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<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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<td>Transportation</td>
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<td>Total</td>
<td>107,943.68</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>379,109.20</td>
</tr>
</tbody>
</table>

**Adjusted Allocation:** 0.00

**Remaining:** -379,109.20
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Assistive Technology Internet Modules: Building capacity for assistive technology (AT) implementation

2. Executive summary: Please limit your responses to no more than three sentences.
The Ohio Center for Autism and Low Incidence (OCALI) has developed Assistive Technology Internet Modules (ATIM; www.atinternetmodules.org) in order to deliver a cost effective and efficient method for educators and others to learn about assistive technology (AT) supports and services. These supports are a requirement of the federal Individuals with Disabilities Education Improvement Act (IDEA, 2004). Over the course of the grant year, OCALI, in partnership with the editor and select authors of the Wisconsin Assistive Technology Initiative's (WATI) Assessing Student Needs for Assistive Technology manual (ASNAT; www.wati.org/?pageLoad=content/supports/free/index.php), will expand upon OCALI's existing eight modules, and create an additional 38 more. The writing team will work with OCALI staff to update and convert the content provided in the WATI manual to a format consistent with the current modules.

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.

3. Total Students Impacted:
250669

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:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Jan Rogers
Organizational name of lead applicant
ESC of Central Ohio - Ohio Center for Autism and Low Incidence
Address of lead applicant
470 Glenmont Ave. Columbus, OH 43214
Phone Number of lead applicant
6144100736
Email Address of lead applicant
jan_rogers@ocali.org

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
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 Individuals with Disabilities Education Improvement Act (2004) requires school personnel to consider assistive technology (AT) services and supports for every student found eligible for special education services when developing their individualized education program (IEP). AT is effective for a wide range of students with disabilities enhancing school performance and promoting access to the curriculum (Campbell, et al., 2006; Hétzroni & Shrieber, 2004; Higgins & Raskind, 2004; Watson et. al., 2010). Even with the legal requirements and the research, AT supports and services are not being provided consistently to students across all disability categories. In addition, it is estimated that less than 15% of the AT available to students is used in the general education classroom despite increased focus on inclusive practices for students with disabilities (Quinn, et. al., 2009; Golden, 1999). This lack of appropriate access hinders access to, and adequate progress in, the curriculum. Ziviani and Copely (2004) identified a lack of appropriate staff training as a significant barrier to implementation of AT supports and services within schools. Diedrich and Okolo’s (2014) survey of Michigan educators, and an OCALI (2010) survey of Ohio educators support these findings. Many educators just do not have adequate training and skills to assess if, or implement AT as an effective strategy to support student learning. At issue is access to appropriate professional development opportunities, whether it be comprehensive information on AT, or competing priorities impacting time for training. Face-to-face in-service training or traditional college coursework has long been the accepted method of obtaining continued competencies for educators. However, with budget cuts and the demand of meeting increasingly stringent student learning outcomes, many educators find it difficult to gain release time to engage in traditional training opportunities or lack budgets to do so.

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

To address the problem of access to comprehensive information on assistive technology (AT) implementation in a cost effective and time efficient manner, this grant proposes an online professional development solution. The plan for this project is to expand the free, anytime, anywhere Assistive Technology Internet Modules (ATIM) from 8 modules to 46, by developing an additional 38 modules through a collaboration with the editor and authors of the Wisconsin Assistive Technology Initiative’s (WATI) Assessing Student Needs for Assistive Technology manual (ASNAT; www.wati.org/?pageLoad=content/supports/free/index.php). Currently the most comprehensive information about the delivery of school-based AT is the ASNAT manual. It is available online, in a PDF format, last updated in 2009. Development of the manual was funded by the Wisconsin Department of Public Instruction. The WATI organization updated the manual periodically, but since 2009 WATI has operated as a voluntary state-wide network of AT specialists. The WATI team is excited to partner with OCALI to update the ASNAT manual content, and transform it so it can be more easily accessed and freely disseminated through the ATIM format. ATIM is currently the only comprehensive asynchronous AT online learning platform that contains the features identified in the adult online learning research. Those features include: advanced organizers, embedded glossary of key terms, case studies, multimedia content, pre- and post-tests with automatic instant feedback, FAQs, introductory and advanced activities requiring problem solving and critical thinking skills, discussion questions, and hotlinks to outside resources and supporting documents. ATIM has over 4,000 registered users, representing all 88 Ohio counties and nearly 300 school districts in the state. OCALI is clearly meeting a need for AT information, but has not been able to get content authored quickly enough to meet the increasing demand for comprehensive information on AT. This project would provide a rapid expansion of ATIM to include information about AT in the areas of reading, writing, math, organization, seating, positioning, mobility, communication, recreation/leisure, computer access, activities of daily living, deaf and hard of hearing, blind and low vision, multiple challenges, and funding for AT. This content would provide comprehensive information for districts as they work to provide appropriate AT supports and services to students in the least restrictive environment, increasing access to professional development in a cost effective, time efficient manner.

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.)

- 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.)

OCALI serves as the state professional development and technical assistance center for assistive technology (AT). OCALI’s contract with the
Ohio Department of Education, Office for Exceptional Children (OEC) requires continued development of ATIM modules. Typically the development rate is three new modules per year. In addition, OCALI provides face-to-face trainings and webinars to meet regional and district needs for content not yet available through ATIM. Each individualized face-to-face training involves specific content development plus travel to locations within the state to deliver that content. The 38 additional modules developed through this project will allow OCALI to disseminate a broader scope of AT information to a larger audience while reducing travel expenses. By providing 24/7 asynchronous access to the modules, ATIM provides a potential cost savings for all Ohio school districts. Since ATIM is an on-line learning platform, it offers AT professional development without the costs of substitute pay, registration fees, and travel reimbursement associated with face-to-face training. IDEA requires that districts consider AT for every student who has an IEP. Should the consideration process lead to an AT assessment, the IEP team must be prepared to conduct the AT assessment for the student. Many districts do not have capacity to consider and conduct AT assessments and therefore outsource these assessments to private consultants, hospitals, clinics, and other agencies at significant cost. These assessments cost on average $450-$750 per assessment (2011, NCATP Market Survey). In addition to the expense, outsourcing may not meet the requirements of IDEA for an assessment in the student's usual and customary environment. ATIM builds capacity of school personnel to consider and assess a student's need for AT without outsourcing. ATIM allows a district to customize the AT learning of their staff based upon individual need. Modules can be used separately or can be bundled together to create custom learning paths based on the individual needs of the student, teacher, building, or district. Focusing on learning topics relevant to the learner can save money and time. Staff with knowledge about AT assessment and implementation can effectively match assistive technologies to student need, increasing student independence while reducing the need for people-centered supports such as teachers and classroom aides. For example, a student with a significant reading disability may rely on someone to read tests aloud, however, text-to-speech AT can provide that student with a means for independently accessing that text without the need for the person-centered support. Person-centered supports are generally more costly than the expense of assistive technologies and person-centered supports can persist as an ongoing expense throughout the student's educational lifetime. The partnership with WATI to develop free modules provides a unique opportunity for OCALI to work with a group of authors who have provided schools districts and university programs with respected AT resources and supports for many years. The authors of ASNAT see the value in converting their manual to the ATIM platform in order to reach adult learners in a more engaging fashion. Prior to this grant opportunity, authors of ASNAT had already agreed to partner with OCALI to develop a limited number of modules. This scale-up project would allow all chapters of the ASNAT to be converted to ATIM thereby creating the most comprehensive AT online learning system available.

- 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.)

- 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 consortium 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 costs for this project are limited to the first year development costs. ATIM is an established project and ongoing costs are subsumed by OCALI. However, this chart does not show the substantial cost-savings that will be experienced by the users of the ATIM modules. Replacing face-to-face professional development with free online learning modules is anticipated to save a minimum of $4,332,000.00 on professional development costs over a 5-year period. This figure was determined based on one Ohio teacher per building attending one face-to-face workshop per year, (school buildings=4332)[S1] using an estimated cost of $200 per teacher for registration and substitute pay for the face-to-face workshop that results in a yearly savings of $866,400.00. Multiplying the yearly savings of $866,400.00 by the five years of the grant period results in an anticipated savings of $4,332,000.00.
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. |
| 379,109.20 State the total project cost. |
| * Provide a brief narrative explanation of the overall budget. |
| The proposed total cost for this project is $379,109.20, which is comprised of $107,943.68 in salaries, $43,881.02 for retirement and fringe benefits, and $227,284.50 in purchased services. OCALI staff working on the project include the following: 1) AT Program Director, who will serve as the project director, 102 days x $456.69 per day (salary and benefits); 2) AT Consultant to serve as project coordinator, 141 days x $486.88 per day; 3) Lead IT Specialist, 15 days x $510.74 per day; 4) Web designer, 10 days x $381.03 per day; 5) IT Specialist 15 days x $394.62 per day; 6) Budget Analyst, 5 days x $310.92 per day; and 6) Executive Secretary, 89.5 days x $197.17 per day. Purchased services include stipends for the ASNAT editor ($13,600) and authors ($57,000); author meeting expenses ($5,521); module development cost, including video equipment rental, editing, and shipping ($87,273); travel for the project director and coordinator ($5,890); and contracted employee expenses ($48,000.50). |

| 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. |
| The Assistive Technology Internet Modules (ATIM) are an established project within OCALI, and as such, ongoing costs are subsumed by OCALI. No additional costs are anticipated to sustain this project. OCALI, a project of the ESC of Central Ohio (ESCCO), is a legislated entity within the state of Ohio (House Bill 562, Section 3323.31), with infrastructure funding provided by the state through the Ohio Department of Developmental Disabilities (DODD). In addition, OCALI has multiple contracts, the largest being work for the Ohio Department of Education's Office for Exceptional Children (OEC). OCALI was established in 2004 through IDEA Part 6B discretionary funds. In 2007, OCALI became part of the ESCCO, and in 2009, funding was changed to a Department of Administrative Services contract with OEC. Since that time the main work is with OEC and DODD. OCALI also collaborates with private entities such as Easter Seals, the National Association of State Directors of Education (NASDSE) and the Individuals with Disabilities Education Act (IDEA) Partnership. This background is offered to explain the funding mechanisms in place and to show that OCALI will continue to serve students with disabilities for many years to come. The money requested through this grant will be used to further the dissemination of a wide breadth of AT information to Ohio educators, administrators, and family members. Sustaining costs of the 38 new ATIM modules are minimal and described as follows. Periodic updates to module content to reflect new market trends and technologies are anticipated on a five-year cycle. There will be ongoing subscription fees to maintain use of the web hosting and video streaming services. However, because ATIM is a project currently in development, these costs have already been factored into OCALI's five-year forecasted budget. The ATIM website is currently housed offsite at Media Temple which is a web hosting service with a monthly fee. It is not anticipated that OCALI would need to purchase additional web hosting service with the addition of these modules. The video for the modules is currently hosted at Bit Gravity. This is a video streaming service for the embedded video used within ATIM. This is also a part of the OCALI budget. It is not anticipated that the development of the 38 modules will require the purchase of more storage or bandwidth capacity, however, if additional space is needed, the costs will be assumed by the existing five-year forecasted budget. There could be inflationary increases to the annual subscription fees that will occur for both services over the five years. Because OCALI has anticipated growth in all of their online learning programs, these fees have also already been factored into OCALI's budget and five-year projected costs to maintain the various online projects. |

| 14. Will there be any expected savings as a result of implementing the project? |
| Yes |
| No |
D) IMPLEMENTATION

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.

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<thead>
<tr>
<th>17. Planning - Activities prior to the grant implementation</th>
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<tbody>
<tr>
<td>* Date Range 6/30/14 - 8/15/14</td>
</tr>
<tr>
<td>* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).</td>
</tr>
<tr>
<td>The planning process has already begun. The editor and several authors of ASNAT have expressed their willingness to participate in the project. An outline of the number of ATIM's needed for the ASNAT content has been developed. An ATIM template outlining the necessary components of a module has been shared with the potential authors. Dr. Sean Smith has also agreed to serve as an external evaluator for the project. The following timeline and activities will occur in the planning stages of the grant June 30, 2014 to August 15, 2014. July 7th - Internal meeting to discuss timelines and duties with OCALI staff (website developer, graphic designer, online learning coordinator, information technology specialist, administrative support personnel, AT center staff). July 14th - Creation of Alfresco site (an online project management system) to securely manage documents, video, and pictures for each of the modules. July 28th - Development of contracts listing deliverables for supporting contractors, ASNAT authors, and ASNAT editor. Aug. 1st - Meeting with editor to finalize author assignments. Aug. 8th - Meeting with editor and authors via Go-to-Meetings to review timelines, responsibilities, ATIM format and use of Alfresco. Aug. 15th - Meeting with authors via Go-to-Meetings to review module outlines, formatting, and timelines.</td>
</tr>
<tr>
<td>* Anticipated barriers to successful completion of the planning phase</td>
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<tr>
<td>Potential barrier: Scheduling virtual meetings within the given time frames while finding common meeting times for all participants. Solution: While synchronous participation in the meetings would be preferable, the meetings can be recorded through Go-to-Meetings for later viewing. Additionally, online meeting schedulers will be used to schedule mutually acceptable meeting times. A small stipend will be offered for meeting attendance to encourage participation.</td>
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<tr>
<th>18. Implementation - Process to achieve project goals</th>
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<tr>
<td>* Date Range 8/15/14 - 6/30/15</td>
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<tr>
<td>* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).</td>
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<tr>
<td>Because the authors are developing several modules each, the work has been divided into three phases. The number of modules required for each phase is one of three of the total modules being developed. The Alfresco project management system will be used for sharing documents during implementation from August 15, 2014 to June 30, 2015. Go-To-Meetings, email, and conference calls will be used to communicate and meet with authors, the ASNAT editor, and OCALI. Aug. 15 - Kick-off meeting to discuss timelines and responsibilities. Sept. 2 - Written request for video/image assistance; Meet with OCALI staff to plan marketing materials. Oct. 17 - Phase 1 modules due; meet to discuss Phase 2 requirements. Dec. 11 - Phase 2 modules due; Meet to discuss Phase 3 requirements and Phase 1 revisions; Upload Phase 1 modules. Feb. 20 - Phase 3 modules due; Meet to discuss Phase 2 revisions; All video and editing requirements uploaded to Alfresco; Upload Phase 2 modules; Market Phase 1 modules and continue monthly data collection. Mar. 23 - Edited video due. Mar. 30 - Meet to discuss revisions and outstanding checklist items; Upload Phase 3 modules; Market Phase 2 modules; Begin Phase 2 data collection. May 29 - All modules activated; Market Phase 3 modules; Continue Phase 1 and 2 data collection and begin Phase 3 data collection.</td>
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<tr>
<td>* Anticipated barriers to successful completion of the implementation phase.</td>
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<tr>
<td>Potential Barrier: Complete compliance with due dates from authors. Solution: Alfresco will allow OCALI to monitor the progress and encourage any who fall behind schedule. Meetings with authors/editor periodically and delineated due dates for specific benchmarks will also minimize this barrier. Potential Barrier: Obtaining video, pictures, and permissions to support content. Solution: Authors can submit a written request for video and image assistance. OCALI will utilize existing contacts within Ohio school districts to collect requested video and images. Video equipment will also be shipped to the authors to record the introductory videos.</td>
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<tr>
<th>19. Summative Evaluation - Plans to analyze the results of the project</th>
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<tr>
<td>* Date Range 10/17/14 - 6/30/15</td>
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<tr>
<td>* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).</td>
</tr>
<tr>
<td>The benchmark due dates found in the implementation timeline are as follows. Oct. 17, 2014 - Completion of Phase 1 modules. Dec. 11, 2014 - Completion of Phase 2 modules; upload Phase 1 modules. Feb. 20, 2015 - Completion of Phase 3 modules; upload Phase 2 modules. May 29, 2015 - Final upload and module activation. Initial data is collected for new users and consists of user experience, role, and geographical location including state, school district, and state support team (SST) distribution. Summative data will be collected monthly starting January 2015 to show total number of ATIM users and number of users per module. Pre- and post-assessment data will show knowledge gained from modules visited. Data will also be collected to show number of modules visited per user. This will potentially show an increase in access to information about AT. Additionally, an impact study will be conducted June 22, 2015 - June 31, 2015 to determine the following: user satisfaction, perception of cost effectiveness, willingness to repeat use, lasting impact on current and future practice, ease and convenience of use, willingness to recommend to others, range of topics meet needs.</td>
</tr>
<tr>
<td>* Anticipated barriers to successful completion of the summative evaluation phase.</td>
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<tr>
<td>A potential barrier is the limited amount of time between the completion of the modules and the time that educators, schools, and districts have to use and explore the modules before the end of the grant cycle. Solution: Marketing strategies outlined in the implementation phase will drive new and previous users to the site, to increase ATIM awareness, and build respondents for the surveys. The modules will be released in phases so some will be available by January, and others will not be available until February and May respectively. Because of the staggered activation times, the data usage will be affected such that modules released earlier will likely show more use than modules</td>
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</table>
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:

Expected changes as a result of this project can be found at both the consumer level (districts, schools, individual users of the modules) and within OCALI, a professional development and technical assistance center. Teachers will have access to 38 new modules in addition to the previous 8 modules on a wide range of AT topics with free 24/7 access. Through the use of these modules, educators and others have the potential to gain a broader knowledge about AT. Educators will, therefore, be better able to consider, assess, and know about the AT that can help their students be more independent, gain access to the curriculum and express their knowledge through Ohio's Next Generation Assessments (ONGA). AT consideration is a required legal obligation through IDEA for students with disabilities. A district must provide an AT assessment if the consideration process shows the student needs AT, but the specific tools and services are largely unknown to school personnel. IEP team members need to be adequately prepared for this process, and ATIM can help to prepare these teams at no substantial cost to the district beyond the time teachers may need to access the module content. Knowledge gained through ATIM can also provide teachers with a deeper understanding about the assistive technology features and tools that can be found in ONGA. To successfully use these tools during ONGA, teachers need to be implementing the AT tools with students during the activities that occur in day-to-day instruction. Teachers will need to be knowledgeable about AT tools for reading, writing, math, and other subject areas. One of the goals of the AT Center at OCALI is to provide training and technical assistance to state educators. The online nature of ATIM allows us to reach a broader audience in a cost-effective manner. ATIM also allows OCALI to deliver information to individuals when they need it most, anytime, anywhere. It also allows them to gain the specific information needed without wasting time and money with content that might not be relevant for their learning needs at a given time. ATIM is a cost effective way for OCALI to deliver this information. Staff time to develop and deliver unique face-to-face trainings, as well as travel out to various locations is minimized.

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:

OCALI deployed its first ATIM modules in November 2010. The format was developed with the components necessary to effectively support adult online learning (Frey & Alman, 2003; Gillani, 2003; King & Kitchener, 1994; Ausabel, Mezirow, 1981; Bransford, 1979; Novak & Hansen, 1988). ATIM users have steadily grown at a pace of about 100 new users per month and currently there are more than 4,000 users. Our current users include early childhood and K-12 educators, school administrators, related service clinicians, adult service providers, healthcare providers, individuals with disabilities, families/parents, higher education students, business professionals, and university faculty who are preparing the next generation of educators and related service professionals. While ATIM was originally developed for Ohio and is used in all 88 counties and 240 school districts, the use of these modules has extended well beyond Ohio. Currently, ATIM is used in all 50 states and 35 different countries. When the additional 38 modules become available, it is anticipated the number of users will at least double since significant spikes in registrants have consistently occurred with the release of each new module. Through face-to-face training, it would be impossible to reach so large a scale without significant financial investment by the user, school districts that support the user, and professional development agencies such as OCALI. While it is not expected that ATIM would fill all AT training needs, it is a great option for educators and others to increase awareness about AT. Further evidence of rapid expansion is supported by OCALI's experience with its first online program, the the Autism Internet Modules (AIM) that were launched in 2007. AIM currently has 43 modules with over 143,000 users. It is expected that ATIM will realize at least that growth with the addition of the 38 new modules over the next few years. OCALI's support of online learning actively continues. This past summer OCALI hired an online coordinator for several projects including ATIM. The online coordinator manages the day-to-day operations of all OCALI online projects. A recent 2014 impact survey of ATIM users conducted by OCALI in preparation for this grant application shows the percent of survey respondents (n=85) who agreed or strongly agreed with the following statements regarding ATIM: 91% - Use of ATIM has provided me professional development opportunities in AT that would not have otherwise been available. 95% - The anytime anywhere availability of ATIM is an important consideration for my learning needs. 89% - The information found within ATIM is easy to understand and has changed my practice in providing AT devices and services within the classroom. 84% - I am better able to meet the AT needs of my students and or /child after participating in ATIM. 95% - I would recommend the use of ATIM to others (parents, students, colleagues) to enhance their knowledge of AT. These results show that our users are generally satisfied with the ATIM format of online learning and the benefits obtained. If this project is not funded, OCALI will continue to develop ATIM, but at a much slower rate. This grant opportunity offers a rare alignment of funding along with the willingness of the ASNAT editor and select authors to collaborate with OCALI to convert their content to the ATIM platform. Over the years, the ASNAT has been the "go-to" source across the nation to gain information about AT supports and services in the schools. The ASNAT authors are ready to update, restructure, and move their content, which is no longer funded, to a more functional and accessible format, ATIM.
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 success, progress 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.

An external evaluation of the project will be conducted by Sean J. Smith, Ph.D., The University of Kansas, Department of Special Education, 1122 West Campus Road-JRP 538, Lawrence, KS 66046; 785-864-0693; seanj@ku.edu

* 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).

The primary objective of this project is the activation of 38 ATIM modules to provide increased AT information and cost savings to Ohio educators, school districts, and OCALI. Short-term objectives are as follows: 1) The modules will be completed by authors in 3 phases with final completion by May 29, 2015. The OCALI Alfresco Project Management system, and regular author meetings will be used to support authors in meeting timelines. 2) Each module will contain the necessary components and content as provided in the author template and a rubric created by OCALI staff and the external evaluator will be used to monitor completion. 3) Increase access to information about AT for Ohio educators. In January 2015, before the first new module is activated, a baseline of Ohio ATIM user data will be collected and will occur monthly thereafter to determine Ohio educator user growth and number of modules viewed by users. OCALI staff and the external evaluator will review and analyze this data. 4) Increase Ohio educator’s knowledge about AT.

* 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.

Pre- and post-test module scores will be collected to determine AT competencies gained. A user impact survey using a Likert scale will also be created with results analyzed by OCALI staff and the external evaluator. This survey will determine if users view the content as a cost effective way to meet educators AT learning needs. On-going data collection will assist with monitoring the completion of the modules. Prompts and reminders can be given if deadlines are not being met. The data will also indicate whether Ohio users are making use of the newly available information and if not, marketing efforts will be increased using social media and the OCALI website to increase ATIM awareness.

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.

Since the ATIM project began in November 2010, OCALI has consistently added approximately 100 new users each month for a total of more than 4,000 as of March 2014. Specific spikes in user numbers are typically seen with the release of each new module. The development of 38 new modules is expected to cause even greater gains of users over the five-year course of the grant. It is part of our on-going plan to update the modules for accuracy every five years. Therefore, the content developed during this grant year is expected to be accurate and appropriate for professional development learning throughout the terms of this grant. The ATIM platform is still on the upward path of the business cycle. Given the legal mandates of AT for students with disabilities, parent and advocate groups becoming more informed about AT and the inclusion of AT in ONGA, and university programs using ATIM in pre-service programs, it is reasonable to expect that the number of users will continue to climb for many years to come. ATIM has also been built for expansion so users can obtain continuing education credit, professional development certificates and college and course credit if desired. This has been a feature that has been frequently requested by our users. While this feature may eventually provide a small revenue stream for the project over time, this has not been included in the scope of this grant as a means for sustaining the project. Additionally, this would never impact a user’s access to the content of ATIM as OCALI is committed to maintaining free, 24/7 access.

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

* Spending Reduction in the five-year fiscal forecast

OCALI will realize decreased expenditures for AT professional development when face-to-face training is substituted with ATIM. It is estimated that OCALI has spent an average of $72,000 annually for the last five years for in-state, face-to-face AT presentations. The new modules will help to reduce these costs. Districts will also realize cost savings. If just one teacher per school building in Ohio participates in the ATIM modules instead of attending face-to-face training, an estimated $866,400 per year could be save. This is based on 4,332 public, non-public and community schools (http://education.ohio.gov/Topics/Data/Ohio-Educational-Directory-System-OED), and an estimated $200 in expenses for an educator to attend a face-to-face training (substitute teacher pay, registration, travel). Using this conservative estimate, approximately $4.3 million could be saved statewide on professional development expenses over five years. District savings can be estimated based upon the number of new ATIM users and the number of new modules accessed by existing and new ATIM users during the grant year. Additionally, a user impact survey will be used to determine user satisfaction and the likelihood of repeat module use that would
Further increase district savings. Other anticipated outcomes include the potential change to educators' classroom practices related to AT use. It would be expected that as educators and future educators are exposed to a broader range of AT knowledge, it would in fact impact their ability to consider, assess, and implement AT with their students. As educators gain more knowledge about AT and students gain the AT supports they need, students should be more independent, successful in accessing the curriculum and school activities, and be better able to show what they know through improved competencies in using the AT tools embedded in ONGA.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

The ATIM platform is an innovative modality for presenting multimodal online learning topics. In fact, the ATIM platform was designed based on the Autism Internet Modules (AIM) also maintained by OCALI. The need to replicate this particular project is minimal as it is a project that serves the entire state and nation as well as other countries. However, if a district or educational agency were interested in creating online learning modules for a different purpose, the platform and outline can be replicated and shared. The ATIM and AIM platform has already been shared with others, including the Ohio Leadership Advisory Council (OLAC) and Ohio's Academic Contact Standards- Extended (OACS-E) modules. The platform can be easily modified to hold content related to a different topic if desired. OCALI will continue to expand the scope and scale of the ATIM project after the grant year and in the years to come. Additional modules are planned on a variety of topics including AT for early childhood, transition from school to work, independent living, etc. Plans also include opportunities for graduate credit, continuing education credits, and professional development credits per user requests.

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).
No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
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<th>First Name</th>
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<tbody>
<tr>
<td>Heather</td>
<td>Bridgman</td>
<td>OCALI AT Consultant</td>
<td>Heather will oversee the activities of the OCALI in-house staff, and will ensure the day-to-day grant activities are occurring within the given timelines.</td>
<td>Heather is an AT consultant for OCALI and a RESNA certified ATP. She has worked in the field of assistive technology for 21 years.</td>
<td>Heather has presented at local, state, and national conferences on the topic of assistive technology.</td>
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</tr>
<tr>
<td>Jan</td>
<td>Rogers</td>
<td>OCALI AT Center Program Director</td>
<td>Jan will be the primary administrator of this grant and responsible for ensuring all deliverables and timelines are met related to the grant activities. She will coordinate grant activities among OCALI, WATI ASNAT partners, and outside vendors.</td>
<td>She has worked in the field of assistive technology for 34 years and is a RESNA certified Assistive Technology Practitioner (ATP). She was awarded and managed two state grants focusing on access and assistive technology.</td>
<td>Jan has taught at The Ohio State University, and is currently an adjunct faculty member at Bowling Green State University teaching assistive technology courses at both. Jan presents at local, state, and national conferences, and has also published articles and book chapters on the topic of assistive technology.</td>
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<tr>
<td>Jill</td>
<td>Gierach</td>
<td>ASNAT editor</td>
<td>Jill will coordinate the grant activities with the ASNAT authors since she has worked with all of the authors in the past in developing the content.</td>
<td>Jill Gierach has 30 years of experience in assistive technology, and is the primary editor on the revised version of the WATI ASNAT manual. She is a RESNA certified ATP.</td>
<td>She currently works as the lead assessor and process developer for iCAN Connect-WI: A joint venture of Wisconsin Public Service Commission, and Wisconsin Deaf Blind Technical Assistance Programs. She is also the Director of Assistive Technology Service in the Cooperative Education Service Agency #2, and she provides independent educational consulting in the Wisconsin area on technology and Universal Design for Learning within schools.</td>
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