

Budget

Columbiana County ESC (046417) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (308)

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 | 15,968.00 | 486,912.00 | 75,300.00 | 0.00 | 578,180.00 |
| Support Services | | 0.00 | 0.00 | 8,120.00 | 69,875.00 | 12,000.00 | 0.00 | 89,995.00 |
| Governance/Admin | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prof Development | | 0.00 | 0.00 | 9,050.00 | 0.00 | 0.00 | 0.00 | 9,050.00 |
| Family/Community | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Safety | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Facilities | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transportation | | 0.00 | 0.00 | 1,080.00 | 0.00 | 300,000.00 | 2,875.00 | 303,955.00 |
| Total | | 0.00 | 0.00 | 34,218.00 | 556,787.00 | 387,300.00 | 2,875.00 | 981,180.00 |
| Adjusted Allocation | | | | | | | | 0.00 |
| Remaining | | | | | | | | -981,180.00 |

Application

Columbiana County ESC (046417) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (308)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Students Transitioning to Achieve Real Success (STARS)

2. Executive summary: Please limit your responses to no more than three sentences.

The STARS consortium will transform the postsecondary transition process for 1,018 Columbiana County students with disabilities (SWD) in grades 7 and higher by collaboratively preparing them for postsecondary education, employment and independent living. Multiple education and business partnerships, innovative transition tools and instruction/assistive technology, vocational evaluation centers, and restructured transportation will create opportunities for youths with disabilities to discover their talents and passions, access educational and employment options, and lead productive adult lives. STARS will connect every SWD grade 7 and up in member districts with college/career exploration and vocational assessment; develop interdependent relationships among districts, including functional vocational training for SWD; and expand partnerships with higher education and businesses to provide authentic work experience and instructional resources.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

1018 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Cinthia Madej

Organizational name of lead applicant
Columbiana County Educational Service Center

Address of lead applicant
38720 Saltwell Rd

Phone Number of lead applicant
3304249591

Email Address of lead applicant
cmadej@ccesc.k12.oh.us

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Ohio's Employment First initiative promotes a discovery process to help individuals with disabilities identify gifts, interests and passions. Transition assessment allows professionals from across agencies to co-plan and review students' preferences, needs and skills relevant to building an individual educational plan (IEP) for future employment and independence. Students with disabilities (SWD) from member districts need access to age-appropriate transition assessments that are thorough, individualized, and marketplace-relevant. In addition, students with specific learning and other mild disabilities need information and resources pointing them toward appropriate higher education and career options. Columbiana County Educational Service Center (CCESC) and the Board of Developmental Disabilities (DD) provide special education and transition services for students with significant disabilities in their programs. SWD served by CCESC experience authentic work tasks in community businesses as part of their transition services. However, limited job site experience due to transportation creates barriers for student transition to work. CCESC SWD need access to more customized training. SWD remain underserved in terms of the instructional tools needed to support educational achievement, independent living and college and career readiness. All SWD, including those with mild-moderate disabilities in member districts, as well as at-risk students in alternative settings, are underserved in terms of career assessment with linkage to preparation for postsecondary education and employment. Consortium administrators list employability and college preparedness as top priorities and have sought partnerships with CCESC for transition training, including soft skills at middle school level. Columbiana County needs partnerships among schools, higher education, and local business venues to ensure students with disabilities transition from school ready to work.

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

Authentic vocational assessment/instructional opportunities will innovate the transition process for SWD age 14 and up in Columbiana County and provide a sustainable, scalable model for school districts. The Ohio Longitudinal Transition Study identified authentic high school (HS) work experience as one of the strongest predictors of successful postsecondary employment. The National Council on Disability identified strategies (such as strong vocational curriculum, coordinated services among teachers/intervention specialists/counselors, needs assessment prior to developing transition plan, supervised on-the-job training in the community, etc.), that lead to successful post school outcomes, including increased earnings and the likelihood of succeeding in the workplace. Based on the needs of our students and the recommendations of these studies, STARS targets one overarching goal: Collaboratively prepare SWD for postsecondary education, employment and independent living through innovative transition tools and services. Three strategies are proposed: Strategy 1: Connect every SWD in member districts with college/career exploration and vocational assessment by grade 7. -Students will explore careers, assess their skills, and discover their passions. Tools include Vocational Evaluation Centers equipped with computer-based assessment modules and hands-on performance tasks, as well as mobile apps for exploring colleges/careers with emphasis on local/regional opportunities. -An innovative approach to transition will free current staff to evaluate and guide SWD in identifying courses of study appropriate to their interests, skills and needs. Assessment results will inform transition goals and alert teams to necessary services. Strategy 2: Develop an interdependent relationship with districts, including functional vocational training for SWD. -Intervention specialists will receive PD to incorporate instructional tools, methods and curriculum components that enhance development of educational, social and vocational skills (video modeling, assistive technology (AT) for communication and executive functioning, etc.) -CCESC's HS educators teaching in consortium districts will incorporate students with high incidence disabilities (non CCESC-enrolled) in credit bearing vocational courses. District guidance counselors will coordinate course offerings. -Curriculum components: vocational curriculum, technology-based reading and writing supports, and communication training/output options will mesh 21st century learning with functional living skills, successfully educating SWD and meeting expectations of future employers: -Solve problems creatively and flexibly, communicate effectively, engage socially -Sort and evaluate information, use technology effectively -Self-regulate and adapt to work environments, manage time, work efficiently Strategy 3: Expand partnerships with higher education and businesses to provide authentic work experience/instructional resources. -SWD will access job sites in the community via light transit vehicles (LTV) driven by classroom staff. Replacing buses with LTVs for job site transportation will not only create opportunities for individualized placements, increasing rates of successful training experiences, but also result in some cost savings for CCESC and districts. -STARS will facilitate student work at various levels of commerce and industry; a mutually beneficial business relationship among Kent State University, Salem Giant Eagle and CCESC is in the planning stage and will be realized with Straight A funds. -A STARS Advisory Council will be established, including consortium district representatives, business partners, KSU, DD and ESC. The Council will review semi-annual updates on grant activities and data, and make recommendations to improve services on behalf of SWD.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

In Columbiana County, our most vulnerable student group is SWD. 2013 state assessment proficiency rate for SWD grades 7-12 in the county was 32% lower than for students without disabilities. STARS will help close this gap by at least 3% per year through a closer connection between student interests/skills and instruction using career assessment (Strategy 1 career exploration and assessment) at CCESC/Transition and CCCTC, improved curriculum/instructional tools, and collaborative partnerships among districts as outlined in Strategy 2 (interdependent relationship with districts/functional vocational training). Every SWD is required to undergo age-appropriate transition assessment by age 14. In most cases, a generic approach has been taken. Strategy 1 targets student achievement by creating three Evaluation Centers, available to every SWD in Columbiana County, to provide comprehensive, skills-based evaluations leading to appropriate courses of study toward career-tech, college/trade school, and/or employment options. CCESC office, KSU City Center (location of CCESC and DD Transition classrooms), and CCCTC. SWD attending Salem and United Local schools will utilize the City Center site; SWD in other CCESC and DD classrooms will use the CCESC office, transported by CCESC and DD LTVs. Students from other member districts will travel to CCCTC via their district buses (which transport CCCTC students). Coordinating evaluation and job training schedules among existing personnel requires a transformational shift in job responsibilities. Our capable intervention specialists will become the point of contact for job site partners, rather than the transition coordinator, who will now take on the role of evaluator and vocational curriculum expert. Speech-language pathologists and occupational therapists, already highly involved in job site training, will continue to promote communication and physical/sensory access to work and will participate in evaluations using portable assessment kits. The transition coordinator will schedule evaluation days around teacher-determined job site schedules. On evaluation days at CCESC, transition staff will host career exploration events for groups of students. Significant measures of achievement for SWD are successful employment and participation in postsecondary education. Our goal is to see achievement raised by comparing numbers of employed/enrolled high school graduates following two years of implementation to baseline numbers, using surveys and interagency transition reports. Local employers rate soft skills (communication, social interactions, taking direction, decision making and problem solving, time management, working under pressure...) as highly as task-related skills. SWD will develop such competencies, relevant to vocational success and independence, using the evidence-based curriculum components and instructional technology included in STARS. SLPs and OTs have a major role in implementing technology-based solutions, such as video modeling to teach social and vocational skills to students with autism and other disabilities, keyboard/computer skills, and mobile technology as communication and executive functioning supports. Strategy 2 (interdependent relationship with districts/functional vocational training) provides the educational foundation of skills SWD need to become employable. In addition, the assistive technology (AT) bank provides assessment devices for any SWD in consortium districts who needs additional, specialized access to educational tasks and environments. AT encompasses low tech to high tech equipment supporting physical, sensory, or cognitive access. It is critical for transition teams to make AT part of the transition plan when necessary, so that SWD are prepared to advocate for themselves when appropriate in higher education and in employment settings.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Strategy 1 (career exploration and assessment) targets cost savings for vocational evaluations for SWD. Current outside assessments cost \$1,000 each. Member districts report only 2-3 assessments completed in 2012-2013 per district, but desire a cost-efficient evaluation system they would use routinely. We intend to provide approximately 250 evaluations per year. This equates to a savings for all member districts of \$250,000 per year, or \$1,250,000 in five years. The savings for consortium districts, \$75,000 (\$375,000 in the five year forecast) is reflected in the budget. While not a measured cost for this project, schools and communities lose money when SWD select inappropriate vocational programs. This is due to the re-training costs of time and money for SWD as they attempt to randomly pick and choose vocations rather than using a targeted assessment model. Conversely, both districts and SWDs save when choices are made based on realistic assessment of needs, skills and interests. Strategy 3 (partner with businesses/authentic work experience) expands job training opportunities for SWD through reformed transportation services which are more cost effective. CCESC will demonstrate savings of \$32,482 in transportation costs per year, a \$162,410 savings for the five year forecast. Calculations of the cost of busing CCESC SWD grade 7-12+ Transition among job sites, including fuel, salary, and wear and tear/replacement costs, are compared to the corresponding cost of LTVs which will be driven by classroom staff. Savings are comprised of negated overtime salary and benefits, reduced wear and tear costs on newer vehicles, and reduced fuel costs due to less miles driven. LTVs will remain at consortium buildings rather than return to the bus garage, saving over \$3,000 per year in fuel costs alone (part of total transportation savings).

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

Strategy 1 (career exploration and assessment) - STARS will utilize existing resources such as the One Stop to explore labor market information locally and regionally. Currently some classrooms already take field trips to ensure that students are familiar with the job bank and Ohio Means Jobs. This should be an intentional and consistent strategy for all SWD. CCESC and CCCTC will commit to training staff to conduct assessments. Member districts will commit to incorporating mobile apps and curriculum resources in a district-optimized manner, beginning in middle school. Through Evaluation Centers, member districts gain a cost-efficient means to evaluate student work skills. Strategy 2 (interdependent relationship with districts/functional vocational training) STARS will provide training for intervention specialists on transition curricula and innovative, technology-based instructional models to create credit-bearing courses. This will be shared with middle- and high-school students with high incidence disabilities in consortium districts. Sharing in this way will create a consistent learning experience and targeted intervention and preparation across districts. By utilizing labor market information provided by businesses in the county through surveys that we create, STARS will provide the students with functional task skills that are aligned with existing business needs. The curricula, vocational assessments and business needs will be seamlessly addressed in an integrated fashion. Strategy 3 (partner with businesses/authentic work experience): Partnerships with CCCTC, Kent State University Salem campus (KSU-S) and local businesses will offer SWD increased types and numbers of job placements. For example, a 2013 KSU-S student survey identified lack of food service on campus as a top priority. Through a STARS partnership, SWD will learn on-the-job purchasing and food preparation skills at Giant Eagle (grocery store) and CCCTC, and retail sales skills as they coordinate a food service program for KSU students. These skills can

translate to future real-life work situations for SWD. Collaboration with local business in this way will also assess their needs for training purposes (tasks that need to be performed) and employment purposes (number of jobs). This can be accomplished through a survey of businesses throughout the county. Apprenticeship and Pre-Apprenticeship programs will be identified and utilized to provide authentic work experience for SWD. This will also serve to provide community networking for them to improve employment prospects. Funding is also available through Office of Disability Employment Policy to develop apprenticeships where there is need but none currently exist. This is especially true for occupations outside the construction trade. The STARS Advisory Council will review data semi-annually to assess the health of the shared services and recommend adjustments. We envision this project scaling up as districts see positive impact through Goals 1 and 2.

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

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

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

Columbiana County Educational Service Center, the lead applicant for this grant, provides transition services to students through its programs located in consortium districts. Services are paid for by district of residence. CCESC will administer the grant and complete all purchasing. All expenditures beyond the grant year and cost savings are represented in the five year forecasts of the consortium districts, ultimately providing them with cost savings as described in the grant. They will have less costs over the next five years because of this project.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

981,180.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Purchased Services: \$34,218 Purchased services will include the cost for each member district's middle and high school to receive a curriculum package from Valpar, to be optimized per district. Curricula may be utilized in resource classrooms, media centers, or guidance offices, based on the needs of each district/building. Valpar will provide professional development to district educators (one per building) who will provide ongoing training and support within their districts (train-the-trainer model). \$2,907: Stipends for CCESC intervention specialists to create course offered to consortium district SWD. \$9,050: Professional development for vocational evaluation components (\$4,050 - 3 days/up to 20 participants), IWB and software/apps (\$2,000 - 5 days/up to 20 participants), operational and safety training for classroom staff to drive LTVs (\$3,000 - up to 30 participants during Opening Day inservice) \$13,061: Substitute pay (\$90.70/day - 8 days, 18 teachers) Valpar

curriculum training is included in the cost of the program under Supplies. \$3,120: Technology set-up and installation (\$15/hr, 26 days) \$1,080: Maintenance costs - LTV (\$18/hr, 3 hrs, 4/yr, 5 vehicles) \$5,000: Project Evaluation Supplies: \$556,787 Supplies will include tablets/mobile devices, computers up to \$1,000, and a bank of assistive technology devices. Computers include a 7 year parts and labor warranty. Other devices will include 3 year SquareTrade protection plans. CCESC technology department will provide repairs on any damaged devices during years 4 and 5. This cost is included in Sustainability Costs under Purchased Services. \$151,560: Tablet devices incl. 1 year warranty and 3 yr maintenance agreement (252) \$21,600: Accessory package (18): cases, keyboards, \$32,400: Software/apps package for CCESC/DD classrooms (18) \$31,500: Furniture for classroom technology \$2,700: AirPrint printer to replace existing 8-year-old printers; ink is already in budget (18) \$247,152: Vocational curriculum (CCESC/DD classrooms, all jr/sr high buildings in member districts) includes extra 5 years SUS (38) \$18,000: Assistive technology bank (shared among all classrooms, consortium districts) \$3,000: Vocational Evaluation computer - includes 7 year warranty (3) \$30,900: Vocational Evaluation software and package for CCESC office/KSU City Center, CCCTC (3) \$17,975: Portable vocational evaluation kits for OTs/SLPs (5) Capital Outlay (Equipment): \$390,175 Capital Outlay includes computers over \$1,000, interactive whiteboard systems, LTVs, and assistive technology devices over \$1,000, including communication devices and other specialized equipment to be utilized as assessment/trial tools by consortium districts. Computers include a 7 year parts and labor warranty. \$17,100: Teacher workstation incl. 7 year warranty (18) \$54,000: Student workstation computers incl. 7 year warranty (54) \$4,200: IWB/projector package incl. 5 year warranty \$12,000: Assistive technology bank items over \$1,000 \$300,000: Light Transit Vehicles (5) Other: \$2875 Insurance for LTVs is included for the grant year; it will be part of transportation costs to districts in FY16-20. \$2,875: Vehicle insurance (5 @ \$575)

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

Costs incurred in maintaining and sustaining the project after the grant year are related to the following: -LTVs - \$4,355 FY16-19; \$11,855 FY20 Regular maintenance: \$1080 (\$18/hour, 3 hour average, 5 vehicles, four times per year); insurance: \$2875 (\$575 per year per vehicle); training: \$400 (\$100 per new driver for their first year only - estimated up to 4 new drivers per year based on staff turnover rates). Many classroom staff have received initial training and background checks as they drove DD LTVs for a summer work program summer 2013. CCESC has a preventative maintenance program in place for its bus fleet. Buses are serviced every 3-5,000 miles at \$18/hour (3 hour average). LTVs will be serviced quarterly on a rotation basis. LTVs purchased through Myers Equipment will include a 5 year/100,000 mile warranty. Expected repair costs after year 5 (\$1,000 per vehicle), as well as insurance costs for FY2016-20 (\$575 per year per LTV), are included in the budget. Fuel will not be an additional cost, as fuel would have been used in buses. In fact, fuel use will be lowered due to LTV storage at consortium schools rather than a county-central garage. -Instructional technology: \$2500 per year in FY19-20 A seven year parts and labor warranty is included with the purchase of the Evaluation Center and classroom computers (Daktech). Interactive whiteboards includes a five year maintenance agreement. Mobile devices are packaged with an additional three year service agreement. Based on repair/replacement history of devices in CCESC classrooms, a conservative estimate of 1/40 of devices will need repaired, and 1/60 will need replaced due to breakage or loss per year. Assistive technology devices in the AT bank are included in budgeted repair/replacement costs. These devices are utilized for individual AT assessment trials; once a decision is reached, the district of residence purchases a device for the student. The contract for Valpar curriculum and evaluation products includes five years of software updates and support from the company. Also included is the first year of professional development for all teachers implementing the software. This includes teachers from each member district, CCESC and DD intervention specialists, and transition personnel from CCESC and CCCTC. Valpar vocational evaluation system requires a 3 day training for evaluators, included in the contract. All professional development will support a train-the-trainer model, so that participants will be ready to provide training for new staff as needed.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

107,482.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Annual savings as a result of this project will be \$107,482. Savings are the result of job site transportation and school-based transition evaluations. Utilizing LTVs in place of buses for job sites will save \$32,482 per year. The cost per mile for buses to run job site routes is \$3.02, while projected cost per mile for LTVs is \$0.78. Savings are realized in not needing to pay the overtime wages/benefits for school bus drivers for job site transportation, and reduced miles/fuel costs. Vocational evaluations through an outside agency cost \$1,000 per student. In 2012-13, member districts paid an average of \$2,500 each for vocational evaluations. All member districts indicate a desire for a cost-efficient evaluation system they would use routinely. We intend to provide approximately 250 evaluations per year. While this equates to a savings for

all member districts of \$250,000 per year, or \$1,250,000 in five years, just the savings for consortium districts of \$75,000 (\$375,000 in the five year forecast) is reflected in the budget. While not a measured cost for this project, schools and communities lose money when SWD select inappropriate vocational programs. This is due to the re-training costs of time and money for SWD as they attempt to randomly pick and choose vocations rather than using a targeted assessment model. Conversely, both districts and SWDs save when choices are made based on realistic assessment of needs, skills and interests.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

STARS is designed to be self-sustaining for at least five years beyond the grant year. Once vehicles and instructional/assessment technology are in place, few expenses will be incurred. Those expenses include vehicle maintenance/insurance and maintenance costs for mobile technology after year three. CCESC bills districts for transportation services based on number of students served. Job site transportation is factored into that cost. Current cost for job site transportation only is \$40,960 per year. The five LTVs purchased through STARS would replace the use of buses for job training, rather than add to the fleet used for that purpose. Therefore, wear and tear costs are minimal, particularly because the LTVs are new. Our older buses experience more wear and more miles as they travel the rural, sometimes negligibly maintained roads of Columbiana County. Our new fleet of LTVs, housed at consortium schools, will travel limited areas to local job sites. These vehicles will be used only for specialized transportation, not paratransit, extending the life of the vehicles. With the purchase of LTVs through Straight A funds, the cost of use is \$3,955 per year. CCESC's preventative maintenance program will keep LTVs in top shape (\$1,080 annually for all). Any additional maintenance or repair will be accommodated through a fleet rotation managed by the transportation coordinator, in consultation with intervention specialists, considering job site schedules. LTVs purchased through Myers Equipment will include a 5 year/100,000 mile warranty. Additional costs after year 5, as well as insurance costs for FY15-20, are included in the budget. The cost of sustaining the use of the LTVs through 2020 (\$24,775) is offset by the savings realized from discontinued bus use for job sites (\$162,410). In fact, this aspect of the project comprises part of our Straight A Fund goal of cost savings. Member districts report referring only 2-3 students per year to outside agencies for vocational evaluations. Given the vast amount of information about skills, interests and needs that are obtained, best practice is for all SWD to receive this benefit. STARS will promote an increase in evaluations throughout Columbiana County (250 or ore per year) leading to aligned instruction and programming. Districts desire a cost-efficient system, which STARS provides, so that increased numbers of students can receive evaluations. With the numbers of students districts project they will send, savings far outweigh costs in other areas.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 8/1/14-12/31/14

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

8/1/14-12/31/14 Planning Phase CCESC has secured commitment to STARS from districts and other partners. CCESC intervention specialists are committed to teaching vocational courses. Project manager will communicate with all stakeholders, establish Advisory Council and schedule PD. At monthly HS staff meetings, director of student services will guide teachers in developing a rotation credit course for vocational skills. Consortium guidance counselors and special education directors will identify students with social, communication and vocational needs; an awareness campaign will inform parents and other stakeholders of credit course offered. Milestones: By Aug 15, 2014 -

Planning meeting - all consortium representatives and partners: clarify roles/responsibilities, timelines, project evaluation plans -Transition coordinator, project coordinator and technology director purchase classroom equipment, vocational assessment components and curriculum -Transportation coordinator and transition coordinator purchase LTVs By Aug 19, 2014 -Dir. of student services meets with teaching staff to disseminate PD schedule, implementation plan, and responsibilities Aug 2014-Dec 2014 -All project intervention specialists receive PD in instructional technology, vocational curriculum -Transition staff and CCCTC intervention specialists receive PD on vocational evaluation system By Sept 5, 2015 -Director of student services meets with guidance counselors Sept-Dec 2014 -Arrival and inventory/processing of equipment and vehicles -Install equipment upon arrival/inventory -Initial/refresher van driving course for classroom staff (most have been trained) -Guidance counselors schedule students into CCEC course for second semester Anticipated barrier: Turnover of staff - Possible solutions: CCEC central staff provide training to new staff; new hires screened based on willingness/aptitude to meet STARS objectives.

* Anticipated barriers to successful completion of the planning phase

Turnover of staff - Possible solutions: CCEC central staff provide training to new staff; new hires screened based on willingness/aptitude to meet STARS objectives.

18. Implementation - Process to achieve project goals

* Date Range 1/1/15-6/30/16

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

1/1/15-6/30/16 Implementation Phase CCEC vocational credit courses begin, SWD from consortium districts included. Baseline job skills assessment for SWD in grade 8. CCEC job sites utilize LTV transportation, reducing time and location constraints. CCEC and CCCTC evaluation centers underway, with scheduled evaluations for SWD in member districts grades 7 and up. Jan-June 2015 -CCEC HS intervention specialists offer course, with district SWD enrolled (shared service, student achievement) -Consortium districts schedule/send students to Vocational Evaluation Centers (shared service) -LTVs utilized for job sites (cost reduction) -Instructional technology and curriculum components utilized in CCEC classrooms (student achievement) -AT Bank available to consortium -Preliminary work completed to establish Pre-/Apprenticeships for 2015-16 By June 1, 2015 -Advisory council meeting - review progress (all) Aug 2015 -Vocational evaluations and credit courses are revised based on Advisory Council recommendations (student achievement, shared service) - Professional development for new staff (ESC, member districts) provided by CCEC and/or district trainers originally trained by Valpar/others -STARS Project Director coordinates continued implementation of project

* Anticipated barriers to successful completion of the implementation phase.

Barriers may occur to achievement of any of the project milestones or benchmarks, such as students not enrolling for courses, curricula not used in county schools, apprenticeship programs not accepting students. With the Advisory Council in place and a firm understanding by all stakeholders of the project's value, any obstacle can be dismantled. A problem solving approach will be used to address any barrier, first with the Project Director and staff directly involved, then with the implementation team, then the Advisory Council.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range 12/1/15-6/30/17

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

The external evaluator collects and analyzes data using quantitative (enrollment and registration, ODE report card data, surveys, etc.) and qualitative (walkthroughs, interviews, surveys, etc.) methods to measure progress toward identified benchmarks (see #22). The Advisory Council reviews Evaluator's data analysis, then reports successes or recommends and oversees program changes. Major milestones of the project include the components of the STARS strategies, integral to meeting the Straight A Fund goals of student achievement, cost savings, and shared service delivery. -Staff adopt new roles to carry out innovative transition program -Evaluation Centers established, 250 students assessed/year beginning FY16 (10 students in FY15) -Career exploration events occur on selected CCEC evaluation dates -Formal vocational curriculum in place in each county middle school and high school -Consortium students receive HS credit for CCEC vocational course -Instructional tools, methods and curriculum components that enhance development of educational, social and vocational skills (video modeling, assistive technology (AT) for communication and executive functioning, etc.) are incorporated into daily instruction -SWD access job sites in the community via LTVs driven by classroom staff -Districts report cost savings related to STARS efforts -Students work at various levels of commerce and industry in the community -SWD are accepted into Apprenticeship and Pre-Apprenticeship programs

* Anticipated barriers to successful completion of the summative evaluation phase.

Completion of the summative evaluation phase is dependent upon the components of the project occurring on the expected timeline. The most predictable barrier would be late arrival of products. A solution to this problem is to contact vendors prior to placing orders to secure contracts, and to follow up if items are not received. Another possible barrier to completing evaluation would be the inability of the external evaluator to complete her duties. A solution would be to hire another known and trusted evaluator. Having begun the planning for components of STARS with the consortium and other district personnel, we can be certain that barriers may hinder, but will not preclude the project.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

STARS strategies are designed to create fundamental changes in the instructional practices and learning environments related to SWD transitioning from school to college and career. Four major changes will occur: 1. Significant changes to job site transportation means that SWD will no longer be limited by bus/driver availability. Employers are more willing to accept student trainees as small groups/individuals, and at times/days convenient for the employer. SWD will have more realistic experiences and increased task options than in the current

"whole class" scenario. This change will foster improved collaboration among districts, CCEC staff, SWD, and potential employers, leading to better job training experiences and increased likelihood of future employment and contribution to the local economy. 2. All member districts will increase the levels of vocational assessments they refer as the CCEC establishes Evaluation Centers. CCEC and CCCTC staff will experience shifts in their workloads through a reorganization of duties, as agreed upon by staff and administrators, making possible the vocational evaluations and job site development using current staff - different work, not more work. Occupational therapists and speech-language pathologists will incorporate aspects of vocational assessment into their evaluations using the portable units. 3. A major shift in classroom instruction will occur when CCEC educators are able to synthesize new learning standards, technology-rich 21st century skills, and assistive devices with functional career objectives. This fundamental change will impact not only the student in terms of life opportunities, but also the community, which gains a prepared, productive citizen. Educators' workdays will change in that they will design and deliver coursework for SWD in consortium high schools. While our intervention specialists currently incorporate functional skills into standards-based curricula, a course focused on development of employer-driven career skills will require shifts in planning, scheduling, teaching and assessing. 4. A symbiotic relationship among districts, CCEC, DD, higher education and local businesses will evolve as a result of STARS, creating a transition system that encourages collaborative services and supports for SWD.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

The Ohio Longitudinal Transition Study (OLTS) identified authentic high school work experience as one of the strongest predictors of successful postsecondary employment. The National Council on Disability (NCD) found the following components lead to successful post school outcomes, including increased earnings and the likelihood of succeeding in the workplace: -strong vocational curriculum component before HS -interpersonal skills, and job-related skills training for students -inclusion of self-advocacy and self-determination skills in the curriculum -clarification of roles and responsibilities, and coordinated services among teachers, intervention specialists and counselors -PD on transition-related skills/knowledge -needs assessment prior to developing transition plan -supervised on-the-job training in the community with support for employer and student -inclusion of assistive technology in academic and work-based learning experiences STARS incorporates these evidence-based recommendations into the assessment (Strategy 1), instruction (Strategy 2), partnership (Strategy 3) and expanded job training (Strategy 3) components of the project, supporting the probability of successfully achieving the goals of the project. Few Columbiana County SWD receive a thorough vocational evaluation as part of their age-appropriate transition assessment, particularly in the early stages of the transition process. Research (NCD) shows that assessment should occur prior to the development of the transition plan. STARS creates this opportunity by grade 7 at a cost savings to districts. Recommendations of Ohio's Employment First Initiative informed the STARS career exploration/discovery process. National Secondary Transition Technical Assistance Center identified evidence-based practices for transition which are incorporated into STARS, including teaching with technology, visual displays, simulations and video modeling. The Ohio Center for Autism and Low Incidence synthesizes research, best practice and professional development resources related to transition services and assistive technology for SWD. OCALI's video "Using Mobile Technology to Improve Employment Outcomes," highlighted by Employment First, describes the myriad uses of mobile technology within the classroom and the world of work. According to the OLTS, only 1.8% of the IEPs for students in Region 5 (encompassing Columbiana County) included assistive technology (AT). For many students with autism spectrum disorders, physical disabilities, communication, reading and writing disabilities, AT is imperative. STARS combines readily available, mainstream technology in the classroom with a bank of assistive technology tools to support instruction and improve student outcomes. Evidence-based research and training modules from National Professional Development Center on Autism Spectrum Disorders and OCALI will guide the practice of video modeling to support communication, social, and work skills. The rate of employment for SWD (intellectual) in Columbiana County is approximately 18% following acceptance of diploma. (Employment First statistics). CCEC currently partners with 16 businesses to provide authentic work experience to SWD. Limited by the availability of buses and drivers, students receive minimal opportunities to engage in individualized placements and/or at appropriate times. Restructuring the transportation system for job sites renders flexibility, as classroom staff can drive students as needed (at least 2 staff are always available per classroom). Based on satisfaction surveys, employers prefer individual or small groups of trainees rather than whole classrooms. Complying with employer preference builds relationships and creates probability for future placements and graduate employment. Data related to LTVs was obtained through records/reports of schools and agencies currently using such vehicles. The use of school LTVs is a demonstrated cost-effective practice used by DD.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The project will be evaluated by an external evaluator: Carol Straub, Ed.S. Kent State University Department of Education 2491 Ohio 45, Salem, OH 44460 (330) 277-1613 Carol has experience as a grant evaluator for ODE state grants; she has also done extensive federal and

state grant writing and project directing for 12 years.

* 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 project's progress).

The external grant evaluator will collect and analyze all grant data and submit to the Advisory Council for review at midpoint and end of each year. Objectives are listed under project goals, with corresponding method of measurement and timeline. Formative outcomes include increased enrollment and employment rates, reduced achievement gap on state assessments, increased levels of independence, service cost reductions for districts, consortium participation in ESC courses, and curriculum usage rates in districts. Student achievement objectives include: - Reduce the gap between SWD and those without disabilities on state achievement tests by 3% per year - gathered from ODE advance report card data; June - 250 SWD evaluated per year in Eval Centers - Google Form registration; Dec. & June - Number/content of career exploration events - booking calendar; event flyer/agenda; Dec. & June - Number of enrolled/employed grads following two full years of implementation increases by 20% - surveys and interagency reports; June 2017 - Technology tools used purposefully in classroom and on the job - walkthrough checklist; bi-monthly -AT bank utilization rate - sign-out procedure with follow-up survey for borrowers; June Cost savings objectives include: - 250 students evaluated in 2nd year of implementation - Google Form registration; June 2016 - Track cost of LTVs each quarter, during preventative maintenance - fuel log, odometer reading, maintenance and repair logs; tracked quarterly, collected Dec. and June Shared service objectives, June of each year: - Number of students evaluated by district - Google Form registration - Number of students exposed to curriculum and mobile apps - survey teachers and guidance counselors -Number of students enrolled in CCESC course - class roster/enrollment records - Functional task skills aligned with existing business needs - surveys, job site walkthroughs - Enrollment in apprenticeship and pre-apprenticeship programs - interagency reports

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

The Advisory Council will, based on data analysis provided by the external evaluator, advise the STARS implementation team of inconsistencies or insufficiencies in progress of the program. If quantitative or qualitative measure indicate student progress is not adequate, the implementation team will adjust the following: provide support from CCESC curriculum/special education consultants; encourage districts to refer students for evaluations; offer supplemental PD and support to district educators. If measures indicate that cost savings are not occurring, the external evaluator and/or Advisory Council will pinpoint where spending issues occur using LTV usage data and Evaluation Center records and recommend a remedy to the Project Director. Should evaluation of the shared service model objectives indicate insufficient job task skill alignment or course/apprenticeship enrollment, the evaluator will recommend interventions such as reanalyzing task demands, review skill development instruction, make personal contact with district personnel and students to encourage course enrollment.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

STARS demonstrates substantial value to SWD in Columbiana County in terms of academic proficiency and employability. This project closes the achievement gap by 3% per year through an innovative connection among relevant 21st century skills and tools, functional vocational evaluation and curriculum, and enhanced access to real world job training. Also impacted by the outcomes of the project is the community at large, which benefits from a sector of the workforce that has learned to welcome challenges, overcome them, and persist in becoming self-reliant, self-advocating contributors. Transportation reform will remove barriers to job placement in community businesses. Consortium districts will realize quantifiable savings in transportation costs each year of the grant by replacing vehicles used for job site transportation. Not only does this impact costs to districts, it also frees instructional staff to meet the scheduling constraints of local businesses rather than an appointed day/time when buses are available. Intervention specialists and students will take on more responsibility for establishing work site opportunities and relationships, developing leadership. Districts will save money and increase likelihood of graduation by determining appropriate course of study (e.g., CCTC program placement) for SWD. When students enroll in a program that is not a good fit for their needs or interests, they are likely to drop out or change programs, wasting district dollars and detrimentally impacting the student's future. STARS will allow districts to ensure that students are appropriately placed and given the tools to succeed after graduation. STARS is self-sustaining in terms of cost - savings through vehicle replacement and vocational evaluations offset the additional dollars needed to support vehicle and technology maintenance and LTV driver training. This project will transform not only the transition program, but the lives of the students we serve.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Student Achievement Currently, there are no formal vocational evaluation systems or curricula in use for SWD in Columbiana County schools (per district survey). ODE advanced reporting data were used as proficiency benchmark baseline, indicating a 32% performance gap for SWD. 5 Year Benchmarks -Formal Eval Center referral system in use; 1250 students evaluated and connected with most appropriate course of study/instructional tools -Given formal curriculum, assessment and improved job training experiences, 195 students with significant disabilities demonstrate 50% increase in employability skills, curriculum-based measures -2,000 SWD and at-risk students, grades 7 and up, have explored careers in a realistic way within their schools -Postsecondary education enrollment/employment figures increase by 20% for SWD

* Spending Reduction in the five-year fiscal forecast

Spending Reduction in the five-year fiscal forecast Districts outsource vocational evaluations at a cost of \$1000 each. Bus transportation to job sites for SWD costs districts over \$40,000 per year total. During the grant year, savings will be reduced because of midyear

implementation; savings will be complete in FY16-20. 5 Year Benchmarks -Evaluation Centers and portable evaluation units save a total of \$375,000 for districts -Transportation savings total \$162,410 in five years

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

Implementing a shared service delivery model After the first year, all professional development related to grant components is complete using a train-the-trainer model. Districts are surveyed regarding baseline use of curriculum and career exploration apps. Businesses are surveyed on labor market needs to inform task specific skill development. 5 Year Benchmarks -District surveys indicate 75% of SWD exposed to curriculum and career exploration apps -90 consortium students have received HS credit for CCESC vocational course -Seamless integration of curricula, vocational assessment and business needs -Innovative school-business partnerships exist, offering SWD authentic, supportive training grounds not possible without the partnership

* Other Anticipated Outcomes

Other anticipated outcomes 1. Improving technology skills for teachers and students, critical to 21st century teaching and learning 2. Using mobile technology removes the stigma of specialized tools 3. Building a strong work ethic in SWD, leading to reduced dependency and ultimately an improved local economy 4. Eventual cost savings for districts as courses are distributed via DL 5. Enrollment in apprenticeship and pre-apprenticeship programs lead to permanent employment pathways not otherwise available

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

This project can easily be replicated throughout the state of Ohio by identifying options for work site development, transportation, evaluation and instruction, and targeting vocational, educational and technology components that contribute to successful transition to postsecondary education, employment, and independent living. Districts looking broadly at their transition services can replicate the principles of providing vocational assessment and instruction for SWD as a shared service, and building job training opportunities through school and business partnerships. Undertaking a project like STARS requires cooperation and collaboration among the implementation team, as roles and responsibilities certainly change. As our project progresses, our Advisory Council will share reports with stakeholders. This project is scalable based on grade levels, numbers of students served at each grade level, curriculum components, and job training possibilities. Future iterations of STARS could extend to students at lower grade levels. We envision a best-practice model of career exploration at all ages and soft skills (social, communication, executive functioning skills related to work) targeted through relevant curriculum. We also envision our vocational courses distributed to member districts via our existing distance learning platform.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Anna Marie Vaughn, Superintendent

Consortium

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Consortium Contacts

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|-------------------|------------------|-------------------------|---------------------------------|---------------------------|------------|---|-----------------------|
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| George | Fisk | (330)426-4161 | george.fisk@epschools.k12.oh.us | East Palestine City | 043927 | 200 West North Avenue, East Palestine, OH, 44413-1779 | |
| Robert | Mehno | (330)427-2115 | rmehno@leetonia.k12.oh.us | Leetonia Exempted Village | 045443 | 450 Walnut St, Leetonia, OH, 44431-1075 | |

Partnerships

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Partnerships

| First Name | Last Name | Telephone Number | Email Address | Organization Name | IRN | Address | Delete Contact |
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| Heather | Jurina | 330-831-1355 | hscoffice@yahoo.com | Humane Society of Columbiana County | | 1825 South Lincoln Avenue, , Salem, Ohio, 44460 | |
| Jane | Bush | 330-482-2236 | dasdutchhaus@yahoo.com | Das Dutch Haus | | 14895 South Avenue, , Columbiana, Ohio, 44408 | |
| Pamela | Price | 330-692-0954 | chippercheeks2@msn.com | East Palestine Church of the Nazarene | | 38 East Rebecca Street, , East Palestine, Ohio, 44413 | |
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| Dolores | Scott | 330-506-0701 | dscott@ccesc.k12.oh.us | Leetonia First United Methodist Church | | 50 Lisbon Street, , Leetonia, Ohio, 44431 | |
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| | | | | | | |
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| Carol | Straub | 330-277-1613 | cstraub@kent.edu | Kent State University - Salem Campus | 2491 S.R. 45, , Salem, Ohio, 44460 | |
| Curtis | Kaiser | 330-424-9561 | curt.kaiser@ccctc.k12.oh.us | Columbiana County Career & Technical Center | 9364 Ohio 45, , Lisbon, Ohio, 44432 | |

Implementation Team

Columbiana County ESC (046417) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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| Implementation Team | | | | | | |
|---------------------|-----------|---|--|--|---|----------------|
| First Name | Last Name | Title | Responsibilities | Qualifications | Prior Relevant Experience | Delete Contact |
| Cheryl | McGrath | Director of Student Services | Guide teachers in developing a rotation credit course for vocational skills; assist in problem solving | Highly qualified teacher; directs the CCESC special needs program and principal at Robert Bycroft School, Columbiana County's DD program | Extensive experience mentoring and supervising teachers, developing curriculum and coursework, skilled instructor | |
| Kristy | Erb | Special Education Director - Salem City Schools | Member of Advisory Council; consortium member; select and invite HS SWD to enroll in CCESC vocational course; facilitate transition services in district, including vocational curriculum materials that are part of the grant project | Director of Special Services for Salem City Schools 2013-2014; Director of Special Education for Sebring Local Schools 2010-2013 Collaborate with teachers to write targeted goals and provide specially designed instruction to provide targeted interventions, accommodations and modifications along the continuum of placements for SWD. Collaborate with teachers to write post-secondary goals for students related to transition. Collaborate with teachers and outside agencies to make referrals to assist students in making successful transitions (VRP3, Bridges to Transition, DD). | Wrote/was awarded grant for mobile technology to provide increased access to technology and differentiated instruction for all students in previous district. Led a team of regular education and special education teachers, with support from State Support Team Region 5 and the Mahoning County Educational Service Center, through the Ohio Department of Education's Data Accountability Center pilot project to examine least restrictive environment in the area of reading which led to a large shift in the instructional delivery model for SWD in my previous district. Led a team of regular education and special education teachers, with support from State Support Team Region 5 and the Mahoning County Educational Service Center, through the Ohio Department of Education's Data Accountability Center pilot project to examine least restrictive environment in the area of reading which led to a large shift in the instructional delivery model for SWD in my previous district. | |
| Susan | Wenderoth | Transition Coordinator | Facilitate activities during planning phase related to job sites; coordinate purchase of curriculum and evaluation materials; | Licensed transition coordinator; former intervention specialist for students with significant disabilities | Has established positive working relationships with business partners and secured job sites in Columbiana County for students with multiple disabilities | |
| Cynthia | Madej | Special Education Consultant | Oversee project activities; establish Advisory Council; coordinate team member duties, assist with problem solving | 30 years experience in special education; speech-language pathologist, familiar with sensory, communication and learning needs of SWD; supervisory experience | Successfully wrote and administered grants over \$100,000 | |
| Jennifer | Durno | Transportation Coordinator | Oversight and administration of transportation services, including LTV specification, purchase, and maintenance | Current transportation coordinator for the Columbiana County ESC supervising county-wide transportation | Prior experience as a transportation supervisor for a private vendor providing student transportation services for a county-wide consortium and urban district. | |

