

Budget

Autism Model School (134122) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (124)

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
<b>Instruction</b>		0.00	0.00	0.00	424,374.00	0.00	0.00	424,374.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	63,013.00	0.00	0.00	0.00	63,013.00
<b>Prof Development</b>		0.00	0.00	67,480.00	0.00	0.00	0.00	67,480.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	130,493.00	424,374.00	0.00	0.00	554,867.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-554,867.00

Application

Autism Model School (134122) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (124)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Research to Practice; Bridging the Educational Service Gap for Students with Autism and Severe Disabilities

2. Executive summary: Please limit your responses to no more than three sentences.

In bridging the research-to-practice gap in educational service delivery for students with autism this project utilizes and measures the results of an online, socially-validated, structured assessment/curriculum together with an online competency-based staff training coordinated with Service Guidelines for Individuals with Autism as published by The Ohio Center for Autism and Low Incidence (OCALI). The project will demonstrate: 1) Positive impact on student achievement, 2) Spending reductions in the five-year fiscal forecast, and 3) Utilization of a greater share of resources in the classroom. The project will also demonstrate an evidence-based method to capture students with severe disabilities' progress in learning readiness skills for consideration as a supplement or possible addition to the State Mandated Alternate Assessment by The Ohio Department of Education through review by The Ohio Center for Autism and Low Incidence (OCALI), and the Office of Exceptional Children via the State Support Team Region 1 (SST1) and The Ohio Coalition for the Education of Children with Disabilities (OCECD) and a TRAINING AND SERVICE DELIVERY MODEL THAT COULD BE USED STATEWIDE AT A REDUCED COST TO DISTRICTS.

*This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.*

115 3. Total Students Impacted:

*This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

4. Please indicate which of the following grade levels will be impacted:

- |  |  |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1            | <input checked="" type="checkbox"/> 2            |
| <input checked="" type="checkbox"/> 3            | <input checked="" type="checkbox"/> 4            |
| <input checked="" type="checkbox"/> 5            | <input checked="" type="checkbox"/> 6            |
| <input checked="" type="checkbox"/> 7            | <input checked="" type="checkbox"/> 8            |
| <input checked="" type="checkbox"/> 9            | <input checked="" type="checkbox"/> 10           |
| <input checked="" type="checkbox"/> 11           | <input checked="" type="checkbox"/> 12           |

5. 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

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

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes  
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

*The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.*

The current state or problem to be solved; and

The most severely affected students with autism & students with severe cognitive disabilities are not able to access the common core or the extended standards due to their assessed performance in the "Learning Readiness Skill Development" arena. Although these students can & do make progress, their progress is not reflected on the current Ohio Alternate Assessment (OAA). The OAA does not measure any of the educational targets that The Ohio Center for Autism and Low Incidence (OCALI) has published in its Service Delivery Guidelines for Individuals with Autism OCALI addresses the educational learning-readiness target areas of: -Attention, -Imitation, -Communication, -Socialization, -Cognition, -Purposeful Play, -Essential Life Skills, and -Transition. With no existing normed standards, these learning-readiness targets are difficult to address in any measureable manner. Sub-issues of the overarching problem are: 1) No criterion-referenced, socially-validated assessment or curriculum with scope & sequence has been available to address these educational targets until very recently. This necessitates inordinate time & effort for teachers and support personnel to develop individual curricula for each student. 2) The intense nature of the educational program for developing learning readiness skills paired with high staff turnover in special education necessitates ongoing, consistent, intensive training for staff members to be competent. This project seeks to bridge the research to practice gap in educational services for students with autism through a socially validated, structured assessment/curriculum and a competency-based, flexible-delivery staff training. By sharing the results with the SST 1, and OCALI the project will lend to improving measurement guidelines in formal testing for students with the most severe cognitive disabilities. This in turn can impact improvements in the OAA for all students.

The proposed innovation and how it relates to solving the problem or improving on the current state.

-Instruction & Training Components-Both Online & Intertwined -One Component for Effecting Systemic Change at the Local School Level & potentially the State level to positively impact measureable, improved programming for students with severe autism & cognitive disabilities. 1. Socially-validated, online licenses (student seats) for a combined assessment & curriculum with scope & sequence addressing learning readiness skill development: The ACE includes: -A core skills assessment (with published social validity data of the assessment targets)--Used for baseline testing & summative evaluation. -Corresponding lesson plans complete with written directions for the instructor or paraprofessional with individual targeting of student programs based on assessment results. -Built-in data collection tools for recording baseline data & monitoring the effect of instruction. Currently, AMS classroom instructional staff including paraprofessionals all have 1 hour per day of planning time when they primarily develop materials for student programs. Due to the labor intensiveness of generating lesson plans and curricular materials for every student, as well as updating the instructional targets regularly, AMS teachers have little time to functionally use the data collected. ACE promotes efficiency identifying & delivering individualized student programs through electronic monitoring & comparisons of student progress with recommendations for adjustments to instruction in the event that a student is not making adequate progress. With programs that are already drafted for the teacher, more time can be spent analyzing student performance and using the information collected to adjust instruction as needed. Due to the intense planning needs for these students, AMS's consultants direct & assist the development of individual educational programs for students in the Learning Readiness Skill Development arena of education. The ACE will relieve these staff's extensive time spent in the development process & allow increased time to collaborate directly with classroom staff in the delivery, monitoring, & adjustment of student programming.. See the changes below: Current AMS Structure & Issues AMS Structure & Relief with ACE Daily planning time for developing ---> Analyze & Update student programs based on materials for student programs individual student data from ACE that have been planned by the AMS consultants. Consultants develop individualized -----> Consultants collaborate with classroom staff curricula for students based on limited to discuss ACE data & plan for adjustments data collection. in students' individual programs & address classroom management. 2. ATS is an on-line, competency-based staff training program providing increased levels of training & increased flexibility in training schedules resulting in time savings for the consultants. ATS is delivered via licensed seats. Staff must receive a grade of 90% on each skill assessment as monitored by the system & school consultants. The 1st year will be the largest cost, with future years much less costly as training will only need to focus on new staff. Online delivery of ATS relieves consultants of the ongoing time outlay of training new staff hired throughout the year. The result is: -Better trained staff, -An efficient response to employee turnover (common in SPED) -Increased classroom time from the most skilled staff members. 3. Sharing of the results of the project with SST1 and OCALI and OCECD: -Individual & aggregated student progress on the ACE, Vineland, and 2015 Ohio Alternate Assessment -Comparisons of individual & aggregated student results across all three tests. -Pilot a Training & Service Delivery Model that can be used Statewide at a reduced cost to districts.

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

*Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.*

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

AMS serves students aged 5 to 22. Some students with autism at all ages/grade levels perform at a Learning-Readiness level--meaning they require explicit instruction in skills required to access increased independence in their lives. These skills include communication of basic needs, increased ability to attend to an instructor, development of imitative skills, improvements in self-help skills such as toileting and hygiene, and improvements in basic mobility- among others. These students are identified at preschool or upon admission to AMS and are the target population in this project. Changes in Student Performance will be measured in areas identified by OCALI and ACE. The crosswalk of the ACE scope & sequence with the OCALI Targets is below. OCALI TARGETS----->ACE Program Attention Session Behavior Simple Discrimination Eye Contact Joint Attention Imitation Imitation Communication Receptive Language Following directions Identify by Feature, Function, Class Expressive Language Requests Labels & Comments Grammar/Syntax Answering Questions/Conversations Communication Topography Vocal Speech AAC (Devices) Manual Sign Socialization Preference Assessment Conditioned Reinforcers Waiting Schedules Classroom Behavior Group Instruction Cognition Academics English Language Arts Fine motor skills Vocabulary Spelling Grammar Reading Comprehension Number Skills Computation Time Skills Purposeful Play Simple Play Pretend Play Motor Skill Development Individual Activities Sports and Group Games Essential Life Skills Hygiene Dressing Eating Toileting Household/classroom chores Transition Community Safety Physical Health and Grooming Safety and Prevention Personal Health Participation in Activities Workplace Behavior The changes in performance for students operating at the learning readiness level will be improved as documented on the ACE formative and summative assessments in the curriculum. Each student will improve at their individual level, however, it is expected that all students will improve. For students who struggle, the ACE will document the process of correction for errors as well as the steps to be taken by the teacher to change the methodology for teaching so that the student can be successful. ACE provides -the baseline, -formative, and -summative assessments, as well as -curriculum guide coordinated with assessments to address programming for each student based on their assessment results.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Spending reductions in the five year forecast will be realized in net after the completion of the entire grant study. 500 Instructional Supplies The elimination of the Verbal Behavior Milestones Assessment and Placement Program (VB Mapp) and the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) program and associated materials at a combined cost of \$72,112.00 annually is realized with the implementation of the ACE. The net impact of the change is -\$72,112.00 annually during the course of the grant. When the program continues after the 5th year, grant, the difference in the cost of the ACE compared to the ABLLS-R and VB Mapp is \$3,112.00 in today's dollars. It is expected that inflation will affect all program costs equally, so for the purpose of this report, no adjustment is made. 400 Purchased Services: During the initial grant year, PD trainings for staff at The Michigan Autism Conference in Kalamazoo will be eliminated at a savings of \$7,900.00 per year. The ATS licenses will be renewed each year for new staff members with an average of 20 seats purchased per year costing \$7,600.00 per year average, for a net impact of -\$300.00 per year annually after completion of the grant study. It is also expected that savings will occur through the elimination of substitute teachers and substitute paraprofessional aides due to the use of the ATS for training purposes. (This would be reflected in 400 Purchased Services also). This has not been planned into the budget, FIT, or Supplemental Financial Reporting Metrics at this time as a conservative measure and because the impact for the few days of the training is not large. There is also the possibility that paraprofessional aide planning time may be reduced after the introduction of the ATS. (This would be reflected in 100 Salaries and Wages). However, this is not planned into the FIT or the Supplemental Financial Reporting Metrics since this will need to be evaluated during the course of the grant and it is considered prudent to eliminate speculation in the financials at this time.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

A greater share of resources in the classroom will be provided through the implementation of the ACE and ATS in the following ways: Course Offering: Through the use of ACE and ATS, the consultants will be able to simultaneously monitor student progress through the ACE, and staff competency through their movement through the ATS modules--details follow: -Course Offering: The ACE is a new course offering in several senses. The details of the ACE course offering include: \*Targeting learning readiness skills with \*Documented socially valid skill areas for students with severe cognitive disabilities \*Integrated formative and summative assessments linked to a scope and sequence \*Efficiencies in data collection and analysis for individual student performance -Time: The ACE will improve time utilization addressing student needs in the following ways: -Classroom teachers & paraprofessional will be freed from \*Manual data collection and analysis as well as \*Individual curriculum development for students based on their performance. \*Consultants will be freed from coordinating support-service curriculum based on individual student performance. \*Time shift for consultants will be 15 hours per week towards classroom observation & collaboration. Time: The ATS will free Consultants from the ongoing training needs of staff through the use of an on-line, competency-based staff training program that provides increased levels of training as well as increased flexibility in training schedules. The online nature of the program relieves consultants of the ongoing time outlay of training new staff throughout the year regardless of when they are hired. The end result will be: - Better trained staff, -An efficient response to employee turnover (which plagues most special education programs), and - Increased classroom time from the most skilled staff members--the consultants. -Personnel: With the implementation of the ACE the CONSULTANTS will be freed from individual planning in the following ways that impact resources in the classrooms: \*Freed from planning and coordinating support service individualized curricula for students, with this time switching from individual planning to collaboration meetings with classroom staff including a. Observation during instructional class time b. Collaborative discussions of student data and instructional movement in programming for each student during each classroom's one hour planning time per day--see #2 above for a switch in consultant planning time of 15 hours per week to observation in the classroom and collaboration with instructional staff. Measurement: These outcomes are intertwined. Measurement will be done in the following way: CONSULTANTS' TIME Current Processes----->compare to----->Time Involvement in Class Observation & Collaboration 29 hours/week individual planning time & 9 hours per week observation/collaboration INTERVENTION with ACE and ATS--PERFORM TIME STUDIES with each CONSULTANT in January, 2015-- expected results: 14 hours/week individual planning time & 24 hours per week observation/collaboration

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

\* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

\* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

\* Upload the Financial Impact Table (by clicking the link below)

\* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

*The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.*

*Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.*

*Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.*

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

*Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.*

478,267.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

500 (Supplies and Materials-Instructional) The cost of purchasing the Autism Curriculum Encyclopedia (ACE) for one year of student licenses in this project is \$414,000.00 115 seats X \$50.00 per month X 12 months (year-round school) = \$69,000.00 X 5 years = \$345,000.00. (Currently 49 students sit for the Alternate Assessment and 50 more students who do not take an OAA will benefit from the ACE. An average of 15 students will enroll each year replacing 15 students who withdraw) 500 (Supplies and Materials-Instructional) The cost of purchasing The Vineland Adaptive Behavior Scales, Second Edition \$ 10,374.00 Vineland-II Survey Forms Starter Set with ASSIST 19 classrooms 19 sets @ \$463.10/set = \$8,798.90 Vineland-II Survey Interview Forms 19 pkgs. of 25 @ \$82.90/pkg. = \$1,575.10 400 (Purchased Services-Professional Development) The cost of providing start-up professional development training is \$ 2,500.00 Fee for training: \$1,200.00 and Travel & Expenses from Boston is estimated to be \$1,300.00 This is expected to be a one-time cost. 400 (Purchased Services-Professional Development) The cost of purchasing Autism Training Solutions for the year of the grant is \$64,980.00 71 seats X \$380.00 per staff member in the first year = \$26,980.00 Currently Autism Model School employs 21 teachers, 43 paraprofessional aides, 2 therapists and 5 administrators on a full time basis. In the 4 years after the first year, based on the school's history of staff turnover, it is expected that AMS will need to train an average of 20 full time employees in each of the four years after the initial year of the grant at an annual cost of \$7,600.00 for the years following the initial grant funded year. 5 years X \$7,600.00 = \$38,000.00 400 (Purchased Services-Administration) The cost of the External Evaluator is quoted at \$63,013.00. \$63,013.00 This is expected to be a one-time cost. Total Cost \$ 554,867.00

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

*Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the*

specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

No sustainability costs are associated with this grant. In reference to the Budget Grid, Financial Impact Table, and Supplemental Financial Reporting Metrics, the following explanations describe the lack of financial sustainability needs. The cost of the ACE over the course of the grant is \$414,000.00. (115 student seats per year) AMS already has planned into its budget the maintenance and replacement of associated computer costs. The cost of a one-time on site training for the ACE is \$2,500.00. Other updates and consultation with ACE staff are built into the price of the ACE licenses. The cost of the Vineland over the course of the grant is \$10,374.00. This provides the training, data collection forms, interview forms and ACCES software data compiler. No other Vineland materials are needed over the course of the grant. The cost of the ATS is \$26,980.00 for all staff in the first year of the grant. After the first year, the cost is planned at \$7,600.00 per staff member for a total cost of \$64,980.00 over the course of the grant. The total cost of the Evaluation is quoted from Bowling Green State University at \$63,013.00. No sustainability costs are associated with this grant.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

*Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.*

72,412.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

During the course of the grant, due to the elimination of the ABLLS-R and the VB-Mapp along with associated supplies and materials, AMS will realize savings of : \$72,112.00 in Instructional Supplies and Equipment (500), as well as \$300.00 annually in Professional Development Purchased Services (400) by utilizing the ATS for staff training instead of Conferences at The Michigan Autism Conference. The net cost savings during the course of the grant will be \$72,412.00 annually. No figures for inflation are included since inflation would impact the supplies and services being eliminated - not the contracted costs of the grant secured supplies and services. After the final year of the grant study, when AMS begins purchasing the ACE and ATS, it is expected there will still be a net cost savings of \$3,412.00 annually due to the elimination of the more costly ABLLS and VB Mapp, as well as the less expensive cost of the ATS compared to outside Professional development activities and associated costs for substitute teachers and substitute paraprofessional aides.

15. Provide a brief explanation of how the project is self-sustaining.

*All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.*

*For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.*

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The project is self sustaining as documented in the Financial Impact Table. The use of the ACE for student instruction will replace and eliminate the costs associated with the ABLLS-R and the VB Mapp and associated materials. The cost savings per year once the grant has ended are calculated as \$3,112.00 annually (in today's dollars) due to the lower cost of implementing the ACE as opposed to the ongoing costs associated with the ABLLS and VB Mapp. Inflation is expected to affect the costs of all programs equally and is not planned into this calculation. The use of the ATS for professional development in place of off-site professional development conferences produces a minimal cost savings of \$300.00 annually in today's dollars. Inflation is not planned into these figures since it is expected to affect these two types of PD activities equally or -- more likely, affect the ATS less than the off-site professional development activities. In this case, the savings would be greater.

#### **D) IMPLEMENTATION - Timeline, scope of work and contingency planning**

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium

members and/or partners.

*This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.*

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

*For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.*

*A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.*

#### 17. Planning - Activities prior to the grant implementation

\* Date Range July 1 - August 20, 2014

\* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

- Announce the grant award to stakeholders. - Schedule information updates to stakeholders through regular reports, including updates at monthly board meetings, and a dedicated section of the school's website for information on the grant progress. Stakeholders: OCALI, State Support Team, Region 1, Autism Model School Board, Evaluators, Parents, Staff, Students. Align formal updates with student progress reports scheduled throughout the school year. - Purchase licenses for Autism Training Solutions (ATS) and licenses for Autism Curriculum Encyclopedia (ACE). Also purchase Vineland. - Coordinate vendor training for staff for the week of August 20, 2014 - August 26, 2014. (already scheduled as of the date of submission of this grant). - Plan and Coordinate with Consultants (SLP, OT, BCBA, BCBA Assistant, JTC) their assigned classroom responsibilities for administrative oversight of both the ACE and ATS. - Schedule staff due dates for completion of ATS modules of ATS. Instructional staff begin ATS modules (2 per week) beginning 8/20/14. - Schedule dates for quarterly reports of progress to stakeholders-to align with student progress reports. October 3, 2014, December 19, 2014, March 27, 2015, and June 4, 2015. -Update new staff orientation guidelines to include a schedule of completion of ATS with successful completion (2 per week) tied to quarterly evaluations and quarterly raises in the first year. ATS modules include and will begin during training week for current staff (August 20, 2014). - Coordinate a coding system with evaluators for confidential student test data across the ACE, and OAA and Vineland tests. - Test students on the Vineland & label with pre-determined Code. NOTE: The Autism Model School is in session year-round and all of July. - Coordinate evaluation schedule with evaluators.

\* Anticipated barriers to successful completion of the planning phase

The Autism Model School is in session 12 months throughout the year and throughout the month of July (except for the 4th and 5th of July). Due to this schedule, there are no anticipated barriers to completion of the planning phase.

#### 18. Implementation - Process to achieve project goals

\* Date Range July 1, 2014 - June 29, 2015

\* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

2014 July 1 - August 19 Complete Vineland on all students & code according to evaluator guidelines. August 27 - September 5 ACE Core Skills Assessment given. Code. Forward to evaluators. Discuss to determine errors. Plan & implement corrections. October 3 Student Progress Reports done. Progress on ACE to date coded & report to evaluators. October 6 - 10 Discuss student reports with evaluators. Determine errors (reporting/coding, etc.) Plan correction. Collect data on student progress on ACE from evaluators. Report progress to stakeholders 10/17/14. December 19 Student Progress Reports done. Quarterly ACE progress coded & report to evaluators. 2015 January 12 - 16 Discuss student reports with evaluators. Determine errors. Plan correction. Collect data on student progress on ACE from evaluators. Report progress to stakeholders 1/23/15. February 23 - March 31 (subject to state guidelines). Complete Ohio Alternate Assessment on all students. Progress on OAA coded & forward to evaluators. March 27 Student Progress Reports done. Quarterly ACE progress coded & report to evaluators. March 30 - April 2 Discuss student scores with evaluators on the ACE progress reports and OAAs to determine errors in reporting/coding, etc. Plan correction. Collect data on student progress on ACE and Alternate Assessment from evaluators. Report progress/comparisons to stakeholders 4/17. May 17 - May 22-Complete Vineland on all targeted students. Code assessments. Forward to evaluators. May 26 - 29 Discuss student scores with evaluators on the Vineland to determine errors in reporting/coding, etc. Plan correction procedure as needed. June 4 Student Progress Reports completed. Quarterly ACE progress coded & report to evaluators. June 7 - June 12 Check with Evaluators on problems & resolve. June 22 - June 29 Collect final report from evaluators & update stakeholders with comparisons of student progress across the three tests.

\* Anticipated barriers to successful completion of the implementation phase.

Possible barriers to successful completion of the implementation phase are planned into the implementation phase in terms of time periods for discussions with the evaluators throughout the year. These time periods include plans for correcting issues in the areas of data collection, coding, error reporting, and other possible errors in the transfer of test/assessment information to the evaluators. Other possible barriers to successful completion of the implementation phase may include calamity days interfering with time lines. Despite this possibility, six separate weeks are scheduled throughout the year to collaborate with the evaluators and resolve problems. If a calamity of any sort, including several calamity days cause the schedule of testing or data collection to change, the change in timing can be relatively easily coordinated with the evaluators through the regular contacts with them.

#### 19. Summative Evaluation - Plans to analyze the results of the project

\* Date Range August, 2014 - June, 2015

\* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

-Aug-Oct 2014: CAES will collect the baseline data from on: ACE, Vineland, Alternate Assessment data, lesson plans, progress monitoring tools, stakeholder surveys, OTES, & ATS data, fidelity checklists, and site visit observation data. Both quantitative & qualitative methods will be utilized: State & District Assessments, surveys, PD training lists, content analysis of curriculum, progress monitoring, observation site visits, & interviews. -Nov 2014-Based on the baseline data collection results, a six-year Evaluation Plan will be created that will include: Goals, objectives, activities, duties, timeline, benchmarks, & outcomes. Deliverables status checklist will also be created to monitor progress monthly. -Dec 2014: Formative stakeholders surveys will be distributed to AMS staff & partners to examine satisfaction with: curriculum, partnerships, & professional development as well as level of communication & collaboration across whole project. -Jan 2015: A formative report will be created with baseline results, stakeholder survey results, & deliverable progress monitoring. Results will be utilized to modify project & evaluation plan. -Feb-April 2015: Deliverable & evaluation plan progress monitoring will be conducted. Classroom Observations will be completed. -May-June 2015: Objective and outcome data (See Qs 22 & 24) will be collected at the end of the school year to examine summative results for project and the district. The evaluation plan will allow AMS to track their long-term outcomes through these instruments & the AMS databases created by CAES. \*\*\*\*\* -October, 2014: Compare Five Year Forecast with the figures from May, 2014. Note on-track vs. off-track spending in Instruction and PD. Adjust purchases as needed or justify. -May, 2015: Compare Five Year Forecast with figures from October, 2014, and May, 2014. Note on-track and off-track spending in Instruction and PD. Adjust purchases as needed or justify.

\* Anticipated barriers to successful completion of the summative evaluation phase.

-Barriers: The main barrier will be incorporating the evaluation activities into the schedule of the implementation activities without creating an additional burden on AMS staff. CAES has previously worked with AMS and will utilize existing measures as well as adjusting our evaluation protocols, surveys, interviews, and classroom observation around AMS schedule.

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

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

Critical Instructional and Organizational Changes 1. Permanent changes to current district processes. A. Consultants--Time Efficiencies, Collaboration Improvements, Lesson Plan Improvements, Student Progress Analysis Improvements, Classroom Instruction Improvements Each of the Full Time Consultants (Behavior Management Director who is a Board Certified Behavior Analyst (BCBA), Assistant Behavior Management Director (ABMD), Speech Language Pathologist (SLP), Occupational Therapist (OT) and Job Training Coordinator (JTC)) will have a shift in their typical work day as shown below: CONSULTANTS' TIME Current Processes----->compare to----->Time Involvement in Class Observation & Collaboration 29 hours/week individual planning time & 9 hours per week observation/collaboration INTERVENTION with ACE and ATS--PERFORM TIME STUDIES with each CONSULTANT in January, 2015--expected results: 14 hours/week individual planning time & 24 hours per week observation/collaboration Among the five consultants, their work focus will shift to 15 more hours per week in combined classroom observations, formative & summative feedback, and classroom staff collaboration to improve training and instruction. After the initiation of the project, the total hours per week among all five consultants will increase to 120 hours/week dedicated to collaborative observation and consultation with classroom staff.--As opposed to 45 hours per week prior to the project. B. Planning Time--Efficiencies & Improvements Teachers and paraprofessional aides will switch their planning time to targeted analysis of formative data and assessments on each student based on the results of the ACE, as well as individualized professional development activities through the ATS based on each staff members' needs. C. Professional Development Training for Instructional Staff--Efficiencies, Cost Savings & Increased Adult Learning There will be a shift towards more individually focused, in-house training on evidence-based practices for educational service delivery to students with autism instead of the current practice of outside professional development at the Michigan Autism Conference. This will decrease the need for substitute teachers and substitute paraprofessional aides to accomplish PD trainings. It will increase efficiency of use of staff planning time by structuring staff activities for PD in a scope and sequence. Improved adult learning will occur due to the nature of the ATS providing individual modules in shorter time segments (as opposed to the current PD delivery of half day or day long seminars). D. Accountability among Consultants, Teachers and Paraprofessional Aides--Improvement Accountability will increase due to the increased collaboration among the staff as well as the built-in reporting systems in both the ACE and the ATS. This will assist with improved, targeted programming for individual students. E. Classroom Instructional Practices--Improvements Instruction will shift to more focused, individualized programming based on data derived from the ACE, as well as increased knowledge and skill levels among the teachers and paraprofessional aides. \*Financial tracking will be more closely monitored in terms of the effect on the Five Year Forecast. This will provide another tool for planning and analysis, as well as better accountability to all stakeholders.

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

*The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.*

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.*

Please enter your response below.

STUDENT ACHIEVEMENT--the purpose of comparing the ACE (with support from the ATS) to the Vineland as well as the Ohio Alternate Assessment is ultimately correlate ACE, Vineland, and Ohio Alternative Assessment Scores to examine construct validity. Through this project, student achievement will be improved and measurements for this improvement will be clarified. Rationale: Behavior Analytic Approach-guided by a BCBA Evidence: National Professional Development Center for Autism Spectrum Disorders. (2010). Evidence-based practice briefs. <http://autismpdc.fpg.unc.edu/content/briefs>. Eldevik, S., Hastings, R. P., Hughes, J. C., Jahr, E., Eikeseth, S., & Cross, S. (2010). Using participant data to extend the evidencebase for intensive behavioral intervention for children with autism. *American Journal on Intellectual and Developmental Disabilities*, 115, 381-405. United States Department of Health & Human Services, Surgeon General. (1999). *Mental health: A report of the SurgeonGeneral*. Washington, DC: David Satcher ACE Licensed from The New England Center for Children's (NECC)--Our mission is to transform the lives of children with autism worldwide through education, research, and technology. NECC's programs serve more than 400 students from the ages of 18 months and 22 years diagnosed with Autism Spectrum Disorder. NECC provides consultation services to 39 school districts in New England, encompassing 66 schools, serving an additional 400students. The ACE is in use by over 800 students at NECC and in public school districts and agencies around the world. NECC employs 121 Board Certified Behavior Analysts, 16 professionals with Ph.Ds & at least 218 staff with Master's level education. Evidence: Social Validation of the New England Center for Children-Core Skills Assessment Chata A. Dickson, Rebecca, P. F. MacDonald, Renee Mansfield, Paulo Guilhardi, Cammarie Johnson & William H. Ahearn. *Journal of Autism and Developmental Disorders*, ISSN 0162-3257 J Autism Dev Disord DOI 10.1007/s10803-013-1852-5 Callahan, K., Henson, R. K., & Cowan, A. K. (2008). Social validation of evidence-based practices in autism by parents, teachers, and administrators. *Journal of Autism and Developmental Disorders*, 38, 676-692. doi:10.1007/s10803-007-0434-9. Eldevik, S., Hastings, R. P., Hughes, J. C., Jahr, E., Eikeseth, S., & Cross, S. (2010). Using participant data to extend the evidence base for intensive behavioral intervention for children with autism. *American Journal on Intellectual and Developmental Disabilities*, 115, 381-405. Gresham, F. M., & Lopez, M. F. (1996). Social validation: A unifying concept for school-based consultation research and practice. *School Psychology Quarterly*, 11, 204-227. doi:10.1037/h0088930. ATS Evidence: Research conducted on the effectiveness of online learning across industries has been proven as effective as classroom training. In fact, administrators and staff usually prefer online learning to traditional didactic instruction (Wegner, Holloway, & Garton, 1999, Nettles, K., Dziuban C., Cioffe, D., & Moskal, P., 2000) In 2009, the Department of Education and Means, Toyama, Murphy, Bakia & Jones completed the Meta- Analysis and Review of Online Learning Studies report, identifying thousands of empirical studies with positive outcomes in online learning. Means, Toyama, Murphy, Bakia & Jones found that, on average, learners who took all or part of their training online performed better than those receiving face-to-face instruction. Vineland Evidence: Fisch, G. S. (2001). Adaptive behavior in children with autism: *Journal of Autism and Developmental Disorders* Vol 31(2) Apr 2001, 249. Freeman, B. J., Del'Homme, M., Guthrie, D., & Zhang, F. (1999). Vineland Adaptive Behavior Scale scores as a function of age and initial IQ in 210 autistic children: *Journal of Autism and Developmental Disorders* Vol 29(5) Oct 1999, 379-384.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

*This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.*

\* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Center for Assessment & Evaluation Services (CAES) will be the external evaluator for this project with Drs. Rachel Reinhart, Toni Sondergeld, & Stacey Rychener on the evaluation team. Contact: Stacey R. Rychener, PhD Center for Assessment and Evaluation Services Bowling Green State University [staceyr@bgsu.edu](mailto:staceyr@bgsu.edu) 419-372-7303 A 6-year Evaluation Plan will be created by CAES for the project. CAES will collect data on the following information in Year 1. Internally, Mary Walters, Director, together with Richard Cox, Treasurer will evaluate the savings in the 5-year forecast. Contact: Mary Walters, MBA Autism Model School 3020 Tremainsville Road Toledo, OH 43613 [mlw.model@gmail.com](mailto:mlw.model@gmail.com) 419-897-4400 and RichardCox Educational Service Center of Lake Erie West 2275 Collingwood Boulevard Toledo, OH, 43620 [rcox@esclakeeriewest.org](mailto:rcox@esclakeeriewest.org) 419-246-3075

\* 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 project's progress).

Short-term objectives (STO): in Year 1. -To train Autism Model School (AMS) staff on Autism Curriculum Encyclopedia (ACE) System -To train AMS staff on Autism Training Solutions (ATS) System -To increase AMS staff knowledge of Autism Spectrum Disorders, Evidence-Based Academic and Behavioral Interventions, Assessment & Progress Evaluation. Intermediate Objectives (IO): -To increase the level of data-based decision making by AMS staff. -To increase the efficiency of lesson planning by AMS staff. -To increase the amount of progress monitoring by AMS staff. -To increase regional network of collaboration with State Support Team 1 & OCALI -To determine & address issue with: the level of stakeholders' satisfaction, with training, materials, support, technical assistance, & content of the PD for formative & summative evaluations Long-term objectives (LTO): -To increase AMS student ACE scores on: Attention, imitation, Communication, Socialization, Cognition, Number Skills, Purposeful Play, Motor Skill Development, Hygiene, & Transition -To increase AMS student Vineland scores -To correlate ACE, Vineland, and Ohio Alternative Assessment Scores to examine construct validity. -To increase Teacher Performance on Standards on the OTES Evaluation rubric To increase the implementation fidelity of ACE System--student scores. -To increase more individualized direct instruction provided by AMS staff Baseline data will be collected in Fall, 2014 for all STO, IO, & LTO by examining ACE, Vineland, Alternate Assessment data, lesson plans, progress monitoring tools, stakeholder surveys, OTES, & ATS data, fidelity checklists, & site visits. CAES will provide targeted formative & summative feedback to help guide any modifications to the Evaluation Plan. All summative data will be compiled at the end of each school year. AMS will have access to CAES instruments & protocols to track progress across the 6-year Evaluation Plan.

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

Baseline data will be collected in Fall of 2014 for all STO, IO, & LTO by examining ACE, Vineland, Alternate Assessment data, lesson plans, progress monitoring tools, stakeholder surveys, OTES, & ATS data, fidelity checklists, and site visits. CAES will be able to provide targeted formative & summative feedback to help guide any modifications to the Evaluation Plan. All summative data will be compiled at the end of each school year. AMS will have access to CAES instruments & protocols to track progress across the 6-year Evaluation Plan. For the issue of

savings in the 5 year forecast, the Treasurer and Director will note on-track vs. off-track spending in Instruction and PD. Adjust purchases as needed or justify.

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

*The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.*

Please enter your response below.

-To increase AMS student ACE scores on: Attention, imitation, Communication, Socialization, Cognition, Number Skills, Purposeful Play, Motor Skill Development, Hygiene, & Transition--Measured by comparisons of formative and summative data in a longitudinal study through the 6 years of evaluation data. -To increase AMS student Vineland scores--Measured by comparisons of formative and summative data in a longitudinal study through the 6 years of evaluation data. -To correlate ACE, Vineland, and Ohio Alternative Assessment Scores to examine construct validity.--Measured by CAES instruments and protocols tracking progress across the 6 year Evaluation Plan. -To increase Teacher Performance on Standards on the OTES Evaluation rubric--Measured by OTES documentation over the 6 year period. To increase the implementation fidelity of ACE System--student scores.--Measured by fidelity checklists & data from evaluator site visits. -To increase more individualized direct instruction provided by AMS staff --Measured by ACE, Vineland, Alternate Assessment data, lesson plans, progress monitoring tools and stakeholder surveys. Baseline data will be collected in Fall, 2014 for all STO, IO, & LTO by examining ACE, Vineland, Alternate Assessment data, lesson plans, progress monitoring tools, stakeholder surveys, OTES, & ATS data, fidelity checklists, & site visits. CAES will provide targeted formative & summative feedback to help guide any modifications to the Evaluation Plan. All summative data will be compiled at the end of each school year. AMS will have access to CAES instruments & protocols to track progress across the 6-year Evaluation Plan.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

*The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.*

\* Student Achievement

Student Achievement Long-term outcomes: - AMS student will have higher ACE scores on: Attention, imitation, Communication, Socialization, Cognition, Number Skills, Purposeful Play, Motor Skill Development, Hygiene, & Transition - AMS student will have higher Vineland scores

\* Spending Reduction in the five-year fiscal forecast

Spending Reductions in the Five-Year Forecast Short Term Outcomes: -Each October, and May of the grant period, Spending Reductions in the Five-Year Forecast will be documented through the Treasurer's reports showing savings in Instructional Supplies (500) and Purchased Services Professional Development (400) compared to FY 2014 figures. This benchmark will be tracked annually through the AMS Board Approved Five Year forecast document.

\* Utilization of a greater share of resources in the classroom

Utilization of greater share of resources in the classroom Short-term objectives (STO): - AMS staff will have higher scores on ATS pre-post assessment of Autism Spectrum Disorders, Evidence-Based Academic and Behavioral Interventions, Assessment & Progress Evaluation. Intermediate Objectives (IO): -AMS staff will report higher levels of data-based decision making than baseline - AMS staff will report higher levels of efficiency of lesson planning than baseline - AMS staff will report higher levels of progress monitoring than baseline Long-term objectives (LTO): -Evaluators will rate higher levels of implementation fidelity of ACE System than baseline - Evaluators will rate higher levels of individualized direct instruction provided by AMS staff than baseline

\* Implementation of a shared services delivery model

\* Other Anticipated Outcomes

- State Support Team 1 & OCALI will report higher levels of collaboration with AMS than baseline. -Stakeholders will report higher levels of satisfaction with: training, materials, support, technical assistance, & content of the PD from benchmark. -The construct validity of ACE, Vineland, and Ohio Alternative Assessment Scores will be higher than baseline -AMS staff will have a higher rating of Teacher Performance on Standards on OTES than baseline -A Statewide model for service delivery is made available to other districts -- possibly at a reduced cost. -Ohio Alternate Assessments will reflect progress among students with autism and severe disabilities. This will come about through the partnership of OCALI, The Office of Exceptional Children via the State Support Team Region 1, and the Ohio Coalition for the Education of Children with Disabilities. -Parent Training through the ATS is a bonus of the purchase. For every three staff licensed seats, a parent licensed seat will be available. Due to the intensity and complexity of the intensive programming, the online ATS training will be made available to parents who have the interest to tap into the trainings. The overwhelming results of multitudes of parent involvement studies over decades of research clearly indicate a positive impact on student achievement among all students. Hoover-Dempsey, Kathleen, and Howard Sander. "Parental involvement in children's education: Why does it make a difference." The Teachers College Record 97.2 (1995): 310-331.

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

Yes

No

*If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should*

*outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.*

**\* Explain your response**

In service to students with autism and severe cognitive disabilities, this project could be replicated by any school district. One of the long term objectives is for AMS to implement the grant to develop a TRAINING AND SERVICE DELIVERY MODEL THAT COULD BE USED STATEWIDE AT A REDUCED COST TO DISTRICTS. Through OCALI, the Office of Exceptional Children via the State Support Team, and the Ohio Coalition for the Education of Children with Disabilities, the results and methodologies utilized in the grant can be shared through publications, workshops, online trainings, and teleconferencing. AMS has always welcomed school districts and other service providers for people affected by autism to visit, observe, and consult with the Educational Leaders and Classroom Teachers at the school. This practice will continue and possibly be facilitated by OCALI, the State Support Teams and the Ohio Coalition for the Education of Children with Disabilities.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

**PROGRAM ASSURANCES:** I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, on behalf of this applicant, and all identified partners, that all supporting documents contain information approved by The Autism Model School Board, and to abide by all assurances outlined in the Straight A Assurances.

Sections 

**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.

## Partnerships

Autism Model School (134122) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Margaret	Burley	(800)-374-2806	margaretb@ocecd.org	Ohio Coalition for the Education of Children with Disabilities		165 W. Center St., Suite 302, 3rd Floor, Chase Bank Building, Marion, Ohio, 43302	
Lynn	McKahan	419.720.8999	esclaw_lm@sstr1.org	State Support Team Region 1		2275 COLLINGWOOD BOULEVARD, SUITE C, Toledo, Ohio, 43620	
Sheila	Smith	866-886-2254	sheila_smith@ocali.org	Ohio Center for Autism and Low Incidence		470 Glenmont Avenue, , Columbus, Ohio, 43214	
Richard	Cox	419-246-3075	rcox@esclakeeriewest.org	Educational Service Center of Lake Erie West		2275 Collingwood Boulevard, , Toledo, OH, 43620	
Michael Y.	Ogawa, PhD, VP for Research and Economic Development	(419) 372-2481	ospr@bgsu.edu	Bowling Green State University		Office of Sponsored Programs and Research, 106 University Hall, Bowling Green, Ohio, 43403-0230	

Implementation Team

Autism Model School (134122) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Mary	Cornell	Assistant Behavior Management Director	Assists with the Autism Model School's (AMS) delivery of all Professional Development activities associated with the ACE, Vineland, and ATS to the classroom staff and administration at AMS. Coordinates activities with Evaluators. Monitors student progress on the ACE. Collaborates with AMS classroom staff to improve student outcomes on the ACE	M.A. Special Education, Licensed Intervention Specialist, Ohio	Fourteen years teaching special education classes with 7 years teaching students with autism. 1.5 years as a staff supervisor at AMS. High involvement with functional behavior analytics.	
Julie	Carter	Speech Language Pathologist	Assists with the Autism Model School's (AMS) delivery of all Professional Development activities associated with the ACE, Vineland, and ATS to the classroom staff and administration at AMS. Coordinates activities with Evaluators. Monitors student progress on the ACE. Collaborates with AMS classroom staff to improve student outcomes on the ACE	M.A. Speech Language Pathology	4 years experience as a speech therapist in traditional public schools. 8 years as full time Speech Therapist at AMS. Assistant Director of The University of Toledo Speech Language Clinic with emphasis on individuals with autism. Curriculum development consultant to intervention specialists at AMS regarding programming for individual students.	
Rebecca	Knapp	Job Training Coordinator	Assists with the Autism Model School's (AMS) delivery of all Professional Development activities associated with the ACE, Vineland, and ATS to the classroom staff and administration at AMS. Coordinates activities with Evaluators. Monitors student progress on the ACE. Collaborates with AMS classroom staff to improve student outcomes on the ACE.	B.S. Special Education Licensed Intervention Specialist JTC Endorsement Board Certified Behavior Analyst Assistant	10 years full time employment at AMS. 6 years Intervention Specialist in the classroom. 4 years Job Training Coordinator. All years of employment have been with a focus on students with autism.	
Joel	Vidovic	Behavior Management Director, AMS	Oversees the Autism Model School's (AMS) delivery of all Professional Development activities associated with the ACE, Vineland, and ATS to the classroom staff and administration at AMS. Coordinates activities with Evaluators. Monitors student progress on the ACE. Collaborates with AMS classroom staff to improve student outcomes on the ACE.	Board Certified Behavior Analyst (BCBA), M.A. Special Education.	Twelve years experience in public and private schools supervising special education programs for students with autism. High involvement in curriculum development and functional behavior analytics. Assisted in the development of the Assessment of Basic Language and Learning Skills. Employed at AMS for 2.8 years as Behavior Management Director	
Amy	Mullins	Occupational Therapist	Assists with the Autism Model School's (AMS) delivery of all Professional Development activities associated with the ACE, Vineland, and ATS to the classroom staff and administration at AMS. Coordinates activities with Evaluators. Monitors student progress on the ACE. Collaborates with AMS classroom	M.S. Occupational Therapy Licensed Occupational Therapist	5 years Occupational Therapy support services in traditional public schools 3 years full time Occupational Therapist at AMS. Curriculum development consultant to intervention specialists at AMS regarding programming for individual students.	

			staff to improve student outcomes on the ACE.			
Mary	Walters	Director	Oversees all activities of the grant in collaboration with the Behavior Managment Director. Specific focus on financial documentation and reporting in collaboration with the Treasurer, Richard Cox.	M.B.A. Parent of 3 children with autism	16 years Director of AMS Original Founder of AMS	