

Budget

Autism Model School (134122) - Lucas County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (40)

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	17,400.00	0.00	54,000.00
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
Total		0.00	0.00	36,600.00	0.00	17,400.00	0.00	54,000.00
							Adjusted Allocation	0.00
							Remaining	-54,000.00

Application

Autism Model School (134122) - Lucas County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (40)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Comics-4-Comprehension (c4c)

2. Project Tweet: Please limit your responses to 140 characters.
Improving reading comprehension for students with autism through the design and use of comic strip visual supports.
This is an ultra-concise introduction to the project.

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	9 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	9 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	9 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 indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

The strength of community relationships will amplify impact for students beyond the walls of the school as successes are shared with parents of children with autism, future special education teachers and area schools. Parents of children with autism-children attending schools throughout the community-will learn about the program at the Autism Awareness Breakfast. Hosted by the school, this year's event included over 100 guests and drew media coverage. Future teachers will gain first-hand knowledge as they complete their field experiences at the school. The school typically receives student teachers from Bowling Green State University and the University of Toledo. Additional outreach events-open parent informational meetings-will provide a platform for showcasing the program to other area schools that use explicit reading curriculum. *Source: [1] <http://www.wtol.com/story/31735656/autism-model-school-links-parents-with-resources-at-annual-breakfast>

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 (AMS)

Address of lead applicant
3020 Treminville Road, Toledo, OH 43613

Phone Number of lead applicant
419.897.4400

Email Address of lead applicant
lukereed.ams@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

Reading comprehension difficulties for students with autism is the current problem. Local data illuminates the challenge. Of 49 students tested in 2015, 82% were reading below grade level. Research indicates that oral language deficits negatively impact comprehension. Local test results, once more, confirm the research. A clear direct relationship between the degree of a student's language impairment and their annual growth in reading was observed. As language impairment increased, growth in reading scores decreased. Students with average language, for instance, gained 1.7 reading grade levels while individuals with severe language delays gained just .2 grade levels-only 58% of this group made any gains at all. *Sources: [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] See attached PDF "Reading Growth..."

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

Students with autism, in general, 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. 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 factor lies at the root of these results? Researchers have uncovered a link between oral language delays and poor reading comprehension scores. There exist evidence-based strategies that can 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 provide visual tools for comprehension. The end result--students will understand more of what they read. The program will introduce digital comics as supplementary visual supports for highly evidence-based reading curricula. Digital comic strips, which will correlate to short stories contained in reading curriculum, will be created. 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. Design features are based on the learning strengths and challenges of children with autism. The images will help students develop language skills and arrive at key comprehension concepts. Teaching vocabulary words is a key component for helping children learn to read. For example, one story from the curriculum contains the following nouns: 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. Once the digital comic strips are created the program will focus on communication and engagement. Teachers at the school, parents of students and connections at local organizations are among key stakeholders. Teachers represent the front line of the c4c program. Through presentations, training and quarterly meetings, teachers will be equipped for implementing the program while understanding the underlying research and rationale behind the visual supports strategy. Parents will receive regular program updates and invitations to informational training sessions. Local organizations will fill the role of sharing information. The school relies on strong relationships with nonprofits--like the Autism Society of Northwest Ohio--to reach a broader audience. Through websites, newsletters and word-of-mouth, the c4c program will be shared outside of the school walls. Internal buy-in has already taken place. The board of directors of the Autism Model School receives updates on curriculum and has approved the c4c program. *Sources: [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 process. - (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.

There are seven objectives the Comics4Comprehension program seeks to achieve. 1. Teachers will increase the use of visual supports in explicit reading instruction. 2. Students will increase their performance on formative assessment measures consisting of end-of-story comprehension questions. 3. Teachers will share feedback at quarterly meetings. 4. Students will increase their performance on summative oral language assessments. 5. Students with language delays will increase their performance on summative reading assessments. 6. Parents learn about the impact oral language deficits have on reading comprehension and how comics, as visual supports, improve reading comprehension. 7. The c4c strategy will be shared at the community and state level through presentations and conferences.

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.

At the core of the proposal is the assumption that visual supports are needed to improve reading comprehension for individuals with autism. An assumption that follows: comic strips are an effective, engaging and evidence-based visual tool for accomplishing program goals. Early efforts to test these assumptions are promising and will be shared in the next section. Another key assumption is that the hoped for outcomes of teacher, parent and community involvement are integral to broadening the impact of the c4c program. Research, assessment data, procedural checklists--these are the evidence-based tools that will result in buy-in from key stakeholders. Once the program is successful on the local level, sharing personal success stories backed by solid data will expand the reach of the strategy.

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 core assumption of the proposal has been tested through the Comics4Comprehension Pilot Program. Occurring in early November 2015, the pilot involved two students at the Autism Model School. Student 1 is 16 years old, has autism, currently decodes text at a 4th grade level and CELF-5 results indicate severe language delay. Student 2 is 16 and 1/2 years old, has autism, currently decodes text at just over a 4th grade level and 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 5 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 5 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 c4c. Student 2 averaged 80.5% correct with c4c. 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. The research literature confirms the effectiveness of using visuals to

help children with autism "process information easier and more quickly." There is evidence that comics can be used to teach literacy skills to typically developing learners and to increase reading comprehension for students learning English as a second language. Using additional media to support reading instruction is a recommended best practice by the National Reading Panel. Researchers have sought to uncover 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. Using visual cues for pronoun referents is another recommended strategy from the research literature. *Sources: [1] See Ntl' Prof. Dev. Ctr. on ASD's website; 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] National Reading Panel (2000) Teaching children to read: An evidence-based assessment of the scientific research literature on reading and 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 Comprehension of High-Functioning Students w/ Autism Spectrum Disorders. Journal of Autism & Dev. Disorders, Vol 34, Issue 2, pp 115-127 [8] See attached PDF "C4C Pilot Program Student 1 & 2 Data"

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 measure progress for some of c4c's desired outcomes. 1. Teachers increase the use of visual supports in reading instruction. Indicator: 100% of instructors will score at least 90% on a procedural integrity checklist. After comics are created for stories contained in the reading curriculum, instructors will be trained in how to integrate the visuals into reading lessons. Direct supervisors will use the checklist to score instructor implementation. Results will be included in AMS's implementation of OTES in the category of Teacher Performance. 2. Students increase their performance on formative assessment measures consisting of end-of-story comprehension questions. Indicator: formative assessment data, consisting of student performance on comprehension exercises, will inform instructors on the potential need to revisit reading lessons. 3. Teachers will share feedback. Indicator: attendance logs will demonstrate participation levels.

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 key data point in measuring student achievement is the grade level equivalent reading score. The key program objective-- students with language delays will increase their performance on summative reading assessments. These measurements will be obtained annually using the KTEA-II. A comparison between grade level equivalents for each student across two separate KTEA-II administrations spaced 12 months apart will demonstrate progress. 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--with the next round of testing starting in October, 2016--and will serve as baseline data. Rates of growth obtained in 2018, after full implementation of the c4c intervention, will be compared to results from 2017 to measure the impact of program.

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

Unexpected results may lead to adjustments in the c4c program. A few potential adjustments have been explored. If, for example, teachers are not implementing visual supports in explicit reading instruction, direct supervisors will be able to elicit feedback as to why this is not occurring. This feedback may guide changes, if deemed appropriate by the Curriculum Director, to a procedural integrity checklist, which is the step-by-step guide for c4c implementation. 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 flexibility to make adjustments. If students are not increasing their performance on reading tests or oral language assessments, the Curriculum Director will explore expanding instructor training. With the goal of engaging teachers, parents and the community comes the possibility of less-than-hoped for levels of participation. If this turns out to be the case, the school will solicit feedback through surveys. Responses will help shape improvements for future teacher training and parent engagement events. This method was recently used for the annual Autism Awareness Breakfast. Nearly 25% of families responded to a brief survey about the 2015 event. With the feedback, the school was able to make enhancements for this year's breakfast. As a result of the changes, attendance increased from approximately 25 in 2015 to over 100 guests at this year's event. In spite of these potential adjustments, the core assumption of the program--that visual supports in the form of comics will lead to increased reading comprehension--is backed by years of peer-reviewed research, local data and a pilot program.

■ 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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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.

54,000.00 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 equipment includes the following... 4 mobile electronic white boards at a cost of 3,500 each = \$14,000. 4 laptop computers at a cost of 500 each = \$2,000. 4 projectors at a cost of 350 each = \$1,400. Total instructional equipment costs = \$17,400. This equipment will be used to support the c4c program by allowing instructors to project digital comic strips onto electronic white boards. Due to the intensive needs of individuals with autism, classrooms at the school are small--consisting of 5 to 7 students each. These small groupings necessitate the use of many white boards to accommodate highly individualized and targeted reading comprehension lessons. Instructional purchased services are the cost of hiring a graphic designer to create digital comics for the c4c program and = \$36,600. This figure was formulated by estimating the cost of a designer creating one digital comic strip story to be \$150. There are 244 stories in the explicit reading curriculum, therefore the calculation was $150 \times 244 = \$36,600$. Although consisting of basic drawings, the quality of the digital comic strip visuals is critical. They will need to be accurate to the stories contained in the reading curriculum as well as visually appealing for students. The total cost of \$54,000 is small when compared to the impact the c4c program will have--not just on students at the Autism Model School, but on students throughout the region and state. Dividing the grant request by five years of implementation = \$10,800 per year. Further dividing this figure by the number of students directly impacted each school year--115--means that a per-student total of \$93.91 the c4c program will maintain a low cost while achieving a tremendous and lasting positive impact.

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 c4c 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 results of individual students in their lessons. This can be completed using the electronic white boards to digitally "draw" on the screen--highlighting aspects of the comics or key vocabulary concepts as needed. It is estimated that the equipment will be functional for a minimum of 5 to 6 years after purchase and maintenance costs are estimated at \$0 during this time.

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 tedious need for individual classroom support staff--paraprofessional aides--to create their own illustrations by hand and on an ongoing basis. This is figured as the average cost per hour of a paraprofessional multiplied by .5, assuming that 1/2 hour per day would be needed to produce and maintain illustrations. This is multiplied by 9 positions. This results in a school-wide, per instructional day cost of designing comic strips by hand. This cost is then multiplied by the number of instructional days per year at the school--the Autism Model School is a year-round program. Due to the high turnover of paraprofessionals and instructors within the field of special education combined with the fragile nature of hand-drawn illustrations, the savings are calculated across five years of the grant period. The numbers are as follows. Average cost per hour of a paraprofessional = 10/hr + fringe benefits (25% of wage) = 12.5/hr cost. Per hour cost of 9 paraprofessionals: 12.5 X 9 = \$112.50/hr. Per 1/2 hour cost of 9 paraprofessionals: 112.5/2 = \$56.25. Weekly 1/2 hour cost of 9 paraprofessionals: 56.25 X 5 = \$281.25/wk. Yearly cost of 9 paraprofessionals: 281.25 X 43 instructional weeks = \$12,094. This yearly amount is multiplied across five years of the grant period: 12,094 X 5 = \$60,470 total cost savings.

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.

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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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 August 2016 to September 2017

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

August 2016: Conduct in-service to train instructors to implement Comics4Comprehension. Bidding process and interviews with graphic artists. Program presentation to Autism Model School board of directors. September 2016: Parent informational meeting held at the school. October 2016: Final selection of graphic artist. November 2016 to May 2017: Development of 244 comic strip visual supplements for AMS highly-evidenced based reading curriculum. April 2017: c4c program update shared at Autism Awareness Breakfast. June 2017: Finalize procedural integrity checklist outlining the steps to implement c4c. August 2017: Instructor in-service incorporating completed comic strip designs. September 2017: Parent informational session featuring samples of completed comic strip visual supports. Administrators from local schools who also implement explicit reading instruction will be encouraged to attend.

22. Implementation (grant funded start-up activities)

a. Date Range September 2017 to October 2018

b. Scope of activities - include all specific completion benchmarks

September - October 2017: Complete KTEA-II assessments for all students participating in explicit reading instruction. September - October 2017: Complete CELF-5 assessments for all students participating in explicit reading instruction. November 2017 - October 2018 (annually thereafter): Instructors begin incorporating c4c into daily reading instruction. November 2017 - October 2018 (ongoing): Instructors assess student performance in reading comprehension utilizing formative assessments consisting of currently existing end-of-story comprehension questions. December 2017: First round of formal observations of instructor implementation of c4c using procedural integrity checklist with results included as a data point towards completion of the OTES Teacher Performance rubric. January 2018: Teacher feedback meetings (held quarterly thereafter). February 2018: Second round of formal observations of instructor implementation of c4c 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 2018: Complete CELF-5 assessments. September 2018: Parent information session and training featuring program updates.

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

a. Date Range November 2018 to FY2023

b. Scope of activities - include all specific completion benchmarks

November 2018 - Fiscal Year 2023: Continue to train instructors and implement Comics4Comprehension annually. November 2018 - December 2018: Complete internal evaluation. April 2018 (annually thereafter): Review Comics4Comprehension for guests of Autism Awareness Event held at the Autism Model School. October 2018 (annually thereafter): Report results of Comics4Comprehension in Autism Model School's Annual Report. August 2019: Submit results obtained from internal evaluation to Ohio Department of Education's Student Success Library. August 2019: 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 2019: 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 c4c intervention will result in expected changes at the instructional level to AMS's explicit reading instruction. Skills are currently taught in two separate strands at AMS. One 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, c4c will result in changes to instructor training and evaluation. Instructors implementing c4c in their daily reading lessons will be trained to follow the steps prescribed in the procedural integrity checklist. 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 2018), b. AMS's Annual Report (beginning in October of 2018 and taking place annually thereafter), c. Ohio Department of Education's Student Success Library (August 2019), d. Ohio Center for Autism and Low Incidence Fall Conference "OCALICON" (November 2019). 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 c4c 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

Save And Go To 

Consortium Contacts

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

Partnerships

Autism Model School (134122) - Lucas County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Partnerships

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

Implementation Team

Autism Model School (134122) - Lucas County - 2017 - 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 on Project	Delete Contact
Amy	Mullins	Occupational Therapist	Assists with training on the use of c4c. Instructor supervisor. Assists with data collection and summative data analysis.	Licensed Occupational Therapist (OTR/L), Certified Ohio Teacher Evaluator	9 years experience providing OT services in Ohio school districts. 4 years experience providing OT services at the Autism Model School. 3 years experience as an instructor supervisor. 2 years experience as a certified OTES evaluator.	B.S. Allied Medical Professions. The Ohio State University.	10	
Mary	Cornell	Assistant Curriculum Director and Behavior Management Director	Instructor supervisor and providing input into all aspects of the project. Assist with training instructors on the use of c4c. Assist with data collection and analysis of summative test results.	M.A. Special Education with emphasis in Applied Behavior Analysis. Certified Ohio Behavior Analyst. Licensed intervention specialist in Ohio.	15 years experience teaching special education in 4 school districts. 3 years in current role at the Autism Model School. 2 years experience as certified OTES evaluator.	M.A. Special Education with emphasis in 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 of summative data.	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 the Autism Model School. 15 years SLP clinic supervision experience with an emphasis on clients with autism. 2 years experience as certified OTES evaluator.	B.S. Speech Language Pathology, the University of Toledo. M.S. Speech Language Pathology, the University of Toledo	10	
Joel	Vidovic	Curriculum Director/Behavior Management Director	Oversees production of comic strip visual supports in coordination with the contracted graphic designer. Oversees instructor training in the use of c4c. Provides input into interviewing and contracting with graphic designer. Oversees data collection. Develops instructional integrity	M.A. Special Education with emphasis in Applied Behavior Analysis. Board Certified Behavior Analyst (BCBA).	15 years teaching special education. 9 years practicing as BCBA in 4 school districts. 4 years in current role as director of curriculum and behavior management at the Autism Model School.	M.A. Special Education with emphasis in Applied Behavior Analysis. The Ohio State University.	20	

			checklist for use in evaluation of instructors. Responsible for summative data analysis and reporting. Consults regarding all portions of the project. Instructor supervisor.					
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