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Adjusted Allocation: 0.00
Remaining: -292,280.00
Finneytown Local (047332) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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: Autism Coaching Model

Summary: This proposal will provide an Autism Coaching Team to support the teachers, teacher assistants and all staff in Finneytown Local School District in providing optimal services to students with Autism through consultation with teacher, providing supports that are individualized for the student and classroom and providing professional development so the students can remain in their least restrictive environment.

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 role of this team would be to provide supports to teachers working with students with Autism in their classroom. The Autism Coaching Team will assist teachers, schools and districts in providing optimal services to students with Autism through consultation with teachers, observation of students in the classroom and providing teachers with resources and supports that are individualized for the student and classroom. Along with these supports the team will provide modeling of evidenced based practices to support students and provide the teacher and classroom with supports needed to ensure that the student is able to access curriculum in the least restrictive environment.

3. Total Students Impacted:

- Autism Coaching Team

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

- First Name, Last Name of contact for lead applicant: Scott Gates
- Organizational name of lead applicant: Finneytown Local School District
- Unique Identifier (IRN/Fed Tax ID): 047332
- Address of lead applicant: 8916 Fontainbleau Terrace, Cincinnati, Ohio 45231
- Phone Number of lead applicant: 513728-3713
- Email Address of lead applicant: sgates@finneytown.org

5. Secondary applicant contact: - Provide the following information, if applicable:

- First Name, Last Name of contact for secondary applicant: Sally Demler
- Organizational name of secondary applicant: Hamilton County ESC
- Unique Identifier (IRN/Fed Tax ID): 047324
- Address of secondary applicant: 11083 Hamilton Ave, Cincinnati, Ohio 45231
- Phone number of secondary applicant: 513-674-4270
- Email address of secondary applicant: sally.demler@hesc.org

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.

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.

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.

- Along, with Mr. Gates, the team will consist of a Coordinator who is responsible for overall development of the framework of the program and related procedure; will prepare and provides reports and updates; will develop and maintain a website for remote supports and develop and distributes materials. The Instructional Specialist will observe students and classrooms and makes recommendations; Provide feedback to teacher and team to assist in creating a learning environment for student with Autism and assist with classroom layout and structure. The Speech Language Pathologist will serve on the team and assess communication needs of student including receptive and expressive language as well as social communication; work with teachers to enhance communication in the classroom through visual supports and provide support to teacher and school team to enhance student communication within student day. The Occupational Therapist will assess motor and sensory needs of student; work with teachers to establish environmental needs of child based on sensory issues; work on motor issues related to individual student and provide support to teachers and the team in the area of sensory and motor issues that impact students from accessing curriculum. The other member of the team will be an Administrative Assistant who will coordinate schedules and calendar for team; initially responds to emails and requests for service and schedules; maintains files; coordinates paperwork including registration and packets that the team has developed; order materials and maintain a database of student and teacher information. The team will be provided by Hamilton County Educational Service Center. Hamilton County ESC provides a full range of services to district, including: Instructional Services, including job-embedded coaching and professional development; Special Education Services; including Assistive Technology, Audiology, Hearing Impaired, Interpreter Services, Occupational Therapy, Physical Therapy, School Nursing, School Psychology, Speech and Language Therapy, Visually Impaired Services and others and Early Childhood Services, including Head Start and Early Childhood Special Education that serve well over 1000 children. They provide high quality staff that are well researched in their area of expertise.

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
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

11. Describe the innovative project.

We propose the development of an Autism Coaching Team Model to assist Finneytown with working with students with Autism. The role of this team would be to provide supports to teachers working with students with Autism in their classroom. The Autism Coaching Team will assist teachers, schools and districts in providing optimal services to students with Autism through consultations with teachers, observation of students in the classroom and providing teachers with resources and supports that are individualized for the student and classroom. Along with these supports the team will provide modeling of evidenced based practices to support students and provide the teacher and classroom with supports needed to ensure that the student is able to access curriculum in the least restrictive environment. The team will set up regular visits with the teacher to monitor and review progress of implementation of supports. The goal is to also provide a "model classroom" for teachers to tour virtually or in person which provides examples of evidenced-based practices of visual supports and structured teaching including schedules, designated and organized spaces within the classroom and work systems. The model classroom will provide teachers with the opportunity to experience the key environmental design elements to address children with Autism or children presenting the unique behaviors that would benefit
from these teaching strategies. The goal is to build capacity within the district by providing Intervention Specialists with researched based best practices for Children with Autism. The goal is to also build a county wide support system that is targeted at instituting a foundational educational teaching practice for Intervention Specialists. Professional Development will be provided to ensure that teachers remain current in evidenced based practice. Employing teachers by providing the tools they need to meet the needs of students with Autism, will result in less referrals and over-identification of students.

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.

The Autism Coaching model provides an opportunity for building teacher and staff capacity within the district so they are able to successfully meet the needs of students with Autism. Furthermore the purpose is to ensure that students with Autism will benefit by being able to access the curriculum in their least restrictive environment. Providing the general education classroom with the necessary supports through coaching and professional development, will assist the student in being successful in his or her least restrictive environment. Reduction in Five Year Spending forecast: Through this Autism Coaching Model approach, the district will build the capacity within it's staff to successfully serve all students within the Autism Spectrum which will have direct impact on student achievement. Providing PD and the necessary supports for teachers, will also result in lower referrals and increased participation in the students LRE which is the change in Ohio. We believe through this approach we will build capacity within the district which will reduce the number of referrals for special education, will keep children in their home school Utilization of a greater share of resources in the classroom: This model is designed with the intent to be replicated in any classroom and any building. We recognize the need and importance of building capacity so that this model can sustain itself and grow. The coaching component is a vital part of the model, but the goal is to empower teachers and staff by providing individualized modeling and professional development opportunities that they will be able to sustain the model and assist other staff members within their building and district.

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.

**FUNCTION DESCRIPTION COST SUMMARY SALARY** Salary will be based on the salary and number of days worked. (Coordinator) $24,000.00 FRINGE BENEFITS Comprehensive Healthcare benefits, Dental, Life, Medicare, Workman’s Comp, STRS, Personal Leave, Sick Leave at rate of approximately 28% $672.00 PURCHASED SERVICES Expenses incurred on behalf of the employee for travel, conferences and related services. $228,000.00 SUPPLIES & resources for consultants including development of classroom $17,000.00 TOTAL $50,000.00 August 2014-June 2015 FUNCTION DESCRIPTION COST SUMMARY SALARY Salary will be based on the salary and number of days worked. Coordinator - 76 days Intervention Specialist - 120 days OT - 76 days SLP - 76 days Administrative Assistant - 76 days $34,000.00 $40,000.00 $26,000.00 $26,000.00 $15,000.00 FRINGE BENEFITS Comprehensive Healthcare benefits, Dental, Life, Medicare, Workman’s Comp, STRS, Personal Leave, Sick Leave at rate of approximately 28% $40,000.00 PURCHASED SERVICES Expenses incurred on behalf of the employee for travel, conferences and related services. $20,000.00 SUPPLIES & resources for consultants $15,000.00 CAPITAL OUTLAY $ 1500.00 per consultant - technology infrastructure-computer $4,000.00 TOTAL $229,000.00

14. What is the total cost for implementing the innovative project?

240,000.00 * 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).

The budget is a combination of staff salary/benefits and materials. Materials will focus on classroom items and technology.

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.

189,000.00 * 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.

Recurring costs would be the salaries of the employees throughout the years and the normal upkeep of technology equipment. Each year the recurring cost of salary and benefits would be approximately $185,000.00 and $4,000.00 in supplies

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

300,000.00 * 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.)

We anticipate through the success of this project, we will be able to keep students in their home schools and not separate facilities. Currently, Finneytown pays over $250,000.00 in tuition to outside facilities to educate their students because Finneytown is not able to meet the needs of these students. Finneytown is also required to pay for transportation for these students which costs the district over $50,000.00 per year. Finneytown’s goal is to bring all of their students back to their home school so they can be with community peers and to the extent possible provide the child with an education in their least restrictive environment. At this time, Finneytown does not have the supports they need for the teachers and staff to fully include all students back into the district.

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.

We anticipate this project will be self-sustaining because although the initial outlay is high, there will be a reduction of spending throughout the years. As stated above, by providing the modeling, coaching and appropriate environment needed for these students, we will be able to keep them in our buildings which will exponentially save our district from paying for separate facilities and transportation. Through the success of teachers, we will be able to bring new staff into our buildings and maintain a high quality of education for all students. Although the focus of our grant request is for students with Autism, many of the strategies can be used for all students including the more cognitively challenged students and students at risk.

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): 01/08/2014

* Narrative explanation

The Autism Coaching Team Coordinator will work with district to explain the concept of the Autism Coaching Team and the scope of work that will occur. The Coordinator will do “audits” in all schools in the district to determine current practices within district and structures currently in place at the district and building levels. The Coordinator will identify PD needs for the staff in all buildings. Development of professional costs, and webinars for teachers to use that will assist in creating classrooms that will support the learning for students with Autism. Following the hiring of the SLP and OT, the Coordinator and the team will define their work based on the data that the Coordinator collected

Implement (MM/DD/YYYY): 03/04/13

* Narrative explanation

The Autism Coaching Team will implement scope of work within the district. The Autism Coaching Team will continue to develop podcasts and webinars and other PD opportunities to assist teachers and staff in district. They will fully implement scope of work within all buildings.

Summative evaluation (MM/DD/YYYY): 06/04/13

* Narrative explanation

The team will review survey results and the changes to make plans for future planning.

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

The Autism Coaching model provides an opportunity for building teacher and staff capacity within the district so they are able to successfully meet the needs of students with Autism. The evidenced based
**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.

Years of experience and research have shown that students with Autism need supports to assist them in accessing the curriculum. Use of evidence-based practices of visual supports and structured teaching including schedules, designated and organized spaces within the classroom, and work systems provide the opportunities for students to be successful. Teachers need support to assist them in becoming more aware of evidence-based practices that are effective for all students, not just those on the autism spectrum. Through practice within the organization, we have found that a coaching model is one of the most effective tools that can be used to enhance adult learning. A coaching model allows for the teacher to be supported in their classroom environment and allows for the coach to provide feedback within the context of the classroom that is individualized for the particular setting. A coaching model allows for the coach to engage in problem-solving activities that would benefit the success of the students in their school environment. We also realize that although face-to-face coaching is an effective learning model, we recognize the importance of other methods of learning in a fiscally responsible means. Along with the coaching model, we will provide online podcasts and webinars that can be viewed at the convenience of the teacher. We will be developing podcasts and webinars with the current research-based strategies that will assist the teachers in meeting the needs of their students.

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

- Yes
- No

22. If so, how?

This project is able to show sustainability and also to be replicated in other districts in Ohio through the model classroom and PD supports that will be developed for districts. The goal of the Autism Team is to build capacity within the building and district in Finneytown. The model will be able to be replicated due to the design of the model classroom and PD supports, but also we are willing to provide consultation opportunities with interested districts. We welcome districts to come visit our district or connect through a live webinar. Our goal is to help students with Autism in the Finneytown district, but our ultimate goal is to help ALL students access the curriculum whether in our district or other districts.

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

This model will provide substantial value and lasting impact for years. We are able to not only provide PD for all but we will be able to individualize the professional development based on the needs of the teachers and staff. Our goal is to assist teachers and staff in meeting the needs of students with Autism in a tiered model system. With the coaching model approach paired with podcasts and webinars of scientifically research based strategies, the goal is to proactively meet the needs of the teacher and staff prior to the student needing more restricted interventions. Building capacity within the classroom, will allow the general education teacher to meet the needs of the students within the classroom setting which will result in less referrals.

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.

- 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 evaluation will be based on both quantitative and qualitative data. We will be providing parent and qualitative data. We will be providing parent and teacher surveys to determine effectiveness of the coaching model from the teacher perspective, parent perspective based on the success of the student. We will provide opportunities to rate the PD (model classroom, podcasts, webinars, etc) and implement suggestions as needed to ensure that the PD is meeting the needs of our audiences. We will monitor referrals for evaluation and the LRE of the students with Autism. The Ohio Teacher Evaluation would also be a tool that we would be using to monitor impact of our program.

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* Scott Gates, Director of Student Services, Finneytown Local School District, October 25, 2013