requiring additional supports not typical for students with autism such as physical therapy, sight services, Braille, or other supports. Long term effects include a better educated pool of teacher/staff applicants for positions at The Autism Model School and improved Teacher retention. Both may be somewhat difficult to measure due to confounding factors such as a probable increase in opportunities for university students to make a career serving individuals with autism due to pending legislation that may affect services to people with autism. Additionally, the Autism Model School is a year-round school. Due to family issues such as childbirth and child rearing, it may be difficult to formally identifying factors for staff turnover.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

\* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

\* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The plan to evaluate the impact of the concept and approaches used relies on several measures: Student achievement will be measured through the norm-referenced Scales of Independent Behavior-Revised (SIB-R) as a baseline and follow-up measure for each student with autism included in the program. (Parental permission will be obtained before the student is assessed with the SIB-R). This scale measures Broad Independence in the areas of motor skills, social interaction and communication skills, personal living skills and community living skills. It also measures Problem Behaviors in the areas Internalized (withdrawal/inattentive, repetitive, or hurtful to self), Externalized (disruptive, destructive or hurtful to others), and Asocial (Uncooperative or socially offensive). Each University student will be maintaining data on the progress of their assigned student with autism while the classroom teacher will be managing the student with autism's program by reviewing the data and advancing, repeating, changing or re-assigning to an earlier level so that the student with autism can advance. This will occur on a weekly basis. In this way, student with autism will receive closer supervision of their programs and will advance or have trouble shooting done more quickly than without this model. The SIB-R pre and post tests should be affected positively through this method. Spending reductions in the five-year forecast will be monitored through the treasurer's report of spending and payroll comparisons. Financial records are in place through the fiscal agent for the Autism Model School and are updated daily in the school's accounting system. Part of the monthly report to the Board of Directors includes the financial report. Since the savings will be realized through para-professional aide position reductions with the use of University students in the applied course, the enrollment of University Students will be the driving force. If there is a lack of enrollment, the program will be expanded to other local universities including Bowling Green State University and Defiance College, both of whom have already expressed interest. Utilization of a greater share of resources in the classroom will be tracked through purchases of specialty items and services needed by students with autism who have co-morbid conditions, as well as a tracking of expenditures in general and comparison to the savings realized through the application of this program. All this information can be tracked through financial reports provided to the school by the fiscal agent.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept. Mary Walters, Director, The Autism Model School, October 25, 2013.