## Straight A Fund

**Application Number (370)**

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<th>Purpose Code</th>
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<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
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**Adjusted Allocation**

- 0.00

**Remaining**

- 198,000.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Post Secondary Options for Students with Disabilities; Expanding the Continuum of Services for Dublin City Schools Students

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question if you seek to achieve. Please limit your responses to no more than three sentences. The goal of this proposal is to expand the continuum of services for students with disabilities in Dublin City Schools (DCS) in the areas of post secondary training and education, employment, and independent living. The grant would provide startup funds for the district to add two self sustaining programs, PREP and LIFE, which will provide innovative programming geared towards successful student transitions to post secondary options. The Straight A Grant will allow Dublin City Schools to increase student achievement.

3. Total Students Impacted:

4. Lead applicant primary contact: Please provide the following information:
   - First Name, Last Name of contact for lead applicant: Nicole Tyo
   - Organizational name of lead applicant: Dublin City Schools
   - Unique Identifier (IRN/Fed Tax ID): 047027
   - Address of lead applicant: 7030 Coffman Rd. Dublin, Ohio 43017
   - Phone Number of lead applicant: 614-760-4332
   - Email Address of lead applicant: tyo_nicole@dublinschools.net

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

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

   - Janet Gillig: Executive Director of Student Services, Nicole Tyo, Lenore Cereghini: Student Services Coordinators. Erin Canaday, and Kristen Staebler: Transition Coordinators. Mark Eatherton: Principal West Bridge Academy. Student Services Administrators, Janet, Nicole and Lenore supervise and coordinate services for students with disabilities across the district. Program development, curriculum, staffing and program operations all fall within their realm of responsibility. These administrators have experience in all aspects of the creation of new programs and putting in place new program initiatives. They have successfully collaborated with all district departments and outside stakeholders to ensure successful implementation of new and existing programs. Transition Coordinators, Erin Canaday and Kristen Staebler, assist students with disabilities in making the transition to life after graduation. This includes providing consultative services related to employment/ career exploration, school/community based work and internship opportunities, career & technical education, post secondary education opportunities/disability services, 12+ transition program options, agency referral/ communication and seminars and programs for West Bridge Academy (WBA). Mark Eatherton has expertise in executing grant initiatives and start up programs. In his leadership role Mark has expanded initial programming at WBA through collaboration with staff, development of community relationships and working with students and families. Graduation rates for WBA students have significantly been impacted from the initial start of program. All Team members were involved with the development and implementation of the Power Plus Program, and West Bridge Academy which are secondary programs in DCS. DCS students will have the opportunity to participate in non-paid internships that provide students the opportunity to practice employability skills in a real employment environment. DCS has solidified partnerships with many community businesses which offer a variety of experiences. Each of the businesses below currently provides training sites for students and have agreed to partner and extend their current relationship with DCS to provide instructional settings for students who are a part of the two new programs, PREP and LIFE. JC PENNEY: provide on the job sites to work on employability skills including but not limited to sorting, organizing and straightening merchandise in many department, categorizing, shelving and stocking, filling, greeting staff and customers, packaging, packing, personal skills in the work environment. TUTTLE MALL SECURITY: provide shadow experiences in many work environments, video and physical monitoring, checking security of stores, routine safety and security measures, etc. COMPASS / CHARTWELL FOOD SERVICE: provide training sites for authentic instruction in food preparation, cleaning and serving. WBC 19 locations through the district, this partnership provides a multitude of valuable work experiences for students. COURTYARD AT MARRIOTT: genuine work experiences for students in their housekeeping department. Tasks in laundry, room cleaning, general cleaning and maintenance. DUBLIN PUBLIC LIBRARY: on -job training includes organizing books and materials, alphabetizing, assisting customers, categorizing, shelving, cleaning, marking items, tagging items, supporting children’s programs, etc. DUBLIN RECREATIONAL CENTER: provide job experiences including: guest sign in and out, getting games and rooms ready for private parties, cleaning rec facility, filling snack machines Leisure ; swimming, basketball, community events, etc.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)
   - Student achievement
   - Spending reductions in the five-year fiscal forecast
   - Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)
   - New - never before implemented
   - Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
   - Mixed Concept - incorporates new and existing elements
11. Describe the innovative project.

The project includes the development of two new innovative programs. Post - Secondary Readiness Education (PREP) and Learning Is Fostering Empowerment (LIFE). Funds would be used to support the initial development and start up costs. Essential start up needs include: coordination of initial professional development for educators, families, students and community, purchase of new technologies, services for classroom redesign and construction, purchase of instructional equipment and materials, purchase of vehicle for transportation. The programs will be self sustaining after use of grant funds.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

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<tr>
<th>STUDENTS</th>
<th>Family</th>
<th>Community</th>
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<td>Project will enhance post secondary outcomes. Students will be engaged in learning based on emerging instructional practices which embed new technologies and programming to foster student achievement in skill development in the areas of life skills, self advocacy, vocational skills and leisure activities. Pre K Program: Geared towards students whose employment goals center on the acquisition of a job/volunteer position in a supported work environment. Instruction is focused on developing job related tasks and leisure activities in the community. The curriculum would focus on 23 critical skills essential for obtaining employment and success in competitive employment.</td>
<td>Educator: High quality professional development opportunities for educators in the middle and high school will shift focus for teacher instruction. Individualized instructional plans will be developed with the understanding of post secondary outcomes and the need for development of prerequisite skills. Educators will have information and materials needed to communicate effectively with parents about post secondary options, effective instructional practices and community services and supports. As a result of the program, teachers will adopt new strategies into their teaching and learning. Project will enhance post secondary outcomes.</td>
<td>DCS: The project includes the development of two new innovative programs, Post Secondary Readiness Education (PREP) and Learning Is Fostering Empowerment (LIFE). The programs will be self sustaining after use of grant funds.</td>
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13. What is the total cost for implementing the innovative project?

198,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

This grant will aid the district in implementing the Professional Readiness Education Program. The INSTRUCTIONAL SUPPLIES will be spent in purchasing the following software: 4 licenses for Classroom Suite, 2 Boardmaker programs, 1 Vizzle Subscription, 1 Clicker 5, 6, 5 First Author, and 1 Start to Finish Subscription. $11,000: Work-books for cooking, leisure activities, and consumables The INSTRUCTIONAL COST FOR CAPITAL OUTLAY is $79,000. $44,000: TECHNOLOGY WILL INCLUDE: 8 Mac Desktops, 5 color copiers, 5 Projectors, 2 color LCD televisions, 2 e-readers, 5 Interactive Whiteboards, 24 Eyebolt installation kit for Swings, 4 Step by Steps, 3 iPad mounts, 15 Switch Accessible toys, 2 laminator with sheets, 15 Switch Accessible toys, 2 laminator with sheets, 2 Step by Steps, 3 iPad mounts, 15 Switch Accessible toys, 2 laminator with sheets, 2 Step by Steps, 3 iPad mounts, 15 Switch Accessible toys, 2 laminator with sheets, 2 Step by Steps, 3 iPad mounts, 15 Switch Accessible toys, 2 laminator with sheets. The DCS Business Council will continue to provide more opportunities for students. The district will use the funds to support the Post Secondary Readiness Education and Learning Is Fostering Empowerment Programs. The Transportation and Capital Outlay funds will be used to purchase vehicles for transportation. The transportation and capital outlay funds will be used to purchase vehicles for transportation. The transportation and capital outlay funds will be used to purchase vehicles for transportation. The transportation and capital outlay funds will be used to purchase vehicles for transportation. The transportation and capital outlay funds will be used to purchase vehicles for transportation. The transportation and capital outlay funds will be used to purchase vehicles for transportation. The transportation and capital outlay funds will be used to purchase vehicles for transportation. The transportation and capital outlay funds will be used to purchase vehicles for transportation. The transportation and capital outlay funds will be used to purchase vehicles for transportation. The transportation and capital outlay funds will be used to purchase vehicles for transportation.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

4,304.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) if there are no new/recurring costs, please explain why.

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

30,804.00 * Specific amount of expected savings (annual)
BUS DRIVER SAVINGS: Through the purchase of the vans the district will eliminate the need for drivers. Currently all trips are budgeted for next year and are taken through the use of buses which require bus drivers. Program teachers will take the van driving course and be able to drive the students. The expected savings is $28,500. Explanation: Drivers $25 hourly salary for driver 4 hours per day x 4 days per week = $2,000 x 2 programs x 36 weeks = $28,800. Driver costs for 2 teachers = $300 Savings = $28,500. WEAR (TEAM) GAS SAVINGS: The use of vans versus buses reduces the operating cost of transportation for the students in half. $4,608 is already included in the budget. The expected savings is $2,304. Explanation: Cost of bus: $80 per mile x 2 miles per day x 4 days per week x 36 weeks per year = $4,608 Cost of van: $40 per mile x 2 miles per day x 4 days per week x 36 weeks per year = $2,304 Savings to district will be $2,304. TOTAL SAVINGS: $30,804

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (M/DD/YYYY): 12/18/2013 - 8/30/2014

* Narrative explanation

1. DEC. 2013: Determine locations for PREP and LIFE programs within the district. BARRIER: Space must be appropriate to accommodate the classroom design. BARRIER MITIGATION: Meet with principals and facilities to discuss. One meeting has already occurred and there are three buildings that have space. 2. DEC. 2013: Develop Advisory Board BARRIERS: Identifying members, time of meeting. BARRIERS: Include known stake holders and add to the group as the year progresses. Developing dates early and using phone calls to have remote location using Skype. JAN URBAN: 2014: Notify parents, community and students of PREP and LIFE. BARRIERS: Ensuring accurate information is received BARRIER MITIGATION: Develop materials that can be disseminated. 3. MARCH 2014: Notify parents, community and students of PREP and LIFE. BARRIERS: Ensuring accurate information is received BARRIER MITIGATION: Using the school catalog to mail the information. 4. APRIL 2014: Meet with facilities department, building principal to determine changes needed to the physical 5. APRIL 2014: Develop plans for the PREP and LIFE program with incoming student population needs, adjust tech if needed. Order tech / sensory equipment, arrange for installation.

Summative evaluation (M/DD/YYYY): 12/1/2013 - 8/30/2014

* Narrative explanation

1. Locations determined by January 30, 2014. 2. First Advisory meeting in December 2013, attendance and agenda kept for all meetings. 3. Written materials produced by January 30, 2014. Information included in fall Enlighten, in local news paper, Principals blast department, meeting SEAC and during IEP meetings. 4. Agendas and evaluations from PD sessions will be reviewed by Advisory Board, adjustments and additions will be made to PD if needed. Initial PD's completed by March, 2014. 5. Agendas and evaluations from PD sessions will be reviewed by Advisory Board, adjustments and additions will be made to PD if needed. Initial PD's completed by March, 2014. 6. Instructional materials selected and ordered by May 2014. 7. Instructional materials may be purchased as additional needs are identified. 8. Staff hired by April 1, 2014. 9. Recommend purchases according to additional instructional materials, estimate of possible costs ONGOING : Weekly visits to the site and meetings with stakeholders to ensure timely completion 9. Review technologies and sensory equipment recommended for the program with incoming student population needs, adjust tech if needed. Order tech / sensory equipment, arrange for installation. STAKEHOLDERS: Director of Tech, Assistive Tech Team (AT team), Educators, Principals, OT and PT staff. COMMUNICATION OCCURRED: Met with tech , OT and PT staff and AT team to determine start up needs. ONGOING: Advisory Board , set tech and OT/PT and AT Team support, biweekly and as needed.

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

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

COLLABORATION EDUCATORS CHANGE IN PRACTICE: DCs educators do not have a full understanding of student transition planning and postsecondary options. Through professional development educators will gain the skills needed to effectively support student planning. Educators will begin talking to parents with more clarity and depth about post secondary options when the students are in middle school. Educators will gain the skills needed to effectively support student planning. Educators will begin talking to parents with more clarity and depth about post secondary options when the students are in middle school. Currently, the teachers explain the program options, but with the PD proportion of the grant, teachers will be able to devise plans to help the students reach independence earlier, recognize safety concerns, assess for special needs, and of course corrections. STAKEHOLDERS: Faculties, principals, education, community and parent rep. COMMUNICATION OCCURRED: Discussions with Transition Coordinators ONGOING : Bimonthly meetings. Ongoing emails and phone, status report and data collection maintained and shared. Stewardship - quarterly: Bimonthly meetings. Educators, community and parent rep. COMMUNICATION OCCURRED: Discussions with parents, SEAC, Parent Mentors ONGOING: Information will be published in district news letters, Principal blasts, and provided to stakeholders, parent groups and at IEP meetings. Transition Coordin and Teachers will revise PD plan and bring it to the Advisory for review. The coord develop and schedule PD to all parties. STAKEHOLDERS: Intervention Specialist, parents, agencies, Business and Community members and programs. COMMUNICATION OCCURRED: Meeting with Transition Coordinators ONGOING: Wiki for educators, News publications, ongoing discussions at department meetings and IEP meetings. PD will be planned and delivered to staff, parents and community members. STAKEHOLDERS: SEAC, Principals, professional organizations, community members together will develop and review ONGOING: Discussion with News blast, email, phone, email, phone. 6. Committee meetings, students, teachers and parents. ONGOING: Assist staff with training and development, and for communication. 7. Committee meetings, students, teachers and parents. ONGOING: Assist staff with training and development, and for communication. 8. Committee meetings, students, teachers and parents. ONGOING: Assist staff with training and development, and for communication. 9. Committee meetings, students, teachers and parents. ONGOING: Assist staff with training and development, and for communication. 10. Committee meetings, students, teachers and parents. ONGOING: Assist staff with training and development, and for communication. 11. Committee meetings, students, teachers and parents. ONGOING: Assist staff with training and development, and for communication. 12. Committee meetings, students, teachers and parents. ONGOING: Assist staff with training and development, and for communication.
20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

22. If so, how?

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

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

26. The Post - Secondary Readiness Exploration (PREP) and The Learning is Fostering Empowerment (LIFE) program success will be evaluated based on student achievement data. Data will show student achievement increases the areas of, employment skills, independent living skills and community involvement. Data on the achievement of individualized student goals and objectives aligned with the desired outcomes; employment skills, independent living and community involvement will be maintained. Professional development will be evaluated through participant evaluations, through assessment of application of instructional materials provided in the classroom, assessment of impact of parental guidance (number of parents educated, number of agency contacts made, increase in goals aligned with independent living skills. Increase in community involvement and access will be evaluated by the increase in available work sites and the increase in student attendance at community events. Data on number of students impacted by the project will be maintained.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s date.

Accept Nicole Tyco Dublin City Schools 12-22-13