

Budget

Dublin City (047027) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (370)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	17,000.00	79,000.00	0.00	96,000.00
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	1,000.00	0.00	0.00	1,000.00
Family/Community		0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
Transportation		0.00	0.00	0.00	0.00	90,000.00	0.00	90,000.00
<b>Total</b>		0.00	0.00	10,000.00	19,000.00	169,000.00	0.00	198,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-198,000.00

Application

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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 9 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.

798 3. Total Students Impacted:

4. Lead applicant primary contact: - 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.

Lenore Cereghini, Dublin City Schools, 047027, 7030 Coffman Road, Dublin, Oh 43017, 614-760-4342, cereghini\_lenore@dublinschools.net, Janet Gillig, Dublin City Schools, 047027, 7030 Coffman Road, Dublin, Oh 43017, 614-760-4352, gillig\_janet@dublinschools.net, Erin Canaday, Dublin City Schools, 047027, 6780 Coffman Road, Dublin, Oh 43017, 614-718-8110, canaday\_erin@dublinschools.net, Kristen Staebler, Dublin City Schools, 047027, 4000 Hard Road, Dublin, Oh 43016, 614-718-8339, squire\_kristen@dublinschools.net, Mark Eatherton, Dublin City Schools, 047027, 62 West Bridge, 614-766-3036, eatherton\_mark@dublinschools.net, Tim Walker, Jc Penny, Tuttle Crossing Mall, 5083 Tuttle Crossing Blvd. Dublin, Oh 43016, 614-717-0399 ext. 201, thwalker@jcp.com, Matt Mundy, Buckeye Room, Tuttle Crossing Mall 5043 Tuttle Crossing Blvd. Dublin, Oh 43016, 614-336-8240, Eric Hersland, The Mall at Tuttle Crossing Security, 5043 Tuttle Crossing Blvd., Dublin, Oh 43016, 615-717-9630, uss648dir@evalorssecurity.com, Brian Hunt, Compass/Chartwells Food Services 316401089, 4457 Knickel Hillard, Oh 43024, 614-760-4318, brian.hunt@compass.usa.com, Chrystal Lasko, Columbus Marriott Northwest, 5605 Blazer Pkwy Dublin, Oh 43017, 614-791-1000, chrystal.lasko@marriott.com, Michael Blackwell, Columbus Public Library, Dublin Branch, 75 North High St., Dublin, Oh 43017, 614-479-3173, mblackwell@columbuslibrary.org, Jodi Shealy, Dublin Recreation Center, 31-6400452, 5600 Post Road, Dublin, Oh 43017, 614-410-4574, jshealy@duboin.oh.us

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

\* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

TEAM: 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 district 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/community resources and seminars on topics of interest. Principal, Mark Eatherton oversees the daily operation and programming for West Bridge Academy (WBA). Mark 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 PENNY: provide on the job sites to work on employability skills including but not limited to sorting, organizing and straighten merchandise in many department, categorizing merchandise, shelving and staging, filing, greeting staff and customers, packaging, stacking, personal skills in the work environment. THE BUCKEYE ROOM: provide work setting for students to work on retail skills such as merchandise preparation, setting up displays, categorizing and cleaning. 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. With 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 Exploration (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. THE PROBLEM TO BE ADDRESSED: Currently, DCS students have the ability to attend three programs which prepare them for employment. All programs require entry skill levels which developmentally indicate that students will be able to become independently employed. DCS's has had successful outcomes with these programs but it has become evident that the programs are not meeting the needs of students with intensive disabilities who will transition to supported work environments and students who will transition to Day Rehabilitation Programs. PREP and LIFE programs would meet the unique needs of these special populations. PROJECT DESCRIPTION: PREP and LIFE programs will increase student achievement by providing individualized and personalized educational experiences tailored toward their goals. 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. PREP Program: Geared towards students whose employment goals center on the acquisition of a job/volunteer position in a supported work environment. Instruction focus is 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 the work place identified by Ohio employers. LIFE Program: Geared towards students who have multiple disabilities with the need for intensive cognitive and physical interventions. Instruction based on individualized students goals to gain the highest quality of independence and personal growth. Students will explore new interests and activities and gain healthy living skills. Creative learning, vocational and recreational opportunities will be tailored to each individuals interest and needs. AUTHENTIC SETTINGS: Best practices for students with significant disabilities include emergence in experiences which mirror postsecondary activities. Exposure and practice in authentic settings is an integral part of learning. Restructuring of the classroom and materials will focus on creating settings and activities geared towards preparing students for transition. NEW TECHNOLOGIES: Tech will be an integral feature of the programs. It will be used to acclimate students to settings, stimulate communication, provide visual/auditory feedback, provide instruction, promote engagement and access to education from remote locations. ASSISTIVE TECHNOLOGIES (AT): Physical disabilities create obstacles which limit access to education, community activities and employment. AT will be used to eliminate boundaries and create more opportunities for students. PARTNERSHIPS: DCS School Business Council: local agencies, businesses, Dublin City, Dublin Rec Center, parents, students/adults with disabilities. Mission: to increase awareness, promote understanding of competencies of students, reshape work environment., build positive climate and understanding, develop social and rec center activities, etc. Dialog between entities allows discovery of novel ideas. Businesses have committed to providing work sites for educators to use for instruction of job related skills. FAMILY: Families will be helped in the complicated process of ensuring enriching home, community and work experiences.

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.

STUDENTS: Student achievement will be evidenced by positive post secondary outcomes. Data will show student achievement increases the areas of, employment skills, independent living skills and community involvement. Students will be more prepared for success for post secondary options. EDUCATORS: High quality professional development opportunities for educators in the middle and high schools will shift focus for student 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 students will be better prepared for entry into specific programs and will advance at a faster pace. Implementation of the following practices by the educators in the middle and high schools, in PREP and in LIFE programs will ensure positive outcomes. - Use progressive, district wide curriculum centered around developing marketable employability skills. - Gain and apply knowledge about natural supports. - Use of district parent guide for continuum of options for student course selection/transition planning. - Identify current jobs and tasks that are transferable. - Assist businesses to establish supportive work environment. - Educate and build awareness in the school. - Engage students in meaningful specialized instruction that is focused and purposeful for employment and independent living. - Use technologies to increase access to educational and community opportunities. - Provide resources to bridge the transition from school age to adult services with education and opportunities which are critical to success in the workforce and adult programming. These practices will show student achievement through meeting the student's individual outcomes. PARENTS: Student achievement will be increased through Parent education and participation which is an essential component to successful outcomes. - Educate parents on job search methodologies and student independence. - Include job accommodation resource person at job fairs. - Involve more students in School-Business Council. - Parents share successful experiences. - Provide information to parents early in child's school career. - Parent education to learn about businesses and work opportunities. - SEAC help parents incorporate employability and independence at home. COMMUNITY: Student achievement will be improved through increased employment / volunteer opportunities and recreational activities for youth with disabilities within the community. Reduction in employability skills and employment gaps for students during high school years will be decreased for students with disabilities. Today's trends of student employment in the work force during high school: 90% of youth without disabilities, 36% of youth with intellectual disabilities, 15% of youth with autism, 22% of youth with multiple disabilities. Community awareness strengthens potential for employment of students with disabilities. Businesses need good employees and opportunities to diversify their workforce. - Youth with disabilities are looking for meaningful work experiences and typically remain in their communities after leaving high school. - Our community is stronger when everyone has a contributes and participates. - Modifications to structures and community programs will enable more access. - AT practices will enable increased access to community programs. Leaving high school without these early work experiences can set a future course of unemployment, underemployment and lowered expectations that can last throughout adulthood. -- Rusch & Braddock 2004

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

- a. Enter a project budget
  - b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
  - c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.
- N/A

14. 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, RttT 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 have costs in Instruction, Professional Development, Family/Community, Facilities, and Transportation. The INSTRUCTION COST FOR SUPPLIES is \$17,000. \$6,000: INSTRUCTIONAL SUPPLIES will be spent in purchasing the following software: 4 licenses for Classroom Suite, 2 Boardmaker programs, 1 Vizzle Subscription, 1 Clicker 6, 5pk, 5 First Author, and 1 Start to Finish Subscription. \$11,000: Work-boxes, food for cooking, leisure activities, and consumables The INSTRUCTIONAL COST FOR CAPITAL OUTLAY is \$79,000. \$44,000: TECHNOLOGY WILL INCLUDE: 8 iMac Desktop computers, 7 Macbook Laptop Computers, 10 iPads, 5 iPad mini, 5 iPad mini cases, 2 Smartboards with projectors, 2 color printers, 6 touch screens, 2 Intellickeys Keyboard, 6 Jelly Bean Switches, 4 Step by Steps, 3 iPad mounts, 15 Switch Accessible toys, 2 laminator with sheets, iPad Applications, 2 Alternate Keyboard Big Keys, 3 Hitch Switches, 2 Wireless Switch interface Jelly Beamer, 2 head switch, 2 Pouring Switches, switches, 1 Alternate Mouse, 2 Trackball, 2 iPad switch interface. \$14,890: SENSORY ITEMS for students in the classrooms include the following items: 2 rocking chairs, 2 mat tables, 4 swings of various types, 2 eyebolt installation kit for the swings, 2 swing hook ups, 6 floor mats, 3 Therapy Balls, Hand fidgets, 1 large Blue Scooter, 2 Tumbleform Bolster, 2 large body sox, 1 Riffon Bench, 1 disco ball, 4 lights, 1 bubble machine, 1 fan, 2 switch operated CD player, 1 large bean bad chair, 1 icee maker, 1 popcorn maker, 1 blender, kitchen materials, weighted blankets, 2 vibrating snake, 1 Tumbleforms Floor Sitter, 1 cotton candy machine, 1 set of weighted balls, various games. \$20,110: FURNISHINGS: The district will also need to furnish two new classrooms which will include: 8 carols/ chairs, 8 tables/ chairs (that are wheelchair accessible) 2 teacher desk/ chair, 4 book shelves, 8 storage cabinets, 2 couches, 4 club chairs, coffee table, Twin Bed, dresser, 2 end tables, 4 lamps, 4 bulletin boards. The PROFESSIONAL DEVELOPMENT AND SUPPLIES cost is \$1,000. This money will be used for materials needed for training the staff. (This will include subs and materials such as paper, printing cost) The FAMILY/COMMUNITY AND SUPPLIES cost is \$1,000.00 Training and informational materials for the parents and community members. (printing, paper, food) The FACILITIES AND PURCHASE SERVICES cost is \$10,000. That money will be allocated for hiring contracted staff to make renovations to the buildings. The classrooms will need to be renovated to meet students needs and classroom design. The TRANSPORTATION AND CAPITAL OUTLAY cost is \$90,000. This money will be used to purchase 2 vans with wheelchair lifts. Accessible transportation is a priority since many of the project activities are community based.

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.

Grants funds would be used to support the initial development and start up costs of the two programs. Essential start up needs include: materials for 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 two vehicles for transportation. After use of initial start up costs the programs will be self-sustaining. There are NO NEW COSTS to the district. Recurring costs will be covered by funds that have already been allocated for programming for the students involved. Costs include consumable classroom materials, gas, and costs of activities for community trips. Consumables and Community Activities: \$1,000 per year. Consumables for the classroom and future professional development will be covered through district funds. Again these are costs the district has already allocated for student programming. Currently families contribute to leisure activities, DCS has an ongoing partnership with the Dublin Recreational Center which enables educators to use the facility. Strengthening partnerships through the DCS Business Council will continue to provide more opportunities for students. DCS will consider physical needs of all students to ensure any physical changes made to community or classroom environments will increase student access for students who will be entering the programs for many years. Future modifications will be covered through current allocated district funds. Technologies: \$1,000 per year. The district has bond funds allocated to assistive technologies for sustaining and purchasing future technologies. Gas: \$2,304 per year. Transportation funds are already allocated through the general fund, although savings will be provided through this proposal. The use of vans actually reduces the cost in half.

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

30,804.00 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

**BUS DRIVER SAVINGS:** Through the purchase of the vans the district will eliminate the need to have 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 x 4 hours per day x 4 days per week x 2 programs x 36 weeks = \$28,800 Drivers course cost for 2 teachers = \$300 Savings = \$28,500. **WEAR /TEAR/ GAS SAVINGS:** The use of vans versus busses 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 20 miles per day x 4 days per week x 36 weeks per year = \$4,608 Cost of van: \$.40 per mile x 20 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**

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The project requires initial start up costs. Once those costs have been covered the programs are self-sustaining, as any recurring costs have already been allocated in the budget and five year forecast, as the involved students are already being served by the district. Funds for ongoing educational consumables, assistive technologies and gas will be transferred from the students current building budget to new the new programs building budgets. Staffing: Teachers and paraprofessionals for the PREP and LIFE programs have already been allocated in the 5 year forecast. Staff who have been working with the students may be reassigned to the new program. Cost reductions equal \$30,804. The recurring costs \$4,304, are all funds already allocated through the current budget. The **ACTUAL SAVINGS TO THE DISTRICT is \$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 (MM/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 facilities and Principals 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. BARRIER MITIGATION: Include known stake holders and add to the group as the year progresses Develop dates early and use technology to have remote meeting locations 3. JAN. - MARCH 2014: Notify parents, community and students of PREP and LIFE. BARRIERS: Ensuring accurate information is received BARRIER MITIGATION: Develop materials that can be disseminated. In-service high and middle school educators and principals on the new programs. Incorporate information into the monthly parent meetings through our Special Education Advancement Council (SEAC). 4. Jan. 2014 - March 2014: Develop and provide Professional Development for educators, parents, agencies, business and community programs. BARRIER: Not being able to meet with all the community members and business. BARRIER MITIGATION: Develop calendar and schedule the organizations we want to address first. Utilize existing councils, and organizations. 5. Jan. - March: Staff learn the about the postsecondary options and instructional needs of students with intensive needs and of community opportunities for these students. BARRIER: Staff not knowing Dublin BARRIER MITIGATION: Starting early in the process learning as much about the community and activities in the community will help mitigate barrier 6. Feb. - May 2014: Develop instructional material committee that will research and order materials that are researched based BARRIER: Finding time for the staff to meet during the day. BARRIER MITIGATION: Offer a stipend to meet after school. 7. March - April 2014: Hire and/or Assign Staff BARRIERS: Finding staff that has experience with post secondary training BARRIER MITIGATION: Start looking for staff early. 8. APRIL - JULY 2014: Determine needed reconstructive changes in classrooms, complete renovations. BARRIER: Finding time for custodial staff to make changes the environment. BARRIER MITIGATION: Hire contractors to make physical changes to rooms if needed. 9. May, 2014: Technologies and classroom equipment ordered BARRIER: New students may come in the program and need items not initially identified. BARRIER MITIGATION: Use of district Assistive Technology funds, change timeline for purchase of some items if all students are not identified

Implement (MM/DD/YYYY): 12/1 2013 - 8/30/2014

##### \* Narrative explanation

1. Meet with principals and facilities, evaluate each space. Decide best location by meeting with all stakeholders. STAKEHOLDERS: Facilities team, principals, SS Department COMMUNICATION OCCURRED: Met and ongoing communication with facilities department. Discussions with Principals and Student Services staff, school board and superintendent. ONGOING: Regularly meet with principal and facilities to receive possible placement and make determination. 2. December 2013 - ongoing: Advisory Board .Set dates and arrange place for bimonthly meetings. Contact all stakeholders. Set agendas, reviewing progress and discuss each aspect of the programs including student data, contingencies and mid-course corrections. STAKEHOLDERS: Facilities, principals, educators, 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. 3. For parents of students for 2014-15 school year: provide written materials and meet with the parents. For parents of future students, students, community and outside agencies: provide written materials through district publications and at IEP meetings, rep speak at parent meetings. STAKEHOLDERS : Educators, Principals, parents, students, SEAC, Parent Mentors 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. 4. Transition Coord and Teachers will devise 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. 5. PD will be planned and delivered to staff, parents and community members. STAKEHOLDERS: Teacher, paraprofessionals, parents, community members COMMUNICATION THAT OCCURRED: Discussion with Transition Coord ONGOING: News blasts, email communications, assistance, on job discussions. 6. Committee selection by student services staff, lead by transition coord. Committee will meet at least three times and review possible instructional materials, they will select materials for purchase. STAKEHOLDERS: Teachers, Transition Coord. COMMUNICATION OCCURRED: Discussion with Transition Coord. ONGOING: Committee will communicate with instructional providers, coordinators will communicate with parents. 7. Interview candidates, review current staffing to determine who will move into the program. Two teachers and six paras will be needed. STEAKHOLDERS : Student Service staff, Principals, HR. COMMUNICATION OCCURRED: Discussions about needed number of staff with treasures office, HR. ONGOING: Stakeholders will be in weekly communication as staff are selected. 8. Meet with facilities department, building principal to determine changes needed to the physical classroom. Development with in budget, hire consultant to complete the work. STAKEHOLDERS: Facilities, Maintenance, and Building Principal Communication occurred: Discussion with facilities, 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, Student Services staff, Principal, 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.

Summative evaluation (MM/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 meetings, 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. All 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. All initial PD's completed by March, 2014. 6. Instructional materials selected and ordered by May 2014. Evaluation will be ongoing and additional instructional materials may be purchased as additional needs are identified. 7. Staff hired by April 1, 2014. 8. Room renovations completed by July 30, 2014. 9. Recommended purchases reviewed by May, 2014. Technology and Sensory equipment and materials installed by July 15, 2014. Evaluations of use and needs reviewed at each Advisory Board meeting.

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 understating 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. 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 issues, travel safety concerns, and have appropriate young adult interactions. Use of district determined practices will be monitored and evaluated for efficacy. **COLLABORATION/ OUTSIDE AGENCIES AND BUSINESSES:** DCS has always been a leader in the community for advocating for students with disabilities but the students with most intensive needs have not been able to access opportunities afforded to other students with-in our community. This grant will foster student achievement by helping community members, outside agencies / programs, and business leaders recognize how easy it is to incorporate young adults with disabilities into their activities. The grant and programming will provide the tools, resources and education to support these efforts and to educate all parties about where to go for help and to recognize when current practices could change to better strengthen our community by incorporating these young adults. Business partners will be a part of the Advisory Board and the School Business Council. Regular communications and updates will be provided and ongoing. Several tears of communication will be occurring simultaneously, from work site discussions and evaluations on up to Board discussions. **CHANGE IN INSTRUCTIONAL PRACTICE / CHANGE IN VISION:** Current programming occurs with in a typical classroom with materials that are classroom based or in programs that are not centered on the actual postsecondary outcomes for students with significant disabilities. The creation of authentic instruction and environments will greatly impact student achievement. The professional development, new programs and instructional materials will shift the thinking of the educators, parents and students. Providing clear direction and focus for instruction will be paramount in making this shift. The physical settings of the classroom will provide an avenue for innovative, authentic learning, this environment will be used to teach others and to demonstrate how effective programming can boost student achievement.

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

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.

RATIONAL: PREP and LIFE programs will have a substantial life long impact on student achievement for students who attend the programs. There will be a direct impact on students and families quality of life in three areas of employment, community involvement, leisure activities and independent living. Each program will be able to accommodate up to 10 students a year for a total of 20 students per year. The PD opportunities will bolster achievement for over 700 students. The individualized programming will greatly impact students preparedness for postsecondary goals through early planning and years of targeted instruction. The creation of a culture of innovative learning will be infused into all school buildings, the community and home programming. Development of partnerships and authentic learning will be a model for other districts and DCS will seek opportunities through conferences, news publications, organizations, councils, etc. to share this knowledge and these unique concepts with others. Data demonstrates that programming for specific populations of students has yielded high student achievement. Current programs do not offer the instructional approaches needed for students who would attend the PREP or LIFE. This grant would allow for DCS to provide a customized authentic learning experience to these students. RESEARCH: Both PREP and LIFE are designed on research based strategies. Transition focused education has the goal of preparing students for success in their post school lives. It is guided by each students desired post school goals and consists of academic, career and transition approaches and services. Kohler and Filed (2003). The goal is for the day after graduation to be no different then the day before (Certo et al.,2008). Activities match as nearly as possible the real-world tasks, students are held accountable for achieving milestones they would have to meet under genuine working conditions, an authentic learning exercise highlights a student's capacity to affect the world. How Authentic Learning is Transforming Higher Education, Marilyn M. PAST SUCCESS: DCS has been successful with making high impacts on student achievement through implementation of new programs for students with disabilities. Over the past 5 years two new programs were launched and have had tremendous success, POWER Plus (PP) and West Bridge Academy (WBA). POWER Plus is a DCS program option for students who desire postsecondary training. PP is a job training program for students who develop skills towards independent employment. The program maintains 48 partnerships with local businesses and serves 8 - 12 students per year. Students who have graduated the program into independent employment positions has grown from 1/6in 2009 to 7/12 in 2012. West Bridge Academy is an alternate program designed for students who are in jeopardy of dropping out of high school or are having extreme difficulty in the middle school setting. Students benefit from a less traditional educational experience. Geared towards students at risk of not graduating, credit deficient, must maintain employment for personal reasons, have children, mental health needs, who require a small school or who respond to computerized and alternate instructional approaches. Services include: mental health support, career education, resiliency instruction and service learning. These students have traditionally dropped out of school. WBA works with over 120 students through the year and the majority of the students return to their home school. Data below is representative of the students who stay at WBA until their graduation. Class of 2009, 15 grads / 19 total, 79%; Class 2010, 33 grads / 38 total, 87%; Class of 2011, 26 grads / 32 total, 81%, Class of 2012, 13 grads / 17 total, 76%, Class of 2013, 32 grads / 35 total, 91%, 5 year total of 119 grads / 141total, 84.3%.

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

Yes

No

22. If so, how?

These programs could be replicated in other district. The districts would need to have the space and start up money. It would be beneficial for the districts to develop School Business Council. The committee would help expand job options for students in the community. They would help advocate for the students with disabilities in the community and show business the benefits of having students' disabilities in their workforce. Once the community awareness is achieved then the classroom development can begin. School districts may use our list of instructional materials to develop programming. The school districts must allow time to develop curriculum and activities for both programs to ensure goals are met. Dublin will share planning tools used for students in the programming. Districts can take Dublin City Schools professional development materials and use it for their professional development needs.

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

STUDENTS: Students will gain appropriate academic, social and vocational skills which will increase life long student achievement. During school years, starting in middle school, goals will be individualized and measurable through the IEP and transition plans. EXPECTED OUTCOMES: 1. Data on goals will be maintained and attainment of at 80% of goals will be considered accomplished. 2. Access to community opportunities will be increased. Students will select and participate in at least 5 possibly life long community programs/activities by their graduation. COMMUNITY: Community agencies will increase access for students with intensive disabilities. Research shows that students with disabilities tend to stay in their community after graduation so giving students access to healthy living activities and experiences will make our community stronger. Communities are strengthened when everyone has a chance to contribute and participate. Data will be kept on the modifications and program offerings substantially changed as a result of this project. A successful increase in access will be the expected out come and will be measured by review of data. EXPECTED OUTCOMES: 1. Increase of community offerings accessible to students with disabilities by over 100%. 2. Use of technology and or physical adaptations to support community access will be used with 100% of students. PARENTS: Parental knowledge and ability to support student achievement will be substantially impacted by this project. Parents will gain new perspectives of how to be a life long advocate for their child. EXPECTED OUTCOMES: 1. 100% of parents with students with intensive disabilities will become aware of postsecondary options, will have tools and knowledge about access and technology to be an advocate for their child, and will be partners in student achievement of goals. DCS STAFF: DCS staff will increase their knowledge and instructional practices, substantially impacting instructional services for students with intensive disabilities for many years to come. EXPECTED OUTCOMES: 1. 100% of middle school teachers of students with intensive disabilities will be knowledgeable about postsecondary options, research based instructional practices and individualized student plans. 2. 100% of teachers will customize instruction for students according to their plan. 3. 100% of teachers will include authentic classroom and community settings in their instructional practices.

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.

STUDENTS: YEAR 1 - Postsecondary goals will be discussed and explored with students and parents. Assessment of skills related to postsecondary goals will be completed. YEAR 2 - Assessment of community access and living skills will be completed. Transition plan which includes goals, instruction, and access needs will be developed each year. YEARS 2 - 5 - Students will participate in academics, social experiences, pre-vocational instruction, and functional life skills instruction according to their personalized plan. Students will achieve their goals, increasing student achievement. PARENTS: YEAR 1 - Parents will receive information about postsecondary outcomes and instructional pathways towards student achievement. Parents will participate in development of student plans. YEARS 2 - 5 Parents will participate in transition planning and agency involvement. Parents will support individualized instruction by reinforcement and practice of skills at home and in the community, increasing student achievement. STAFF YEAR 1 DCS middle school and high school staff will learn about postsecondary options. DCS staff will facilitate conversations and decision making during IEP meetings and parent meetings to develop individualized , personalized plans for students. DCS staff will learn about and use technologies to effectively deliver instruction and create unique learning opportunities for students in the classroom and community settings. YEARS 2 -5 DCS staff will modify their instructional and classroom settings to deliver authentic instruction based on student plans. DCS staff will utilize community settings in their instructional practices. DCS staff will continue to learn about and use technologies to effectively deliver instruction and create unique learning opportunities for students in the classroom and community settings. DCS staff will deliver research - based instruction to students which aligns with individualized plans, increasing student achievement. COMMUNITY YEAR 1 Community members, businesses and agencies will learn about needs of students with intensive disabilities. YEARS 2 - 5 Community members, businesses and agencies will learn how to adapt settings and offerings to accommodate students with intensive cognitive and/or physical disabilities. Community members, businesses and agencies will adapt or develop programming and environments using Universal Design for Learning which will increase student access and achievement.

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

\* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

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

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.

I Accept Nicole Tyo Dublin City Schools 10-22-13