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Adjusted Allocation: 0.00

Remaining: -175,817.00
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: The implementation of an iPASS (Innovative Pathways for Autistic Student Success) classroom.

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.

3. Total Students Impacted: N/A

4. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant: Mary Wideman
   Organizational name of lead applicant: Constellation Schools: Outreach Academy for Students with Disabilities
   Unique Identifier (RN/Fed Tax ID): 000541
   Address of lead applicant: 3272 Bosworth Road Cleveland, Ohio 44111
   Phone Number of lead applicant: 330-274-2272 ext. 3012
   Email Address of lead applicant: wideman.mary@constellationschools.com

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, last Name of contact for secondary applicant: N/A
   Organizational name of secondary applicant: N/A
   Unique Identifier (RN/Fed Tax ID): N/A
   Address of secondary applicant: N/A
   Phone number of secondary applicant: N/A
   Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: 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.

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.

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 Wideman, M.Ed. and her educational team opened Outreach Academy for Students with Disabilities in 2008 through support of Constellation Schools, LLC, the Buckeye Community Hope Foundation (BCHF) and the Hattie Larlham Foundation. Our unique program serves students in grades K through 12 with profound intellectual and physical disabilities as well as medically fragile conditions. At the inception of the school, Ms. Wideman managed a $250,000 Public Charter School Program grant and has sustained a balanced budget for the school’s 7 years in operation. Ms. Wideman manages a staff of 20, successfully manages daily school operations, and supports the academic and vocational development of her students. The Outreach Academy team consists of a Biomedical Engineer, Massage Therapist, Occupational/Physical/ Speech Therapists, Intervention Specialists, Art/Music Teachers, and Paraprofessionals. Within our year-round program, the Outreach team has created a program with a strong emphasis on technology to support student access to the curriculum, life skills, communication and vocational programming for our low incidence student population. Students connect with the academic and vocational curriculum through a variety of therapeutic and technological interventions. Ms. Wideman collaborates with parents, partnering agencies, and the community to support student achievement and an efficiently maintain the success of the Outreach Academy program. In the development of the iPASS program, Ms. Wideman will continue to partner with the management company of Constellation Schools through additional support services resources; such as, professional development, facilities management, human resources, fiscal services, superintendent services and coordination with the Ohio Department of Education. With over 15 years of experiences, Constellation Schools serves nearly 5000 students. Constellation Schools operates nineteen high quality community schools throughout Northeast Ohio. The essential elements of Constellation Schools include small class sizes; high academic standards; parent involvement; and, a dedicated, caring staff that consistently demonstrates and reinforces our values. The competency-based curriculum implemented by the school is aligned with the Common Core Standards and is designed to educate every child and prepare all students for Achievement Tests. BCHF will continue to provide oversight of the Outreach Academy and iPASS programs to maintain the highest standards in maintaining state and federal regulation for school governance. BCHF was founded in 1991 as a non-profit corporation with the overall goal of renewing communities. The mission of BCHF is three-fold: Facilitate and develop affordable housing for low-income families and individuals; promote school choice through sponsorship of charter school programs; and provide educational opportunities for children and youth. BCHF’s education division now serves as a sponsor/authorizer for over 50 community schools throughout Ohio. The Foundation emphasizes technical assistance to schools and programs. Through its school improvement division, BCHF assists schools in developing high quality programs to serve all students, including those with disabilities. Based on their extensive knowledge working with children with Autism, Ms. Wideman will also continue to consult with the Hattie Larlham. For more than 50 years, Hattie Larlham remains committed to the care of children and adults with developmental disabilities. Hattie Larlham is a nonprofit organization that provides care and vocational opportunities to 1,500 children and adults with developmental disabilities. Hattie Larlham offers Preschool and a variety of summer camps for Northeast Ohio children and young adults with autism and developmental disabilities. Hattie Larlham offers seven different camps, six of which focus on autism.

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 goal of our project is high achievement attainment among one of the most challenging student populations, children with autism. The proposed iPass program (Innovative Pathways for Autistic Student Success) will use research-based teaching methods to provide a free quality public education that is individualized to each student’s needs. Innovative features of the project include a focus on developing purposeful life skills early on and the use of technology to engage challenging learners. In the Greater Cleveland area, several public and private educational options provide services to children with autism,
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.

The iPASS program will incorporate curriculum that supports independence and vocational outcomes to encourage success throughout the students’ lives. iPASS will implement the TEACCH model (Treatment and Education of Autistic and other Related Communication handicapped Children), developed by the University of North Carolina TEACCH Autism Program. This model is an inclusive system that uses assessment-based individualized program development based on the strengths, skills, and interests of the students, with the goal of enabling each student to be as independent as possible. It includes intervention strategies built around physical and visual supports, and encourages the development of functional expressive communication. In addition, Outreach Academy will utilize N2Y’s “Unique Learning System” in the iPASS program as a second pillar of the curriculum for students with autism spectrum disabilities. “Unique” is a differentiated, standards-based curriculum for students with disabilities. This curriculum also contains tools to support career exploration and vocational programming. Outreach Academy was a proven track record of student achievement success using this curriculum tool. Vocational training will be incorporated into the daily curriculum in the iPASS program. Younger students will focus on developing socialization, communication, and academic skills that will support future vocational opportunities. As students grow in the program, IEP (Individualized Education Plan) Transition plans will reflect individual programming needs. Vocational portfolios include items such as interests inventory, which will help determine realistic work opportunities from the NLTS2 data. The program is innovative in that it will provide educational and vocational experiences to children with autism spectrum disorders from early childhood forward. High quality curriculum, instruction, and therapies are common to quality approaches. The iPASS program will go one step further, to focus on personal productivity and lifelong learning.

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

13. Financial Information - 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 consortium 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.

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

$175,817.00 * 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, RRT 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.)

The overall budget for our project will be in the amount of $175,817. Object Code 100 will cover salaries in the amount of $54,000. The following salaries are expected: one teacher at $21,000 and two Para-professionals at $15,500 each. $17,177 is allocated for benefits for these salaries in Object Code 200. $61,000 is allocated to Object Code 400, purchased services. $15,000 will cover the costs of professional development for staff for TEACCH training – Treatment and Education of Autistic and other related Communication handicapped Children (TEACCH). The remaining $46,000 will be utilized for related services and therapy for students including: occupational therapy, physical therapy, speech therapy, assistive technology, arts, and administrative costs. $8,400 is allocated for Supplies and Curriculum under Object Code 500. This includes $2,000 for supplies and $6,400 to cover the costs of the curriculum. The curriculum will include: $700 for K-2 Unique Learning System with symbol sticks, $800 for Boardmaker software, $1,400 for AAC which is a communication software for iPads and an additional $2,500 for software. Capital Equipment for the grant period is identified in Object Code 600 at a cost of $35,300. This is comprised of $18,300 for furniture and $17,000 for technology equipment. The following furniture is included: $400 for two tables, 6 table top cubicles at $900, 6 student chairs at $100 each, and one table for $300. The remaining equipment is included: Smart Board and equipment $4,000, 3 TouchSmart computers and printers at $4,500, 6 student iPads with cases at $6,000 and 3 access points for Wi-Fi connection at $2,500. Other funds will be utilized to support our concept of serving students with Autism. $1,013,175 will come from the per-pupil state foundation grant. $42,797 in federal IDEA Part B funds will be utilized. $50,000 will come from Medicaid. Finally, one of our partners, Constellation Schools, Will be contributing $100,000 towards this project.

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.

$164,764.00 * 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 grant will cover the first year expenses as well as start up costs to purchase materials and equipment for the development of the iPASS program. The annual cost of sustaining the project after the grant will be $164,764, including, staff salaries and benefits for one teacher and two paraprofessionals ($154,764), purchased services including support services and professional development ($18,000), and supplies ($1,000). Future funding to sustain these expenditures will be provided through per-pupil state foundation grant, federal IDEA Part B funds and Medicaid.

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

0.00 * 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 grant received from the “Straight A Fund” will support the foundation costs of opening an iPASS classroom. The goal of the project is to expand our current program by offering new services. The project was receiving $9,500 of operating support for the current year. There is a current promise to Outreach Academy to receive $20,000 but that is contingent upon state funding. With the iPASS program, we will be able to leverage shared resources to support and enhance the program. At present, Outreach Academy’s maximum student population is 20 students. The project will not result in any savings but rather will leverage and enhance the current student population, of 20 students with autism.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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 to ensure the ongoing funding of the project. If the project is self-sustaining, explain in detail the anticipated long term funding source(s) that will continue beyond the life of the grant.

As shown in the Financial Impact Table, the cost of sustaining the iPASS program after the initial grant-funded year (2014-2015), will cost $164,764. This includes annual costs of $145,764 in salaries and benefits (Object Codes 100 and 200), $18,000 for purchased services, including therapy services (Object Code 400), and $1000 for supplies and materials (Object Code 500). Outreach Academy’s iPASS program enrollment diminishing as students age out of the program. The program will continue to operate beyond the grant period (2016-2017) through the support of state funding program (object code 600). The remaining $29,669 will be covered by the grant.

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 the 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 (M/DD/YYYY): 10/4/2013

* Narrative explanation

Outreach Academy held initial meetings with our partners (Constellation Schools, Buckeye Community Hope Foundation, and Hattie Larlham Foundation) to discuss the possibility of support in opening an autism classroom as an addition to the school. The intent to apply was submitted to the Straight A Fund Grant on October 4, 2013. Since then, Ms. Wideman (the primary applicant) has met with representatives from three of our partners to discuss the Straight A Fund Grant and has received support from them while applying for the grant. She has also introduced the proposed program to the Outreach Academy staff. An application process was started for staff who are interested in becoming part of the iPASS program. The teacher and two paraprofessionals chosen were selected by November 8, 2013. On November 11, 2013, Ms. Wideman will be meeting with executives from Constellation Schools and Hattie Larlham Foundation to discuss implementation of the iPASS program and available supports during the planning, implementation, and maintenance phases. Following that meeting, the iPASS staff will begin professional development on autism spectrum disorder interventions (Rogers et al., 2011) and the TEACCH (model) (April 2014), and positive behavior supports (PBS) (April 2014). Trainings will occur throughout the remainder of the 2013-2014 school year. In the spring of 2014, supplies will be purchased before setting up the classroom. Because the program will be utilizing current Outreach Academy staff and physical space, it is possible to both train staff and set up the new classroom throughout the current school year, offering a significant implementation advantage over waiting until next summer. Communication with those stakeholders already engaged in the program will continue throughout the year via meetings, emails, and phone calls. Future stakeholders during the planning stage will be prospective parents and students, prospective school district directors, therapy providers, parents group, and the local community. Communication with these groups will vary during the course of the planning and will include a variety of marketing strategies currently being developed for the iPASS program as a good choice for parents. Securing a potential barrier for successful implementation. Successful, community-wide communication will be needed to introduce the program, and to reach out to parents of students for whom a school-based program is the appropriate Least Restrictive Environment (LRE). Outreach Academy is conducting a marketing campaign for its current population including hosting Open Houses for prospective parents, speaking with parent groups and State Support Teams, and mailing service providers who treat our students, including doctors and therapists. Utilizing these strategies, as well as others such as the school’s website and creating an online presence on social media, will be employed to market the iPASS program. Outreach will partner with Constellation Schools for use of their marketing resources and experience.

Implement (M/DD/YYYY): 8/18/2014

* Narrative explanation

The iPASS program will be housed within Outreach Academy and will follow Outreach’s year-round school calendar, beginning on August 18, 2014. In addition to the teacher and two paraprofessionals, students in the iPASS program will receive services from the Outreach Team (listed in Question #8). The specifics regarding the TEACCH model, “Unique Learning System” and technology integration, and future employability are described in Questions #11 and #12. The largest potential barrier to implementation is enrollment. This will be addressed using the marketing strategies previously identified. Intensive recruitment and repeat marketing efforts and experiences are needed. Communication with these groups will vary during the course of the planning and will include a variety of marketing strategies currently being developed for the iPASS program as a good choice for parents. The teacher and two paraprofessionals chosen will be the original iPASS team. The implementation phase will include our three partners, the Outreach Academy staff, and enrolled students and their parents. Communication with current parents of Outreach students occurs regularly between parents and teachers, but also monthly with parent newsletters. Parents of iPASS students will also receive the monthly newsletters. Other forms of communication, including technology-based forms, will be determined during the planning phase. In addition, Outreach will partner with Constellation Schools for use of their marketing resources and experience.

Summative evaluation (M/DD/YYYY): 6/30/2014

* Narrative explanation

Student achievement will be the central evaluation focus for the iPASS program. Summative evaluation of the iPASS program will be conducted annually, or more often if needed, by compiling student achievement data and student input. In addition, Constellation Schools and Buckeye Community Hope Foundation, partners in the project, will provide oversight evaluation of the program’s impact and educational achievement. Student achievement data will be gathered formative and summatively. Due to the highly individualized needs of these students, a variety of methods will be utilized to measure student success. IEP (Individualized Education Plan) goal data is taken throughout the year in the form of objective probes and assessments, rich anecdotal records, and even video. At the end of each school year, more frequently is warranted, a student profile will be completed that compares intended (goal) growth with actual growth in major IEP areas. Student Learning Checklists will be given at the beginning of each school year, with one mid-year “check-in” at the middle of the year. The “Unique” curriculum and daily work experiences assessments within lesson plans as well as monthly benchmarking tools to identify skills in reading, writing, and math. The iPASS staff, students, and parents are all stakeholders in student achievement. Progress Reports on the student’s IEP goals will be sent home to parents every nine weeks. An end-of-year survey will be sent to parents, staff, and other stakeholders to solicit their objective feedback. Results will be collected and compiled by an outside evaluator from Buckeye Community Hope Foundation. Results will be used to make program adjustments and plan future program enhancements. Updates on the program will be communicated with Constellation Schools and Buckeye Community Hope Foundation at monthly School Board meeting and with Hattie Larlham at quarterly meeting. Outreach staff will receive program updates at weekly staff meetings.

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

The iPASS program represents innovation and changes in practices within the Outreach Academy structure. The program is a mixed concept, incorporating new and existing elements. Outreach Academy has a seven year history of success in serving students with low incidence disabilities. A major feature of this historical success is the unique alignment that Outreach Academy has achieved in creating high quality academic experiences based on the Ohio Learning Standards, Common Core, vocational, and life skills preparation, and the incorporation of technology throughout the curriculum and classroom. Purposeful life involvement, vocational and pre-vocational experiences, technology, and modified extended academies will be instructional cornerstones of iPASS. The iPASS program will bring Outreach Academy’s unique mix of high quality programming specifically to students with autism spectrum disorders. Our current population includes students with profound intellectual and physical disabilities and medicinally fragile conditions. They are non-verbal and non-ambulatory. While several of our current students can demonstrate self-injurious behaviors, we do not have a safety of concern of safety for these students or other students. This new population of students with autism spectrum disorders will force changes in practices to account for ambulatory and verbal students as well as those who may have severe behavior concerns. These changes necessitate implementing new techniques in classroom and behavior management as well as changes in modifying the curriculum to accommodate the specific needs of students with autism spectrum disorders. In addition to the elements currently utilized at Outreach Academy, a critical ingredient in the iPASS program will be curricular support through the NPDCASD. Results will be collected and compiled by an outside evaluator from Buckeye Community Hope Foundation. Results will be used to make program adjustments and plan future program enhancements. Updates on the program will be communicated with Constellation Schools and Buckeye Community Hope Foundation at monthly School Board meeting and with Hattie Larlham at quarterly meeting. Outreach staff will receive program updates at weekly staff meetings.

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 rationale for the iPASS program is based on a belief that all students can learn. This belief extends to populations of students with low incidence, including autism spectrum disorders. Unfortunately, the lack of high expectations does not always extend to these students. At Outreach Academy, we believe in high expectation. Based on trend data from IEP goal attainment, Outreach Academy consistently achieves individualized student growth in our current low incidence population. Through our expertise, we will model and add to our successful instructional strategies for students with autism. With the sustained support of our partners, Constellation Schools, Buckeye Community Hope Foundation and Hattie Larlham, we will continue to develop and foster high quality programming for all of our students. The National Longitudinal Study (NLTS2) found that 32.5% of young adults with autism spectrum disorders worked for pay versus an average of 59.0% for all respondents. Only one disability group had a lower rate of employment participation. The “Kloog Autism Research Findings, 21st Edition” states that “...life skills development and change are an individual group. Skill development little a continuous throughout an individual’s life.” Development of these skills can impact individuals throughout their life. Dr. Brian Boyd of the University of North Carolina reported that high quality educational programs in early to middle childhood can help overcome barriers in communication, socialization, and behavior. The iPASS program is designed to help address these issues that greatly affect individuals with autism, as well as their families, by providing an educational environment that nurtures vocational skills. The National Professional Development Center on Autism Spectrum Disorders (NPDCASD) promotes the use of evidence-based practices for individuals with autism spectrum disorders. The effectiveness of a practice must be established through peer-reviewed research in scientific journals in order to be considered an evidence-based practice. The iPASS program’s use of technology within the classroom and curriculum is grounded in evidence-based practices, as shown by the NPDCASD’s conclusion to include computer-based instruction and video modeling both meet evidence-based criteria. The TEACCH model uses visual supports as one of their “principles of structured teaching”. The NPDCASD found that visual supports meet the evidence-based practice criteria for students with autism spectrum disorders within elementary and middle school age groups. It is the goal of the iPASS program to evidence-based practices to provide a high quality education to students with autism spectrum disorders by using a technology-rich environment and focusing on developing vocational skills to promote employability.

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

Yes

22. If so, how?

The iPASS program can be replicated in other districts, provided they have the experienced personnel, resources, and training. The success of our program is contingent on the specialized services of a biomedical engineer (assistive technology specialist), a massage therapist, art and music teachers experienced with special education, and occupational/physical/speech therapists in conjunction with the Intervention specialists and Support Teams. The Outreach Academy staff, including those of the TEACCH model and behaviorists, are actively participating in the development of the program. Training for these methods are costly and time consuming, and districts interested in replicating the iPASS program will need to commit the resources needed to train staff. Another main component of the successful implementation of an iPASS classroom is the integration of technology to support the curriculum. Districts must establish a technology-rich classroom with items such as iPads, TouchSmart computers, interactive SMART boards, and individualized assistive technology, such as augmentative communication devices. In addition, multi-sensory

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

The stated goal of the project is the attainment of high achievement among students with autism, while focusing on developing purposeful vocational and life skills and the utilization of technology to engage challenging learners. The successful accomplishment of this goal will be a program that graduates independent, employable students, which is beneficial to the students, their families, and the community. Outreach Academy has a proven record of success with students with low incidence disabilities. Annually, we have a 100% post-secondary placement rate in either vocational or adult day programming for our graduates. The growth of the iPASS program in the future will lead to measurable data on the employability of students with autism who have been educated in a program that focused on vocational training since Kindergarten. Summative evaluation of the iPASS program will be conducted annually, or more often if needed, by compiling student achievement data and stakeholder input. In addition, Constellation Schools and Buckeye Community Hope Foundation, partners in the project, will provide oversight evaluation of the program’s compliance and student achievement. A successful outcome is a self-sustaining, replicable classroom for students with autism spectrum disorders, that provides them with a high quality education. While the grant will provide Outreach Academy with salaries, and the development and training costs of the iPASS program, the proposed financial impact table shows that the maintenance costs of the program will be covered by state and federal funding and will, therefore, be sustained after the grant expires.

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.

Project benchmarks for the implementation of the iPASS program are as follows. Staff trained by April 2014, parent informational meetings and Open House by May 2014, supplies purchased by June 2014, and enrollment of 6 students by July 2014. Benchmarks for the first year of implementation and the subsequent years will be based on student achievement. Because of the severity of their disabling conditions, each student will be on an IEP (Individualized Education Plan). Student growth is therefore very individualized, so a variety of methods will be used to measure student success throughout the year. IEP data is taken throughout the week and measures progress on specific goals over the course of the school year. This data is compiled to create a progress report every nine weeks, which is sent home to parent. A benchmark of the iPASS program will be for the students to meet their annual IEP goals. Student Learning Objectives (SLO) involve a pre-test at the beginning of the school year and a post-test at the end of the year, with one mid-year benchmark testing. Another benchmark will be for the students to meet the prescribed growth target, as dictated by the teacher at the beginning of the school year. The “Unique Learning System” curriculum also incorporates assessments within the lesson plans as well as monthly benchmarking tools to identify skill levels in reading, writing, and math. A final benchmark will be for students to show a minimum of 10% increase on monthly benchmarking tests. During our fifth school year, the original class of iPASS students will be ages 10-15. The older students will have Transition Plans in their IEPs and we expect to see positive outcomes from the iPASS programming focusing on vocational skills that was fostered throughout their years in the program.

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

A variety of methods will be used to track progress of project goals. Our district IIS (Instructional Improvement System), Data Director, is an online data management system designed to help teachers improve student performance. This system will be used to track student growth data from IEPs and SLOs, and “Unique Learning System” benchmarks. The data will be analyzed by the teacher in conjunction with a Teacher-Based-Team (TBT), whose task is to improve instruction based on the frequent analysis of student growth data. As a Race to the Top school, Outreach Academy's staff is trained in the “FIP Your School” program, where the use of formative instructional practices are taught. Consequently, formative and summative assessments are now common practices in daily instruction and are embedded in lesson plans. If student growth measure targets are not being met, interventions will be provided to ensure student success. The long term vocational outcomes of our students will be monitored using Transition portfolios as well as vocational interest tracking maintained within the “Unique Learning System”. Following the successful implementation of the iPASS program, Outreach Academy will share lessons learned with other educational providers in Ohio through a variety of avenues. Our partnership with Constellation Schools will enable us to share the iPASS method with their other schools during mutual professional development days. Another opportunity to disseminate information will be to present lessons learned at the annual Buckeye Community Hope Foundation Conference, where the successful strategies will be shared with representatives from all of the schools throughout Ohio that are sponsored by Buckeye Hope. Other opportunities are available by utilizing resources such as OCALI (Ohio Center for Autism and Low Incidence) and current relationships with the Ohio Coalition for Quality Education and the Ohio Department of Education Office of Exceptional Children Special Education Round Table.

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 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 Wideman, M.Ed. Principal/Constellation Schools. Outreach Academy for Students with Disabilities 10/25/13