

Budget

Cincinnati City (043752) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (131)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

| Purpose Code | Object Code | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total |
|------------------|-------------|--------------|--------------------------------|------------------------|--------------|--------------------|----------------------------|-------------|
| Instruction | | 0.00 | 0.00 | 535,000.00 | 0.00 | 0.00 | 0.00 | 535,000.00 |
| Support Services | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Governance/Admin | | 16,719.00 | 10,031.00 | 0.00 | 0.00 | 0.00 | 0.00 | 26,750.00 |
| Prof Development | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Family/Community | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Safety | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Facilities | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transportation | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Indirect Cost | | | | | | | 0.00 | 0.00 |
| Total | | 16,719.00 | 10,031.00 | 535,000.00 | 0.00 | 0.00 | 0.00 | 561,750.00 |
| | | | | | | | Adjusted Allocation | 0.00 |
| | | | | | | | Remaining | -561,750.00 |

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Planning for Success

2. Project Summary: Please limit your responses to no more than three sentences.
Transition planning for students with disabilities through job development and job coaching.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

| Grant Year | | | | |
|-------------------------|-------|-------|-------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 9 | 30 10 | 30 11 | 30 12 | |

| Year 1 | | | | |
|-------------------------|-------|-------|-------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 9 | 35 10 | 35 11 | 35 12 | |

| Year 2 | | | | |
|-------------------------|-------|-------|-------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 9 | 35 10 | 35 11 | 35 12 | |

| Year 3 | | | | |
|-------------------------|-------|-------|-------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 9 | 40 10 | 40 11 | 40 12 | |

| Year 4 | | | | |
|-------------------------|-------|-------|-------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 9 | 40 10 | 40 11 | 40 12 | |

| Year 5 | | | | |
|-------------------------|---|---|---|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

We do not anticipate scaling 1:1 job development and coaching services down to lower grades.

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

First and last name of contact for lead applicant

Kara Shibiya

Organizational name of lead applicant

Cincinnati City Schools

Address of lead applicant

2651 Burnet Ave

Phone Number of lead applicant

513-363-0338

Email Address of lead applicant

shibiya@cps-k12.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

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

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

a. The current state or problem to be solved; and

Although the early years of school are of great importance, time passes quickly and is relatively short when considering the timespan of a lifetime. From the time a family learns about their child's disability, they need to be thinking about the future. Despite being worried that the disability may stand in the way of any "normal" future for their child, families need to be encouraged to think of future positive outcomes. Postsecondary transition planning increases the likelihood of a student's success in adult life. The process is important in bringing together schools, students, families, and community agencies in a joint effort to plan the most appropriate pathway to adult life. It is important for families to start thinking about transition planning as soon as possible in order to build competence, teach social skills, and foster independence in their child. Many students start exploring possible career interests in grades 7, 8 and 9 and often begin volunteering in their communities or doing neighborhood chores such as pet-sitting or babysitting. For students with disabilities, this is a crucial time to start thinking about goals for the future in the areas of education, employment and independent living in order to have the right plans and necessary course of study in place. Students also need transition activities in place to lead a vision for their future. One of the first steps of transition planning at this early stage is career exploration and age appropriate transition assessments. Families of students with disabilities many times choose to refer their child's formal high school graduation, even after their child meets graduation requirements, because there is simply no place for them to go post-graduation. This often means that students with disabilities between the ages of 19-24 remain enrolled as a district student in order to receive supplemental support services. This model is not ideal and remains a costly program for school districts to implement.

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

Our Student Services Department (Special Education) specializes in ensuring that students with disabilities receive the instruction and support needed to achieve. These services support the district's mission of helping all children to succeed, and are based on high expectations with support and opportunities for students to grow socially, emotionally, and physically. The department provides strong instructional supports and early intervening services that assist children in reaching their highest potential by improving academic achievement, increasing access to general education, strengthening supports and services in all schools, improving behavior and health programs, and improving use of instructional technology. This work is based on a welcoming and nurturing school community consisting of strong partnerships and relationships with parents and students. Beginning in the 2014-15 school year, the Student Services Department began developing a strategic plan to outline postsecondary transition planning through career exploration and workforce readiness for two student cohorts: 1) those with high incidence disabilities (disabilities more frequently found in the classroom) and 2) those with low incidence disabilities (disabilities less frequently found in the classroom and often needing multiple support services). Unfortunately, low incident students are the ones particularly at risk post-graduation, as job opportunities are not as readily available for these students, not to mention the increased time and resources needed to provide job readiness training for students and the potential employer. In 2015-16, the district entered into a partnership with ViaQuest, a service provider specializing in serving adults with disabilities. ViaQuest will work to create relationships with local businesses to support job experiences and opportunities for students with low incidence disabilities, creating strong transition plans for students in grades 10-12 struggling with future career opportunities. "Planning for Success" will create a job development and workforce readiness model for students with disabilities that will integrate seamlessly into the district's larger strategic academic plan ("My Tomorrow") by increasing post-secondary outcomes available to these targeted students and preparing them for success through career exploration and job readiness. Ultimately, we envision this new model playing an integral part in not only preparing our students for their future jobs and preparing our business leaders for their future employees. By providing career exploration and skill development at a younger age (grades 7-9), paired with job coaching and hands-on work experiences for grades 10-12, our students with multiple disabilities will be more likely to graduate high school prepared for career success and independence, and our business partners will be more actively engaged in learning how to support job exploration and work experiences for students within the low incident cohort. Working closely with ViaQuest, the "Planning for Success" initiative will be designed to provide a full range of transition planning support services for students in grades 10-12, creating a personalized transition plan driven by data and designed to meet each student wherever they are on their pathway to postsecondary education or employment. Vocational job coaches will work with approximately 300 students with disabilities in grades 10-12 across a 3-year implementation timeframe. During this timeframe, transition coaches who will work one-on-one with students on mentoring, career exploration, and job readiness skills, while the district and ViaQuest will work collectively to develop a business engagement strategy plan that will seek out, engage, and prepare new business partners for success in hiring students with disabilities. These efforts will create a model of best practices needed to support and sustain student employment post graduation.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Through the "Planning for Success" initiative, we envision developing a career exploration and job readiness model that can be sustained and scaled up in the future. An infusion of grant support in the front end will support the "heavy lifting" required to develop and engage local businesses in supporting job experiences for our students, while at the same time, leveraging future partnerships with Opportunities for Ohioans with Disabilities. Our goal is to increase job readiness skills in targeted students in grades 10-12 through one-on-one coaching, authentic real-life career exploration and workplace learning experiences, self-reflection through advisory, and a transition plan that accommodates each student's unique learning needs and future career aspirations. Our students will benefit from this work through a multitude of channels by: 1) participating in a variety of work experiences in a high-status local businesses or organizations, 2) acquiring competitive, transferable and marketable job skills; 3) gaining increased independence, confidence and self-esteem; 4) obtaining on-site instruction, support and accommodations; and 5) learning about links to vocational rehabilitation and other adult service agencies. Our business partners will benefit by: 1) accessing a new, diverse talent stream with skills that match their labor needs; 2) seeing an increase in performance and retention levels in high-turnover, entry-level positions; and 3) experiencing local, regional and national recognition through marketing of this unique program. Long-term project outcomes include: 1) an increased 4-year graduation rate for targeted students with disabilities in grades 10-12; 2) increased employment opportunities for targeted students through increased business and community partnerships; and 3) an increase our students' ability to navigate and sustain successful employment post-graduation.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

In order for this initiative to succeed, we will need collective buy-in from a variety of stakeholders--from the parents of the children to be served, to the classroom teachers, to the job development coaches, district administration, community partners, and more. We know that an opportunity exists to increase the scope and impact of our work around transition planning for students with disabilities; however, we also know that we need multiple content experts at our table in order for this effort to succeed. Our business and community-based partners will need to be engaged with us on these endeavors, and we are excited about the value a Straight A Fund grant, in combination with our partnership with ViaQuest, can and will bring to the district's strategic plan for postsecondary transition planning for students with disabilities.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Several evidence-based studies confirm the importance of transition planning on post-school success, particularly with students with disabilities. Youth who participate in transition planning with two or more paid jobs during high school are more likely to be engaged in post-school employment or education. Studies also show that students who receive services from between 3-6 community-based agencies are more likely to be enrolled in post-school employment. Within our district, we have seen impressive results from the implementation of Project Search, a one-year educational program for students with disabilities in their last year of high school. Founded in

1996 through Cincinnati Children's Hospital Medical Center, the program is targeted for students whose main goal is competitive employment. The program takes place in a health care, government or business setting where total immersion in the workplace enhances the teaching and learning process while providing continuous feedback and the application of new skills. A typical school day for students includes classroom instruction in employability and independent living skills, participation at one or more work-site rotations, lunch with peers, and feedback from the instructor and job coaches. Individualized job development and placement is ongoing throughout the year and based on the student's strengths, skills and interests. Students are given support through on-the-job coaching and work site accommodations with the ultimate goal of independence. We continue to develop strong collaborative partnerships with local businesses and organizations through the Project Search program and look forward to scaling these best practices throughout the district through the "Planning for Success" initiative.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Beginning in the 2016-17 school year, all students with disabilities in grades 7-12 will begin participating in increased career awareness and exploration experiences through the district's "My Tomorrow" initiative. A Straight A Fund grant will compliment this work by providing targeted students in grades 10-12 with additional career awareness experiences as developed through partnerships with local businesses and job coaching provided by ViaQuest. Our indicators for success will revolve heavily around creating opportunities for all low incidence students in grades 10-12 to access, participate, and benefit from job coaching and paid work experiences before graduation. This effort will require an investment of time and resources to recruit the right kinds of partners and ensure they are equipped to support these students, as well as an investment of time and resources into the student to ensure they are properly coached and prepared to handle the responsibilities of the workplace. As a result, we anticipate an increase in the four-year graduation rate of this targeted cohort, as students who would have previously stayed enrolled as a student between the ages of 19-24 will have entered into the workforce. An increase in the business partnerships to create the job experiences, as well as increased transition planning to support students' increased 4-year graduation rates will be our primary indicators for success.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

The district's learning management system is student-centered approach to collect, report and provide meaningful "real-time" information that helps guide personalized learning and allows for demonstrated high levels of competency. A student-level "portrait," alongside a school-level data dashboard help monitor implementation of the My Tomorrow initiative, as well as provide a solid foundation for student driven action plans. To account for student academic achievement through this initiative, we will use several data points, including: 1) The number of students in grades 10-12 participating in job coaching and job development services provided by ViaQuest throughout the project implementation. 2) The number of students participating in work experiences with a local business partner throughout the project implementation. 3) The number of students retained in employment 1 year post graduation. 4) The number of business partnerships supporting career/work experiences for students with disabilities throughout the project implementation. 6) The four-year graduation rate for targeted students. For many of these outcomes our baseline data is not available, as these services have not been available and the district does not have the resources to provide 1:1 job development and coaching to all students with disabilities. For the targeted students selected to participate in the pilot year of implementation and for the increased number of students to be served as the program grows, we will identify personalized student data to use in comparison to the larger cohort of students, as well as to use as our baseline moving forward.

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

In a perfect world, outcomes would be perfectly achieved without any challenges; however, there is great value in learning from and adapting to challenges. Should our previous assumptions prove false or for some reason not turn out how we expect, we will adjust our course. The "Planning for Success" strategy team will meet monthly to discuss project implementation, successes, challenges, and future goals/dreams. We will use this time to closely monitor the activities and outcomes presented in this proposal, and should we begin to experience unexpected roadblocks, our strategy team will analyze best practices, adjust our strategies, and continue to monitor the outcomes and data supporting the long-term vision that we seek.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future

comparison.

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

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

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

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

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

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

561,750.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

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

Instruction: Purchased Services- Contracted services with ViaQuest to provide 20 hours of job coaching for 300 students in grades 10-12 over a three-year implementation timeframe. Estimated at \$50/hour x 20 hours x 300 students = \$300,000. Additional contracted services with ViaQuest to provide 10 hours of job development for 300 students in grades 10-12 over a three-year timeframe. Estimated at \$70/hour x 10 hours x 300 students = \$210,000. Contracted services with University of Cincinnati to provide program evaluation at \$25,000. Governance: 5% of direct costs to cover grant administration and financial oversight at \$26,750.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

90,000.00 a. Sustainability Year 1

90,000.00 b. Sustainability Year 2

90,000.00 c. Sustainability Year 3

90,000.00 d. Sustainability Year 4

90,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

The grant funds will be used primarily to create a job development and engagement model for local businesses that supports career exploration for students with disabilities in grades 10-12. Sustainability costs around this work will involve the continuation of job development coaches working one-on-one with students. We anticipate costs of \$90,000 per year to sustain the employment of the coaches. Additional partnerships with state organizations and national foundations will help defray these costs; however, the district will generate savings through an increased 4-year graduation rate to cover the expenditures.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Savings will be derived from a decreased graduation timeframe for students who previously would be an enrolled student between the ages of 19-22. Successful transition planning for these students will increase the four-year graduation rate. Cost savings for ~30 grade 12 students achieving a four-year graduation rate will generate roughly \$600,000 in savings to the district.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

We do not anticipate using reallocated funds as part of this initiative.

D) IMPLEMENTATION

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

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

Enter Implementation Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range February - July, 2016

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

CPS & ViaQuest will determine a targeted list of businesses and other partners to engage in "Planning for Success" by April, 2016. This list will include local businesses, government agencies and service/support agencies. ViaQuest will begin presenting the "Planning for Success" strategic plan to potential stakeholders, partners and support agencies in an effort to engage those entities in partnership throughout grant implementation. Services could include recruitment of students into employment opportunities of the business, creating a natural support system for the student, provide coaching for the students continued improvement on the job. Recruitment meetings will begin taking place by July, 2016 and continue as necessary throughout grant implementation.

22. Implementation (grant funded start-up activities)

a. Date Range August, 2016 - June, 2019

b. Scope of activities - include all specific completion benchmarks

Beginning in the 2016-17 school year, ViaQuest will continue to set meetings with targeted businesses to present the "Planning for Success" initiative and work with business partners to engage and prepare them to welcome students into career experiences. These meetings will take place as necessary throughout the school year. On-site vocational coaches will identify and work with targeted students on career exploration and job readiness skills throughout the school year. Students will begin to be placed into work experiences. The "Planning for Success" implementation committee will continue to meet monthly throughout program implementation to review outcomes, measures, data collection, implementation challenges, and future efforts to scale the initiative.

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

a. Date Range July, 2019 - June, 2022

b. Scope of activities - include all specific completion benchmarks

CPS will continue to utilize local business and community partnerships as ongoing resources for transition programming for students with disabilities. CPS will maintain these relationships and provide students with disabilities the opportunity to gain valuable employment experiences. The "Planning for Success" strategy team will continue to review and analyze program and student data in annual evaluation reports, as well as work with the Straight A Fund in spreading the good news and sharing of best practices with other districts.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the

removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

We want a bright future and successful career for our students with disabilities. We want to help them see that vision and achieve it more efficiently than our previous efforts have allowed. Developing a business and community-level engagement model to deliver intentional and personalized job development and coaching as part of transition planning for students with disabilities in grades 10-12 will fundamentally change the impact we are able to deliver for our students. The district's strategic academic plan, My Tomorrow, has set lofty goals for ALL students to graduate from high school with a postsecondary plan in place-employment, education, or the military. Our strategic plan for postsecondary transition planning for students with disabilities mirrors the academic initiatives in My Tomorrow by ensuring that our teachers, business partners, families and most importantly, our students, are supported and prepared for life outside of high school.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Julie Q. Morrison, Ph. D., University of Cincinnati, College of Education, Criminal Justice, and Human Services, 513-478-3517, Julie.Morrison@uc.edu

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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

The district will establish a "Planning for Success" evaluation committee representing internal and external stakeholders who will meet regularly throughout the grant year to review the project's progress and determine if the set goals/outcomes are being implemented in the agreed upon timeline and according to the consortium's strategic plan. Evaluation will follow a two-phase format. Phase I will monitor activities from August through June of each school year through 2021-22. The evaluation design will be a combination of quantitative and qualitative gauges and based on a logic model with four major categories: 1) INPUTS - ODE Straight A Fund grant, in-kind contributions, and partnerships; 2) ACTIVITIES - recruitment of business partners and volunteers; 1:1 job development and coaching for targeted students; and collection of evaluation data and feedback; 3) SHORT TERM OUTCOMES - increased student-level engagement; increased student academic achievement; increased student interest and exploration in future career pathways; 4) LONG TERM OUTCOMES - increased four-year graduation rates and increased workforce readiness in targeted students with disabilities. Evaluation committee meetings will be bi-annual and formative in nature with the intent to assess progress and provide information to monitor and improve the project. The committee will review ongoing job development training activities, and evaluate their effectiveness towards the previously mentioned performance goals. The district will share outcome information with a variety of parties, including the school board, parents, teachers, funders, the community, and our workforce development partner agencies.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

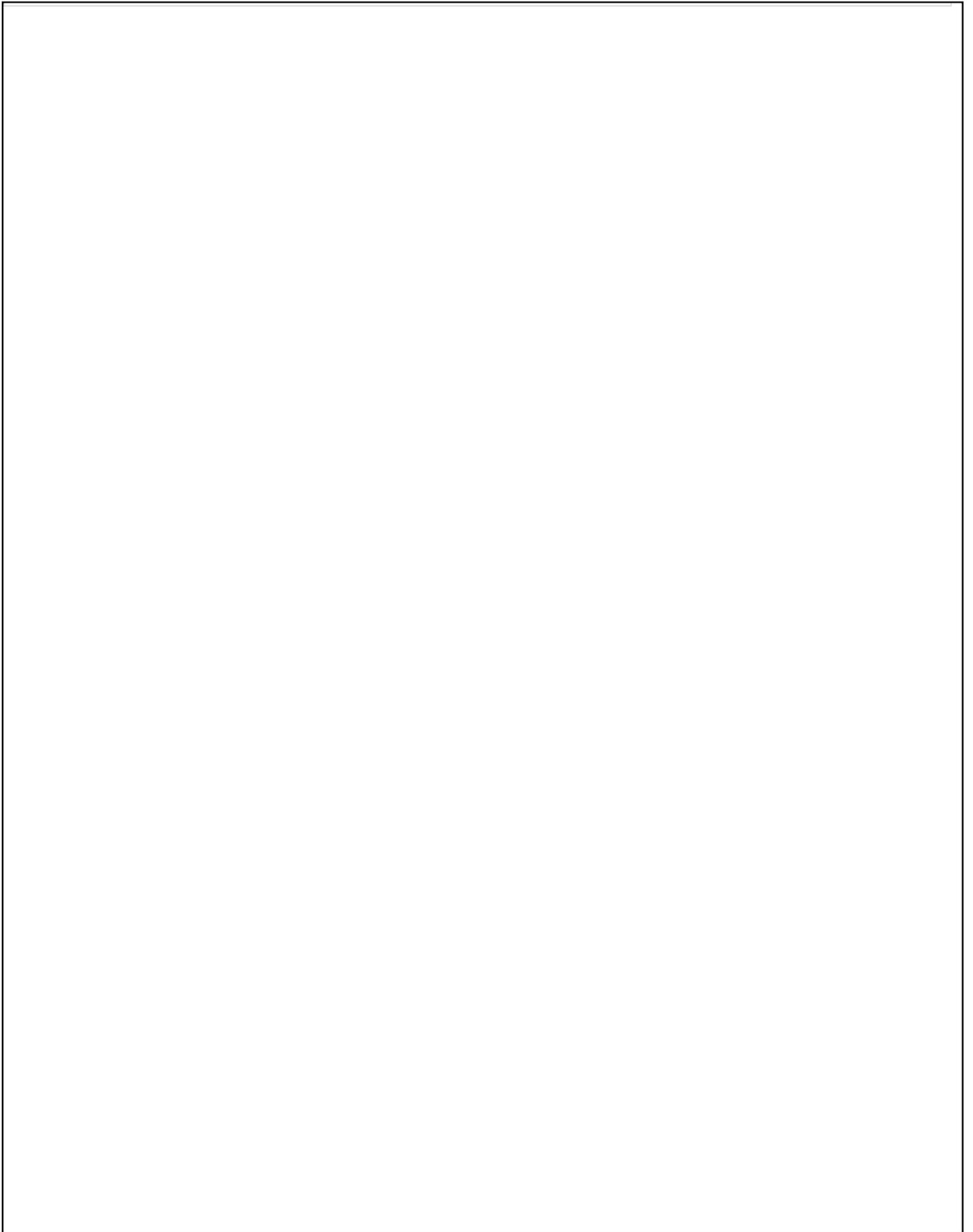
The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other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

Simply put, partnerships will be the key to our success. In order for our efforts to succeed, we cannot operate within a silo, nor would we want to. We understand that our challenges are not unique to Cincinnati Public Schools-school districts across the state and country are facing similar challenges in the times and resources necessary to provide meaningful transition planning and supports for students with disabilities. We envision great outcomes for our students, and look forward to scaling our efforts to include additional capacity to provide career exploration for students in grades 10-12. Outside of our district, we look forward to sharing our results with key stakeholders in both the education partner and business partner realm. Because of our unique blend of partners, we aim to publish our results and best practices for other districts to implement in their schools. We also will seek out local, state and national conferences and speaking opportunities to share the exciting work of this initiative and the impact we're seeing our students' lives. The Ohio Department of Education's Straight A Fund will serve as a lynchpin partner in this initiative and we look forward to working with the Straight A Fund committee on additional ways of sharing the good news with those in our region and throughout the country.

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

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

I AGREE



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Consortium Contacts

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

Partnerships

Cincinnati City (043752) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Partnerships

| First Name | Last Name | Telephone Number | Email Address | Organization Name | IRN | Address | Delete Contact |
|-------------------|------------------|-------------------------|--|--------------------------|------------|--|-----------------------|
| Larry | Worth | (614) 339-0852 | larry.worth@viaquestinc.com | ViaQuest | | 525 Metro Place North, Suite 400, , Dublin, OH, 43017 | |

Implementation Team

Cincinnati City (043752) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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| Implementation Team | | | | | | | | |
|---------------------|-----------|---|--|--|--|--|-------|----------------|
| First Name | Last Name | Title | Responsibilities | Qualifications | Prior Relevant Experience | Education | % FTE | Delete Contact |
| Larry | Worth | Executive Director, ViaQuest | Mr. Worth will serve on the Planning for Success strategy and implementation team representing ViaQuest. ViaQuest's responsibility will be to connect CPS to external service agencies to provide the on-the-ground supports to the students. Additionally, ViaQuest will connect CPS with local business partners to provide opportunities for CPS students to gain experience through career exploration, internships and job placement. | Responsible for all aspects of programing within the ViaQuest agency; including (but not limited to) developing partnerships with national companies for the promotion of Diversity & Inclusion consulting product line, operationalizing statewide network of support services for people with autism and other disabilities, strategic planning for the department, annual budget, creation of performance indicators, creation of performance measures for managers, coordinators and self; general and specific decision-making. Manage professional staff of consultants, operations directors, partner development directors and professional job coaches. | Prior to ViaQuest, Mr. Worth was the Director, Day Array Supports for the Association for the Developmentally Disabled. In this role, Mr. Worth was responsible for all aspects of programming within the agency; including (but not limited to) strategic plan for the department, annual budget, creation of performance indicators of the program, creation of performance measures for managers, coordinators and self; general and specific decision-making. | Mr. Worth holds a Bachelor of Science, Business Administration from Franklin University. | 15 | |
| Julie | Morrison | Associate Professor, University of Cincinnati | Dr. Morrison serve will serve on the Planning for Success strategy and implementation team as lead evaluator. | Dr. Morrison is an Associate Professor in the School Psychology Program at the University of Cincinnati, College of Education, Criminal Justice, and Human Services. She has over 20 years of experience in research and evaluation in education and the social sciences. | Dr. Morrison's previous and current clients include the Ohio Department of Education (State Personnel Development Grant, Ohio Resident Educator Program, Student Growth Measures Mini-Grant); Michigan Integrated Behavior and Learning Supports Initiative; Xavier University (Department of Education: Initiative for Catholic Schools); Cincinnati Public Schools (Office of Research, Evaluation and Test Administration; Department of Student Services; Superintendent's Office); Mayerson Academy (Cincinnati-based Vermont Mathematics Initiative, | B.S. from St. Louis University, M.A. from Xavier University, and M.A. and Doctorate from University of Cincinnati. | 10 | |

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|----------|------|---------------------------|--|--|--|--|----|--|
| | | | | | Learning Teams, Positive School Culture, Orton-Gillingham, LETRS, Kagan Cooperative Learning), St. Bernard-Elmwood Place Schools (School-Based Health Center, 21st Century Community Learning Centers); Dayton View Academy (Reading First Program); and the Literacy Network of Greater Cincinnati (Cincinnati Reads, Children's Basic Reading Program, Tutoring Seal of Approval). | | | |
| Margaret | Hall | Manager, Student Services | Dr. Hall will serve on the Planning for Success strategy and implementation team representing CPS. Dr. Hall also will facilitate programs in alignment with district's three year transition initiative. | Dr. Hall is currently the Physical Therapist lead for OT/PT staff in the department of student services for Cincinnati Public Schools. | Previous experience includes overseeing Project Search and ICAN post-secondary transitional programs in CPS (services 56 students). Dr. Hall also co-chaired overseeing the transition coordinators in high schools, and participated in developing the district's three year transitional program for CPS. | Bachelor's in Physical Therapy, Masters in Special Education, Master in Educational Administration, Doctorate in Physical Therapy. | 25 | |