

Budget

Autism Model School (134122) - Lucas County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (122)

U.S.A.S. Fund #: 466

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	36,600.00	0.00	20,789.95	0.00	57,389.95
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		0.00	0.00	36,600.00	0.00	20,789.95	0.00	57,389.95
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-57,389.95

Application

Autism Model School (134122) - Lucas County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (122)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Comics4Comprehension

2. Project Summary: Please limit your responses to no more than three sentences.  
Improve language/reading for students w/ autism through design & use of comic strip visual supports during explicit reading instruction.  
*This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

3. Estimate of total students at each grade level to be directly impacted each year.  
*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

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

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

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

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

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

Year 5				
0 Pre-K Special Education	7 K	9 1	9 2	9 3
9 4	9 5	9 6	9 7	9 8

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.*

Our project has the potential to impact students with autism throughout the state of Ohio and beyond. The CDC estimates that 1.4% of children have been identified with autism nationwide. Census data indicates that almost 23% of Ohio's population of 11 1/2 million is under the age of 18. Across the state there are likely more than 37,000 children with autism. An early pilot of adding comics to reading curriculum at the Autism Model School (AMS) resulted in two students comprehending 31% more of what they read across four stories. If similar victories are seen school-wide, we will be able to share results with other clinical organizations, schools and at conferences. The ultimate impact will be seen as students with autism or language delays across the state make significant gains in reading comprehension as a result of the Comics4Comprehension intervention.

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

First and last name of contact for lead applicant  
Luke Reed

Organizational name of lead applicant  
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  
autismmodelschool@gmail.com

*Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.*

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.*

a. The current state or problem to be solved; and

A lack of significant gains in reading comprehension for students with autism is the current problem. The root of this problem is the role oral language deficits play in hindering comprehension. Data from AMS will illuminate these challenges. Reading ability is assessed using the brief form of the Kaufman Test of Educational Achievement (KTEA-II). The KTEA-II, which is norm-referenced, gives grade level equivalents based on word recognition & comprehension. Of 49 students who took the KTEA-II in 2015, 82% were reading below grade level. Through AMS's explicit reading curriculum 61% of students increased their reading scores from 2014 and 39% made no gains. Peer reviewed research indicates that language deficits severely impact reading comprehension for students with autism [1]. Data from AMS corroborates these findings. Students' language was assessed using the fifth edition of the Clinical Evaluation of Language Fundamentals (CELF-5). The CELF-5, which is norm-referenced, provides a Core Language Score based on a student's performance in a variety of verbal language tests. CELF-5 results provide a categorization of a student's language abilities as above average, average, or deficits that are mild, moderate or

severe. Results of CELF-5 and KTEA-II revealed a clear direct relationship between the degree of a student's language impairment & their annual growth in reading. As students language impairment increased, growth in reading scores decreased in the following ways across 12 months of instruction: Avg. lang. skills = +1.7 grade levels reading Mild lang. delays = +.92 grade levels reading Moderate lang. delays = +.71 grade levels reading Severe lang. delays = +.20 (Only 58% made any gains) [See attchd PDF "Reading Growth..."] REFERENCE [1] Nation K, Clarke P, Wright B, Williams C. (2006) Patterns of reading ability in children w/ ASD. J Autism Dev Disord. 236(7):911-9

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

In general students with autism are able to develop word recognition skills. Reading for understanding, however, is especially challenging for these students. A 2006 study found that more than 65% of individuals with autism who had measurable reading skills were below proficient in comprehension [1]. Consider a student who recently tested at a 2nd grade reading level but, when asked a series of 27 end-of-story comprehension questions, could not produce a single correct response. What explaining factor lies at the root of these results? Researchers have uncovered a link between oral language delays and poor reading comprehension scores [2]. But there are strategies to begin to reverse these trends. Adding comics to reading curriculum is an innovation tailored to meet the unique needs of learners with autism. Comics4Comprehension will give visual tools to help these students develop language skills and understand more of what they read. Our proposed innovation is the introduction of digital comics as supplementary visual supports for highly evidence-based reading curricula currently in use at AMS [3]. This innovation centers around the creation of digital comic strips which will correlate to short stories contained in the school's reading curriculum. Scenes in the comic strips will mirror the action in the stories and contain simple line drawings with text bubbles, labels for obscure vocabulary concepts and visual clues to highlight pronoun referents. The design features are based on the learning strengths and challenges of children with autism. The intention of the images will be to help students develop language skills and arrive at key comprehension concepts. Teaching vocabulary words is a key component for helping children learn to read [4]. For example, one story from the curriculum which contains the following concepts: mast, flounder, bail, bait, termites. While typical learners may be able to piece together the meaning of these words from context clues, children with impaired language need additional visuals to support understanding. Identifying pronoun referents is another hurdle for students with autism. Researchers have found success by adding visual clues to the text [5]. REFERENCES [1] Nation K, Clarke P, Wright B, Williams C. (2006) Patterns of reading ability in children w/ ASD. J Autism Dev Disord. 236(7):911-9. [2] Randi, J., Newman, T., & Grigorenko, E.L. (2011) Teaching Children w/ Autism to Read for Meaning: Challenges & Possibilities. J Autism Dev Disord. 40(7): 890-902. [3] For information on the reading curricula used at AMS, please visit <https://www.mheonline.com/directinstruction/> [4] National Reading Panel Report (2000), summary information retrieved on 11/26/2015 from <https://www.nichd.nih.gov/research/supported/Pages/nrp.aspx> [5] O'Connor, I., & Klein, P. (2004) Exploration of Strategies for Facilitating the Reading Comprehension of High-Functioning Students w/ Autism Spectrum Disorders. Journal of Autism & Dev. Disorders, Vol 34, Issue 2, pp 115-127

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

*Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.*

As a result of the Comics4Comprehension intervention the following outcomes will be achieved: 1. Short Term: Teachers will increase the use of visual supports in explicit reading instruction to help students develop language and reading comprehension skills. Comics will be used by instructors to help students build understanding in areas such as vocabulary, pronoun referents as they occur in stories, characters' emotions and cause-and-effect. 2. Medium Term: Students will increase their performance on formative assessment measures consisting of end-of-story comprehension questions. These exercises are currently in use at AMS and are contained in student workbooks which align with reading textbooks. 3. Long Term: A. Students will increase their performance on summative oral language assessments. These measurements will be obtained annually using the CELF-5. B. Students with Mild, Moderate and Severe Language Delays will increase their performance on summative reading assessments. These measurements will be obtained annually using the KTEA-II.

ii. What assumptions must be true for this outcome to be realized?

*Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.*

The assumptions that must be true for each project outcome to be realized are described below. 1. Short Term: Teachers will increase the use of visual supports in explicit reading instruction to help students develop language and reading comprehension skills. Assumption: Teachers will effectively incorporate Comics4Comprehension into their daily reading instruction as measured by the Procedural Integrity Checklist. This checklist will be developed by the Curriculum Director at AMS and utilized to evaluate instructor implementation of Comics4Comprehension. 2. Medium Term: Students will increase their performance on formative assessment measures consisting of end-of-story comprehension questions. Assumption: The addition of visual supports to daily explicit reading lessons will lead to improved student performance on formative, end-of-story comprehension exercises. 3. Long Term: A. Students will increase their performance on summative oral language assessments. These measurements will be obtained annually using the CELF-5. Assumption: Increased instructor emphasis on vocabulary and language during explicit reading lessons through the use of comics across 12 months of instruction will result in students improving their oral language skills as measured by the CELF-5. B. Students with Mild, Moderate and Severe Language Delays will increase their performance on summative reading assessments. These measurements will be obtained annually using the KTEA-II. Assumption: Increased instructor emphasis on vocabulary and language during explicit reading lessons through the use of comics across 12 months of instruction will lead to improved reading comprehension for students at AMS. This, in turn, will result in improved student performance on the comprehension component of the KTEA-II and greater growth in overall reading grade level scores.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

The assumption that the addition of visual supports to daily explicit reading lessons will lead to improved student performance on end-of-story comprehension exercises has been tested by the Comics4Comprehension Pilot Program. The program involved two students at AMS both with severe language delays as indicated by the CELF-5. Student 1 is 16 years old, has autism and currently decodes text at a 4th

grade level. Student 2 is 16 and 1/2 years old, has autism and currently decodes text at a 4th and 1/2 grade level. The pilot was designed and conducted by AMS's Curriculum Director. To obtain a baseline measure of reading comprehension abilities, the students were presented with a series of stories from AMS's adopted reading curriculum. Immediately after reading each of the stories they were presented the curriculum's accompanying student workbook, which asks a series of end-of-story comprehension questions. Student performance on the questions was assessed to calculate the percentage of comprehension questions answered correctly. Students were not given feedback regarding their performance during baseline measures. Student 1 averaged 47% correct during the baseline; Student 2 averaged 49.5% correct. The students were later presented with the series of stories with accompanying hand-drawn illustrations corresponding to major story plot points. Students were again presented the end-of-story comprehension questions and performance was evaluated to determine the percentage of questions answered correctly. Student 1 averaged 78% correct with Comics4Comprehension; Student 2 averaged 80.5% correct with Comics4Comprehension. Both students achieved a 31% increase in their ability to answer comprehension questions through the use of the comics and indicated that they preferred reading the stories with the comics over reading text only [see attached PDFs "C4C Pilot Program Student 1 & 2 Data"]. The research literature confirms the effectiveness of using visuals to help children with autism "process information easier and more quickly" [1]. There is evidence that comics can be used to teach literacy skills to typically developing learners & to increase reading comprehension for students learning English as a second language [2, 3]. The use of additional media to support reading instruction is a recommended best practice by the National Reading Panel [4]. Researchers have sought to uncover the best strategies for building comprehension skills for students with autism. The addition of graphic aids, such as story maps & character event maps, has proven successful across two studies [5, 6]. Using visual cues for pronoun referents is another recommended strategy from the research literature [7]. REFERENCES [1] See Natl Prof Dev Center on ASD's website; quote retrieved on 11/21/2015 from <http://autismpdc.fpg.unc.edu/visual-supports> [2] Wright, G., & Sherman, R. (1999) Let's create a comic strip. Reading Improvement, 36(2) 66-72. [3] Liu, J. (2004) Effects of Comic Strips on L2 Learners' Reading Comprehension. TESOL Quarterly Vol. 38, No 2. [4] Natl Reading Panel (2000) Teaching children to read: An evidence-based assessment of the scientific research lit. on reading & its implications for reading instruction. (NIH Publication No. 00-4754) Washington, DC: US Dpt of Health and Human Services [5] Stringfield, S., Luscre, D., & Gast, D. (2011) Effects of a Story Map on Accelerated Postreading Test Scores in Students with High-Functioning Autism & Other Dev. Disabilities. Focus on Autism & Other Dev. Disabilities. 218-229. [6] Williamson, P., Carnahan, C., Birri, N. & Swoboda, C. (2015) Improving Comprehension of Narrative Using Character Event Maps for HS Students with ASD. J Spec. Educ. vol. 49 no. 1 28-38. [7] O'Connor, I., & Klein, P. (2004) Exploration of Strategies for Facilitating the Reading Comp. of High-Functioning Students w/ ASD. Journal of Autism & Dev. Disorders, Vol 34, Issue 2, pp 115-127

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills. (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

The following indicators will be used to measure progress toward the completion of short and medium term outcomes. 1. Short Term: Teachers will increase the use of visual supports in explicit reading instruction to help students develop language and reading comprehension skills. Comics will be used by instructors to help students build understanding in areas such as vocabulary, pronoun referents as they occur in stories, characters' emotions and cause-and-effect. Indicator: Progress toward this outcome will be realized when 100% of instructors with explicit reading groups score at least 90% on the Procedural Integrity Checklist. After digital comics are created for stories contained in the school's reading curriculum, instructors will be trained in how to integrate the comics into their reading lessons by their direct supervisor. Direct supervisors will utilize the Procedural Integrity Checklist to score instructor implementation of Comics4Comprehension. Results of teacher performance on this rubric will be included as a data point in AMS's implementation of OTES in the category of Teacher Performance. 2. Medium Term: Students will increase their performance on formative assessment measures consisting of end-of-story comprehension questions. These exercises are currently in use at AMS and are contained in student workbooks which align with reading textbooks. Indicator: Formative Assessment Data consisting of student performance on end-of-story comprehension exercises will be utilized to inform instructors regarding the effectiveness of their instruction and the potential need to revisit reading lessons. The percentage of end-of-story comprehension questions answered correctly from the total number of questions contained in each exercise will be calculated in an ongoing basis.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

The following indicators will be used to measure progress toward the completion of long term outcomes. 3. Long Term: A. Students will increase their performance on summative oral language assessments. These measurements will be obtained annually using the CELF-5. Indicator: Summative Assessment Data in the area of language will consist of the CELF-5 core language skill age equivalent. The CELF-5 compares a student's core language skill age equivalent with their actual age to indicate the severity of language impairment. To date, AMS has tested nearly 50% of students using the CELF-5 and will continue testing all remaining students. Core language skill age equivalents and the severity of language impairment for 2015 and 2016 (students will again be tested October - November 2016) will serve as baseline data. Results obtained in 2017, after full implementation of the Comics4Comprehension intervention, will be compared to results from 2016 to measure the impact of the intervention. B. Students with Mild, Moderate and Severe Language Delays will increase their performance on summative reading assessments. These measurements will be obtained annually using the KTEA-II. Indicator: Summative Assessment Data in the area of reading will be obtained by a comparison between grade level equivalents for each student across two separate KTEA-II administrations spaced 12 months apart. Rate of reading growth will be observed through this comparison. AMS has calculated rates of KTEA-II reading growth for students who receive explicit reading instruction for the following years 2013, 2014 and 2015. Annual testing will continue (next round of testing: October - November 2016) and will serve as baseline data. Rates of growth obtained in 2017, after full implementation of the Comics4Comprehension intervention, will be compared to results from 2016 to measure the impact of the intervention.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The adjustments we will make to alter the course of our project are outlined below: 1. Short Term: Teachers will increase the use of visual supports in explicit reading instruction to help students develop language and reading comprehension skills. Adjustments: If teachers are not implementing visual supports in explicit reading instruction, direct supervisors will elicit feedback as to why this is not occurring. Feedback may guide changes, if deemed appropriate by the Curriculum Director, to the Procedural Integrity Checklist—the step-by-step guide for implementation of Comics4Comprehension. 2. Medium Term: Students will increase their performance on formative assessment measures consisting of end-of-story comprehension questions. These exercises are currently in use at AMS and are contained in student workbooks which align with reading textbooks. Adjustments: If students are not increasing their performance on end-

of-story comprehension questions instructors may revisit lessons and highlight concepts that students need additional help understanding. The digital nature of the comics used in the intervention will give instructors the flexibility to make adjustments. Comics will be projected onto electronic white-boards so teachers can use digital pens to highlight vocabulary and language concepts. 3. Long Term: A. Students will increase their performance on summative oral language assessments. Adjustments: If students are not increasing their performance on oral language assessments, the Curriculum Director will explore making adjustments to the Procedural Integrity Checklist and expanding instructor training. B. Students with Mild, Moderate and Severe Language Delays will increase their performance on summative reading assessments. Adjustments: If students are not increasing their reading performance, the Curriculum Director will explore making adjustments to the Procedural Integrity Checklist and expanding instructor training.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

*These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).*

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

ii. What assumptions must be true for this outcome to be realized?

*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

ii. What assumptions must be true for this outcome to be realized?

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

*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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

57,389.95 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

*Responses should provide a 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.*

Instructional Purchased Services total \$36,600.00 and is calculated as follows: Contracted Graphic Artist paid at \$150.00 per story illustrated in comic book style X 244 stories = \$36,600.00. This work includes the time needed to consult with the Curriculum Director and others on the drawing needed for each story, as well as revisions to the illustrations. It also involves all processes needed to publish the illustrations in digital media. Instructional Equipment includes the following: 5 Mobile Electronic White-Boards at a cost of \$3,499.00 each = \$17,495.00 5 Laptop computers at a cost of \$499.00 each = \$2,495.00 5 Projectors at a cost of \$159.99 each = \$799.95 Total Instructional Equipment \$20,789.95 Due to the small grouping of students in order to target their reading instruction to their formative and summative assessment results, many electronic white-boards will be needed to provide instructors the ability to include the story illustrations during each of their reading lesson along with the ability to modify the illustrations on the white-board based on individual student needs during each lesson. Instructional Purchased Services \$36,600.00 Instructional Equipment + \$20,789.95 Grand Total \$57,389.95

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant

implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.*

After the initial costs of contracting with a graphic designer to create the digital Comics4Comprehension supplement to the current reading curriculum, it is expected that individual instructors will be able to modify the illustrations as needed based on the formative assessments of the individual students in their lessons. This can be completed using the electronic white-boards to individualize the instruction as needed. The costs of replacement of electronic white-boards and associated peripherals has already been included in the Five Year Forecast calculation.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

*Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.*

17. Please explain how these cost savings will be derived from the program.

*Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.*

The cost savings are realized by eliminating the need for individual teachers and instructors to create their own illustrations on an ongoing basis. This is figured as the average cost per hour of a teacher multiplied by .5 assuming that 1/2 hour per day would be needed to produce illustrations. This number is multiplied by 9 teachers. (The Autism Model School is a year-round school). Please note: due to the high turnover of teachers within the field of special education, this cost savings is predicted to occur annually. See calculations below. Average Teacher salary: \$40,000.00 per year. Average Benefits: \$10,000.00 per year \$50,000.00 / 8 hours per day = \$6,250.00 X 1/2 hour devoted to illustration per day = \$3,125.00 X 9 teachers = \$28,125.00

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table  
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

*Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.*

Not Applicable

## D) IMPLEMENTATION

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

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

*For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.*

*A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.*

21. Planning

a. Date Range March 2016 -- October 2016

b. Scope of activities - include all specific completion benchmarks.

March 2016: Bidding process and interviews for graphic artist April 2016: Final selection of graphic artist April 2016 - October 2016: Development of 244 comic strip visual supplements for AMS highly-evidenced based reading curriculum June 2016: Finalize Procedural Integrity Checklist outlining the steps to implement Comics4Comprehension August 2016: Conduct in-service to train instructors to implement Comics4Comprehension

22. Implementation(grant funded start-up activities)

a. Date RangeSeptember 2016 -- October 2017

b. Scope of activities - include all specific completion benchmarks

September - October 2016: Complete KTEA-II assessments for all students participating in explicit reading instruction September - October 2016: Complete CELF-5 assessments for all students participating in explicit reading instruction November 2016 - October 2017 (annually thereafter): Instructors begin incorporating Comics4Comprehension into daily reading instruction November 2016 - October 2017 (ongoing): Instructors assess student performance in reading comprehension utilizing formative assessments consisting of currently existing end-of-story comprehension questions December 2016: First round of formal observations of instructor implementation of Comics4Comprehension using Procedural Integrity Checklist with results included as a data point towards completion of the OTES Teacher Performance rubric February 2017: Second round of formal observations of instructor implementation of Comics4Comprehension using Procedural Integrity Checklist with results included as a data point towards completion of the OTES Teacher Performance rubric September - October 2017: Complete KTEA-II assessments September - October 2017: Complete CELF-5 assessments

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeNovember 2017 -- FY 2022

b. Scope of activities - include all specific completion benchmarks

November 2017 - Fiscal Year 2022: Continue to train instructors and implement Comics4Comprehension annually November 2017 - December 2017: Complete internal evaluation April 2017: Present positive impacts of Comics4Comprehension for guests at Autism Awareness Event held at the AMS October 2017 (annually thereafter): Report results of Comics4Comprehension in AMS Annual Report August 2018: Submit results obtained from internal evaluation to Ohio Department of Education's Student Success Library August 2018: Submit results obtained from internal evaluation of Comics4Comprehension to Ohio Center for Autism and Low Incidence (OCALI) for possible inclusion as a presentation in OCALI's Fall Conference "OCALICON" November 2018: Pending approval, give presentation on effectiveness of Comics4Comprehension at OCALI's Fall Conference

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

The inclusion of the Comics4Comprehension intervention will result in expected changes at the instructional level to AMS's explicit reading instruction. Reading skills are currently taught in two separate and distinct strands at AMS. One strand focuses primarily on decoding skills while the other strand focuses primarily on skills necessary for comprehension. The decoding portion of the program focuses on the following: 1. Correcting frequent word-identification errors 2. Reducing word omissions 3. Reducing word additions 4. Increasing reading rate 5. Increasing student confidence with decoding text The comprehension portion of the program focuses on: 1. Teaching students to follow instructions precisely 2. Improving statement repetition skills 3. Improving memory for information 4. Increasing analytical skills required to process arguments 5. Increasing vocabulary and common information 6. Increasing motivation to read Despite each student receiving nearly 90 minutes of instruction per day with highly evidence-based reading curricula and time split equally between decoding and comprehension, student achievement remains lower than desired as measured by the KTEA-II. Results of the CELF-5 assessments indicate language deficits as a primary barrier for growth in reading skills. Previously, explicit language instruction and vocabulary development was only a focus in the comprehension strand of reading instruction. The addition of Comics4Comprehension will ensure that explicit language instruction will now become a focus of the decoding strand, thereby doubling the current emphasis on vocabulary and language development. At the organizational level, Comics4Comprehension will result in expected changes to instructor training and performance evaluation. Instructors implementing Comics4Comprehension in their daily reading lessons will be trained to follow the steps prescribed in the Procedural Integrity Checklist. Direct supervisors will calculate the percentage of steps followed correctly from the total number of prescribed steps during instructor observations.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

*Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.*

Please enter your response below:

Project evaluation will take place internally by AMS's Curriculum Director: Name: Joel Vidovic Email: jvidovic3@gmail.com Phone: (419)260-8863

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

*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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.*

Overall project evaluation will include an analysis and summary of the following: 1. Instructor Implementation Data reflecting the degree to which each instructor implemented Comics4Comprehension with fidelity. 2. Summative Assessment Data in the area of reading consisting of a comparison of KTEA-II grade level equivalent reading scores prior to and after implementation of Comics4Comprehension. 3. Summative Assessment Data in the area of language consisting of a comparison of CELF-5 core language skill age equivalents prior to and after implementation of Comics4Comprehension \*NOTE: Formative Assessment Data consisting of student performance on end-of-story comprehension exercises will be utilized to inform instructors regarding the effectiveness of their instruction and the potential need to revisit reading lessons. These assessments will not be included in the final evaluation of Comics4Comprehension. Plans for data collection are as follows: 1. Instructor Implementation Data will be collected utilizing procedural integrity checklists administered no less than 2 times over the course of the intervention for each instructor. Instructor Implementation Data will be collected by each instructor's direct supervisor. 2. Summative Assessment Data in the area of reading will be collected annually from September through October by each student's lead instructor utilizing the KTEA-II. 3. Summative Assessment Data in the area of language will be collected annually from September through October by each student's lead instructor utilizing the CELF-5. Methods of analysis will be as follows: 1. Instructor Implementation Data from the procedural integrity checklist will be analyzed to calculate a percentage of steps implemented as prescribed out of the total number of steps prescribed. Data will be summarized for each individual instructor as well as for AMS as a whole. 2. Summative Assessment Data in the area of reading will be analyzed to obtain a comparison between grade level equivalents for each student across two separate KTEA-II administrations spaced 12 months apart. The difference between the grade level equivalents will allow a calculation of rate of growth per 12 months of instruction for each student. Student data will then be sorted according to results of the CELF-5 assessments indicating severity of language impairment to obtain an average rate of growth for each of the following language categories: a. Average Language b. Mild Delay c. Moderate Delay d. Severe Delay Rates of growth for each of these categories will be compared to data collected prior to and after the implementation of Comics4Comprehension [see Attached PDF "Summative Assessment Evaluation Grant Visual"]. 3. Summative Assessment Data in the area of language will be analyzed to calculate a Core Language Age Equivalent for each student across two separate CELF-5 assessments spaced 12-months apart. The difference between the two Core Language Age Equivalent scores will allow for a calculation of the amount of growth in language skills obtained across 12-months of instruction for each student. Average annual growth in language skills will then be compared following 12-months of instruction prior-to and 12-months of instruction after the implementation of Comics4Comprehension.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

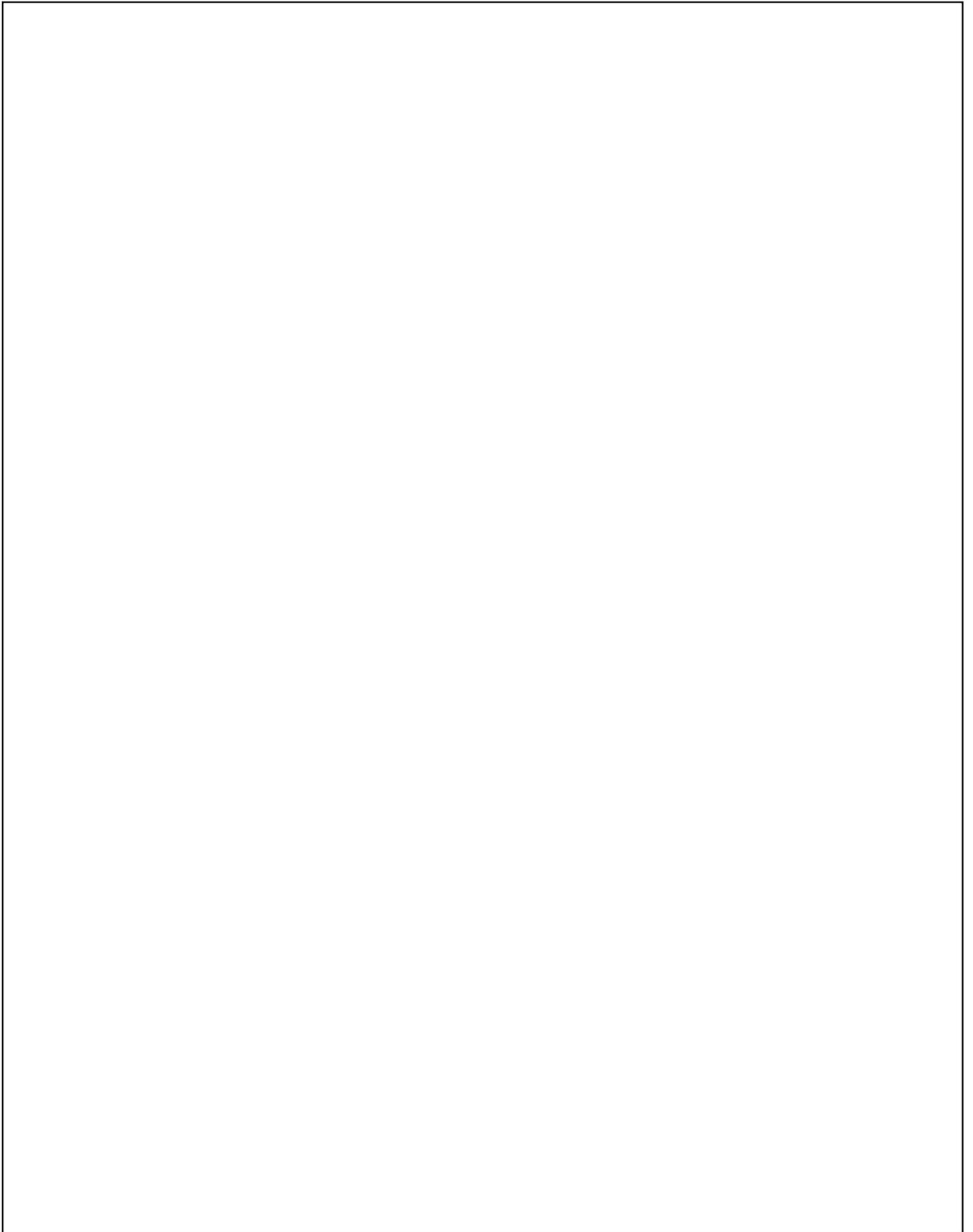
*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this 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 noted here.*

Comics4Comprehension can serve as a blueprint for helping individuals with autism make improvements in language and reading. The program can potentially be shared with interested clinics, schools and organizations serving individuals with autism throughout the state of Ohio and beyond. Our proposal includes plans to share the results of an internal evaluation in the following ways: a. Autism awareness event held at AMS (April 2017) b. AMS's Annual Report (beginning in October of 2017 and taking place annually thereafter) c. Ohio Department of Education's Student Success Library (August 2018) e. Ohio Center for Autism and Low Incidence Fall Conference "OCALICON" (November 2018) There are three elements of our project that increase the likelihood of replication by other organizations: 1. Standardized Data Collection 2. Procedural Integrity Checklist 3. Ease of Sharing Digital Visual Supplements (Comics) First, data collection at the local level will be consistent, standardized and clearly demonstrate the effectiveness of adding comics to reading curriculum. The KTEA-II and CELF-5 assessments will be used annually to collect language and reading scores. Second, the implementation of Comics4Comprehension will be standardized through a procedural checklist. This checklist will be used as a rubric to score instructors implementing Comics4Comprehension and used as a data point for the AMS's OTES Teacher Performance measurements. Third, the digital nature of the supplementary visual supports (the comics) will give the school the capability to easily share them with interested organizations.

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. Luke Reed and Mary Walters



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**Consortium Contacts**

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

## Partnerships

Autism Model School (134122) - Lucas County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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### Partnerships

No partners added yet. Please add a new partner by using the form below.

## Implementation Team

Autism Model School (134122) - Lucas County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Joel	Vidovic	Curriculum Director & Behavior Management Director	Oversees all Comic Production in coordination with the contracted graphic artist. Oversees all Instructor Training in the use of Comics4Comprehension. Provides input into interviewing and contracting with graphic artist. Oversees all data collection. Develops Instructional Integrity Checklist for use in evaluation of Instructors. Responsible for summative data analysis and reporting. Consults regarding all portions of the project. Instructor Supervisor.	M.A. Special Education with emphasis in Applied Behavior Analysis. Certified Ohio Behavior Analyst.	15 years teaching Special Education. 9 years practicing as BCBA in 4 school districts. 4 years Curriculum Director and Behavior Management Director at AMS	M.A. Special Education Emphasis: Applied Behavior Analysis. The Ohio State University	20	
Amy	Mullins	Occupational Therapist	Assists with training on the use of Comics4Comprehension. Instructor Supervisor. Assists with data collection. Assists with Summative Data Analysis.	Licensed Occupational Therapist (OTR/L) Certified Ohio Teacher Evaluator	9Years experience providing O.T. Services in Ohio School Districts. 4 Years experience providing O.T. Services at AMS. 3Years experience as Instructor Supervisor. 2 Years Experience as Certified OTES Evaluator	B.S. Allied Medical Professions The Ohio State University	10	
Mary	Cornell	Assistant Curriculum Director & Behavior Management Director	Instructor Supervisor Input into all aspects of the project. Assist with Training Instructors on the use of Comics4Comprehension. Assist with data collection and analysis. Assist with summative analysis of the project. Instructor Supervisor.	M.A. Special Education with emphasis in Applied Behavior Analysis. Certified Ohio Behavior Analyst. Licensed Intervention Specialist in Ohio.	15 years experience teaching in Special Education in 4 school districts. 3 years as Assistant Director of Curriculum & Behavior Management at AMS. 2 Years experience as Certified OTES Evaluator.	M.A. Special Education Emphasis: Applied Behavior Analysis. The Ohio State University	10	
Julie	Carter	Speech Language Pathologist	Lead trainer, consultant, and analyst on the Clinical Evaluation of Language Fundamentals-5 (CELF-5). Instructor Supervisor. Assists with data collection and analysis. Assists with Summative Data Analysis.	Licensed Speech Language Pathologist (SLP). Certified Ohio Teacher Evaluator.	12 years experience providing SLP services in Ohio School Districts. 10 years experience Providing SLP services at AMS. 15 years SLP Clinic Supervisor with emphasis on clients with autism spectrum disorders. 2 Years	B.S. Speech Language Pathology, The University of Toledo M.S. Speech Language Pathology, The University of Toledo.	10	

					experience as Certified OTES Evaluator.			
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