

Budget

East Central Ohio ESC (050260) - Tuscarawas County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (127)

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	0.00	0.00	0.00	0.00	0.00
Support Services		585,000.00	122,850.00	0.00	0.00	0.00	0.00	707,850.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	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		585,000.00	122,850.00	0.00	0.00	0.00	0.00	707,850.00
							Adjusted Allocation	0.00
							Remaining	-707,850.00

Application

East Central Ohio ESC (050260) - Tuscarawas County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (127)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

All Kids are Our Kids: Fostering Educational Inclusion through Resource Sharing in Tuscarawas County

2. Project Summary: Please limit your responses to no more than three sentences.

This shared services pilot integrates students with complex needs into their home school while providing support for enrolled students.

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				
139 Pre-K Special Education	470 K	437 1	488 2	487 3
473 4	464 5	463 6	482 7	539 8
503 9	498 10	380 11	421 12	

Year 1				
137 Pre-K Special Education	455 K	475 1	436 2	487 3
483 4	479 5	474 6	474 7	487 8
544 9	500 10	398 11	374 12	

Year 2				
138 Pre-K Special Education	465 K	460 1	475 2	435 3
490 4	488 5	491 6	471 7	477 8
491 9	541 10	389 11	391 12	

Year 3				
138 Pre-K Special Education	452 K	470 1	469 2	458 3
438 4	496 5	498 6	494 7	489 8
481 9	489 10	419 11	382 12	

Year 4				
138 Pre-K Special Education	446 K	452 1	469 2	468 3
456 4	444 5	508 6	494 7	507 8
494 9	479 10	381 11	411 12	

Year 5				
138 Pre-K Special Education	441 K	462 1	463 2	472 3
460 4	476 5	472 6	510 7	523 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.

All Kids are Our Kids: Fostering Educational Inclusion through Resource Sharing in Tuscarawas County is a project impacting 6,180 students. This number reflects all students: typical students and those with complex behavioral and instructional needs, moving students with developmental disabilities from isolation to social and educational integration within Claymont, Dover, Tuscarawas Valley Schools and Buckeye Career Center. After the initial grant period, Tuscarawas County districts including Garaway Local Schools, Newcomerstown Exempted Village Schools, New Philadelphia Local Schools, and Indian Valley Local Schools will join the collaborative. There are currently plans for Belmont, Carroll, and Guernsey County to adopt the model and replicate Care Teams within the school districts, bringing the total of students affected to over 25,000.

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

First and last name of contact for lead applicant
Kevin Spears

Organizational name of lead applicant
East Centrai Ohio Educational Service Center

Address of lead applicant
834 East High Avenue

Phone Number of lead applicant
330-308-9939 ext. 8205

Email Address of lead applicant
kevin.spears@ecoesc.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

A 2012 US Department of Labor Statistics study found only 20% of students with disabilities are employed/looking for employment after graduation. Furthermore, a countywide health assessment survey of enrolled students ages 12 through 18 conducted by the Hospital Council of Northwest Ohio during 2015 show that a large percentage of our youth have issues with low self-esteem, depression and drugs. These mental health issues lead to low academic achievement and a decreased likelihood of graduating high school prepared for college/career. Tuscarawas County students with complex instructional and behavioral needs are isolated within Starlight School, and all enrolled students lack mental health and behavioral support. Both groups of students lack the ability participate in career and technical education through Buckeye Career Center, due to low academic performance or isolation from the county school system, leading to reduced opportunity to succeed after high school The Board of Developmental Delays has transitioned students back to home districts and inclusive settings in the past, but the districts find staff members are not adequately trained to address the medical, educational, and social integration needs of

transitioning students; they lack accessibility resources such as assistive technology, FM support, behavior therapy, mental health services, speech/language therapy, & occupational therapy. Currently enrolled students lack mental health and behavioral services to assist with their varied needs. Individual districts cannot afford to hire the specialists needed and provide professional development on their own. Special needs students are transitioned back to home districts lacking the resources and support to succeed academically and socially, and students enrolled in home districts suffer from untreated and unsupported mental health issues. Both groups become isolated from their peers, the community, and leave high school unprepared for life after graduation.

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

All Kids Are Our Kids: Tuscarawas County transitions students with complex needs from isolation to inclusion, integrating students with disabilities back into the community and their home district school system and providing all students with a network of support services. Care Teams of mental health, medical, and educational experts will work one on one with all students by monitoring their academic, behavioral, social-emotional, and post-graduation needs. Students with complex instructional and behavior needs will get the academic and specialist support needed through assistive technology, behavior therapy, speech/language skills, and typical students will receive mental health and behavior therapy to address barriers to success. This comprehensive model will provide a spectrum of seamless, well-coordinated educational and community services through resource sharing within the home, school/district, and greater community and will positively affect all kids. The transition process and intervention for regular education students will be monitored by our partners in planning: Tuscarawas County Board of Developmental Disabilities (TCBDD), Buckeye Career Center (BCC), and the ADAMHS Board. Lead Facilitators including a Mental Health Expert, Service Facilitator, and Special Education Expert will develop a needs assessments and care source strategies with school districts, families, and other stakeholders to meet individual student needs on a case by case basis. After meeting with all stakeholders, the Lead Facilitators will deploy Care Team personnel to ensure all students get the resources needed to be successful. Care Teams will help all students integrate with age appropriate peers, reach educational goals, and graduate with life skills/career pathways, and/or the skills to pursue higher education. The Care Team will work within the districts, Buckeye Career Center, and community, including daily interaction and response to crisis situations. Individuals on the Care Team include experts in the fields of Behavior Management, Speech Language Pathology, Occupational Therapy, Community Coaching, Instructional Coaching, and Counseling. Each member of the Care Team will be called upon to provide assistance and expertise to individual students, educators, administrators, support staff, parents, community members, and all stakeholders through quarterly needs assessments. The Care Team will support professional development within the school system and community to assist educators, parents, mentors, and community members in understanding the importance of integration and community acceptance; training on assistive technology, best educational practices for at-risk students, differentiation, co-teaching; and community education and wrap-around services. Buckeye Career Center will provide vital career and life skills education to link students to career pathways such as Hospitality Services and Custodial Services where students with disabilities can develop entry-level skills in custodial and food service fields, or Business Accounting, Health and Human Services, and Equine Management for students with higher academic functioning. The Lead Facilitators and Care Team will be housed at TCBDD, providing a vital link between schools and developmental disability and mental health expertise. TCBDD will provide accommodations and accessibility such as lifts, sensory equipment, adaptive technology, mobility devices, and instructional resources to ensure academic success. An inventory will be maintained by the ECOESC to allow for districts to share physical resources based on individual student needs as prescribed by the Care Team. This inventory will be reviewed annually, but can be accessed at any time throughout the school year by the districts involved in the grant. Through in-kind support by TCBDD and a shared services approach, All Kids are Our Kids: Tuscarawas County becomes cost effective and sustainable.

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.

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.

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 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).

v. List and describe pertinent data points that you will use to measure student achievement, 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?

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.

There are six anticipated outcomes of All Kids Are Our Kids: Tuscarawas County. The first outcome is that 90% of students with developmental disabilities will enroll within their home school districts, either through a transition process from Starlight School (or other areas of outsourcing- including homeschooling, or specialized schools outside of the home district) or new preschool and Kindergarten registrations. The second desired outcome is all 7 districts, and Buckeye Career Center will have access to the Care Team to provide academic, social, and emotional support for students with developmental disabilities, as well as all enrolled students K-12. The third outcome is that 100% teachers within participating districts will be trained in co-teaching, utilizing adaptive technology in the classroom, behavior management, and/or best practices in inclusive education. This outcome will be realized through the Lead Facilitators assessing needs and organizing collaborative-wide professional development, or deploying the Instructional Coach to work with educational staff on an individual basis. The fourth outcome is that 100% of students with developmental disabilities graduate from high school with life skills,

a career pathway, or post secondary enrollment. The fifth desired outcome is that 100% of students pre-K-12 have access to Care Team Services, resulting in fewer negative behaviors, such as disciplinary referrals, suicide attempts, reported bullying incidents, and an overall increase in self-confidence in all students. The sixth outcome is the project will obtain sustainability through in-kind support from TCBDD, allowing all 7 districts receive cost benefits from a shared services approach.

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.

For the first outcome of 90% of students with disabilities to enroll in home districts to be realized, families within the county must understand that home districts can provide the best education for all students, including those with complex needs. For the second desired outcome of all 7 districts and Buckeye Career Center to have access to the Care Team, to be realized, the assumption must be true that all districts and Buckeye Career Center are willing to participate within the project. For the third outcome of 100% of teachers in participating districts to have access to high quality professional development to be realized, the assumption is that Care Teams and Lead Facilitators can work together to assess the district needs and provide professional development as needed. The fourth outcome is that 100% of students with developmental disabilities graduate from high school with life skills, a career pathway, or post-secondary enrollment and is based on the assumption that all students are capable of learning and effectively contributing to society upon graduation. The fifth outcome is that 100% of students pre-K-12 have access to Care Team Services resulting in fewer negative behaviors is based on the assumption that mental health counselors can access the schools and have a positive impact on all students. The final outcome is that the project will obtain sustainability through in-kind support and cost-savings is based on the assumption that cost savings and sustainability can be incurred from All Kids Are Our Kids: Tuscarawas County. TCBDD has passed a resolution to house the Lead Facilitators and Care Teams and provide monetary support to supplement grant funds in years 1-5 and beyond.

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.

The assumptions listed above have been well tested within the scope of the grant. To test the assumption that parents will be willing to send their students to home districts through a transition process or direct enrollment, Starlight School has been working with parents to educate them on the effectiveness and support options at local schools. This process has yielded positive results. Throughout the last year, 3 students have transitioned to the home school as part of a pre-pilot program. In addition to the planning, currently members of the TCBDD is releasing staff members to work with educators in the home school districts, effectively pre-piloting All Kids Are Our Kids: Tuscarawas County. As students transition back to home schools, the student's aides and teachers from Starlight are given time to work with the student within Dover City Schools to ease the transition process and ensure a successful integration within the new learning environment. Additionally, Special Education Coordinators have begun speaking to families about All Kids Are Our Kids: Tuscarawas County with a positive reception. One parent stated, "This needs to happen sooner rather than later." It is understood students with developmental disabilities will return to the home schools, or enroll as pre-K or Kindergartners based on parent and community involvement in discussions. The second assumption is based on all districts and Buckeye Career Center participating in the project. Superintendents began meeting with TCBDD leadership beginning in January of 2015 to discuss transitioning students back to home districts. All districts and Buckeye Career Center have pledged support of the project. As far as meeting the needs of each district via a shared Care Team (assumption for outcome 3), the ECOESC has had great success with effectively sharing services within the 8 local school districts and Buckeye Career Center in Tuscarawas County. Psychologists, Speech and Language Therapists, Occupational Therapists, Co-Teaching Experts, and Curriculum Specialists currently split time between districts, sharing resources, professional development, and knowledge with staff. This model has been in place and has flourished within the county and state for over 100 years. The assumption that all students, regardless of ability level is able to learn and participate in the community post-graduation, has been well documented. Students have met IEP goals at all school districts and Starlight Schools and the passage rates on Ohio's Alternate Assessments have been strong. Passage rates range from 75%-85% of students performing at the Proficient level or higher on Mathematics, ELA, Science, and Social Studies Assessments. This proves that students can learn and illustrate that learning. Additionally, Buckeye Career Center has had success teaching life skills and career programs for all students, with a strong success rate in career connections. The assumptions for the fifth outcome are that the Care Team will be able to service 100% of students at all districts involved in the grant. This assumption has been tested through careful planning and a formative needs assessment involving superintendents, mental health experts around the county, and family advocates. Dover Schools are pre-piloting a licensed mental health counselor within the district and have utilized this individual to decrease the amount of suicide attempts, disciplinary referrals, and bullying incidents. Finally, the assumption for the sixth outcome is TCBDD will provide sustainability after the grant period. TCBDD has passed a resolution to house the Lead Facilitators and Care Teams and provide monetary support to supplement grant funds in years 1-5 and beyond.

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.

First, an indicator of increased enrollment will be services provided by the Care Team via the quarterly needs assessment, illustrated by a decline in population at Starlight School and an increase in pre-K/Kindergarten enrollments by students with developmental disabilities. Indicators for increasing the scope of the project include participation from 100% of districts in professional development & involvement of the Care Team to 100% of districts. Additionally, Buckeye Career Center will utilize the Community Coach to expand their current job placement program, using outreach to civic groups/businesses to facilitate relationships for up to 50 new mentoring/shadowing & internship placements. Third, 100% of teachers will be trained in co-teaching, utilizing adaptive technology, behavior management, and/or best practices. Indicators include 100% attendance at county-wide professional development, implementation of 1 co-taught lesson per week, and a measurable increase in student achievement across all ability levels. Fourth, an increase in post-graduation success, defined as obtaining life skills, employment, or enrolling in postsecondary education will be reached through indicators on report cards, annual IEP goal reports, increased enrollment in vocational programs, and increased internship, mentoring, and shadowing experiences for all students. Fifth, indicators for decreasing negative student behaviors include number of student disciplinary referrals, number of documented suicide attempts, and number of documented bullying incidents. Sixth, project sustainability will be obtained through in-kind support from TCBDD, allowing all 7 districts receive cost benefits from a shared services approach. Indicators for the sustainability piece have been reached; TCBDD has passed a resolution to provide funds to cover salaries after the initial grant period, and provide \$250,000 in physical resources within the grant year.

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.

The pertinent data points that will be utilized to evaluate the success of All Kids Are Our Kids: Tuscarawas County include enrollment numbers of students within their home districts and the number of Care Team members deployed within the district/school. Currently, the population of students who have an outsourced education varies between 9-35 depending on the year and size of the district. Remember that the Special Education population is roughly 14% of the general education enrollment, so these numbers are quite large. The only district working with specialized staff from the TCBDD is Dover- who is hosting 1 educator to assist in professional development for staff needing training on utilizing a feeding tube and 1 mental health counselor who is placed to help students with their mental health needs. To evaluate the third and fourth outcomes, the following baseline data will be utilized. Each school district currently has roughly 85 percent of teachers who work in collaborative classrooms, but only 10 percent are trained in co-teaching. 80 percent of teachers have no practical experience with students with complex needs. The data points for the fifth outcome include the number of bullying incidents, number of discipline referrals, and number of suicide attempts. 48% of students in grade 6-12 reported bullying incidents within the 2014-2015 school year. The average pilot district hours of detention ranges from 600-800 hours, 24-48 incidents of suspension, and 600-800 hours of in school suspension. These numbers were extrapolated from data sources from all pilot schools. This data will be collected again annually to evaluate the success of the grant.

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

To ensure a successful project, All Kids Are Our Kids: Tuscarawas County has chosen an experienced external evaluator. The evaluator will review the baseline and annual data to ensure progress is being made and advise the Lead Facilitators and grant implementation team of any changes that may be necessary. Additionally, the evaluator is trained in conflict management to effectively and efficiently solve any problems that may arise. The TCBDD has passed Board Resolutions to match the grant funds in the event the Care Teams need to be modified or expanded. The Board of DD has pledged to be a leading partner in this project, and have worked to make the vision a reality. It is anticipated that TCBDD will continue to be a willing partner and have shown a strong ability to re-assess and revise projects to meet original goals.

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.

707,850.00 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.

All Kids are Our Kids budget will provide a Care Team consisting of three Team Facilitators and six staff members. The team will be comprised of highly-trained and experienced individuals. Object Code 100 (Salaries): \$585,000 will provide nine Care Team members including a Mental Health Expert, Service Facilitator, Special Education Expert, Behavior Specialist, Speech and Language Pathologist, Occupational Therapist, Mental Health Counselor, School-based Instructional Coach and Community Based Instructional Coach. Object Code 200 (Benefits): \$122,850 will provide benefits to the nine staff members in the form of retirement, medicare and workers compensation. The Tuscarawas County Board of Developmental Disabilities will provide \$250,000 of in-kind purchases and services in the form of Assistive Technology: \$50,000 for iPads, pencil grasps, fidget seats etc.) , Portable Lift: \$15,000 for one portable lift, FM Support: \$15,000 for 10 FM systems @ \$1,500 each with installation to allow students to better hear the teacher, Sensory Equipment: \$30,000; Evaluator Costs for \$10,000; Professional Development for \$75,000 which includes mileage costs, and Clerical Staff: \$55,000 for one secretary. The Tusc. Co. Board of DD will provide facilities to house the Care Team and offer it as in-kind.

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.

707,850.00 a. Sustainability Year 1

707,850.00 b. Sustainability Year 2

707,850.00 c. Sustainability Year 3

707,850.00 d. Sustainability Year 4

707,850.00 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 Tuscarawas County Board of Developmental Disabilities has agreed to provide the funds for the for Assistive Technology, Portable Lift, FM Support, Sensory Equipment and Professional Development. The equipment is a one time purchase with ongoing professional development costs maintained by train the trainer and the school districts. The board of DD has agreed and passed a board resolution to provide funds to cover the salaries and benefits of the Care Team when grant funding ends. With Care Team costs and initial equipment purchases taken care of, the fading enrollment at Starlight Schools will garner cost savings to support Care Teams.

60.0 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.

The cost savings for All Kids Are Our Kids will be derived from Tuscarawas County Board of Developmental Delays ceasing enrollments at Starlight School and allowing students to transition to their home district or to Buckeye Career Center. Currently, the TCBDD spends 1.281 million annually to operate the school. Decreased enrollment numbers will result in lowered operating costs, as there are reductions in staff, curriculum expenditures, assistive technology, and administrative expenses. The TCBDD estimates that beginning the first year after the grant implementation, there will be a cost savings of \$425,000 each year for a five year period. It is anticipated that eventually all students will age out of the program, effectively resulting in a cost savings of 1.281 million dollars when Starlight School is completely closed. This cost savings will allow TCBDD to effectively sustain the cost of the Care Teams within the schools, and conceivably support the formation of additional Care Team Member as the program expands throughout all 7 schools and Buckeye Career Center in Tuscarawas County.

40.0 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.

The funds Tuscarawas County Board of Developmental Disabilities will be reallocating will come from the cost savings of \$425,000 per year for a five year period from limited enrollments and transitioning students away from Starlight School and back into the home districts. As Starlight School begins to fade, the cost of running the school decreases. There will be fewer staff employed, decreased administrative costs, fewer physical resources purchased and an overall smaller cost of general operations including less technology, paper, and administrative support dollars. It is anticipated there will be a cost savings of 1,281 million dollars when Starlight School is completely closed. The money saved through this reduction in service will be reallocated to funding All Kids Are Our Kids: Tuscarawas County. Tuscarawas County Board of DD will be covering 100% of the sustainability costs of the Care Team after initial implementation.

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 January 2015 - November 2015

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

January 2015: All Kids Are Our Kids: Tuscarawas County began at a Tuscarawas County District Superintendent meeting where Superintendents discussed the best ways to support students with complex needs in the least restrictive environment. A subcommittee was formed comprised of three district Superintendents from Dover, Tuscarawas Valley and Claymont to work with Tuscarawas County Board of Developmental Disabilities to develop a comprehensive service model that would maximize resources to serve students in the county who are DD eligible. The three Superintendents formed a committee of the Superintendent and public relations employees of Tuscarawas County Board of Developmental Disabilities, two district Special Education Coordinators, the Superintendent and Special Education Director at the ECOESC, and representatives of the ADAMHS Board. This committee met monthly to refine and develop All Kids Are Our Kids: Tuscarawas County and proposed a plan to implement a shared service delivery model at Claymont, Dover, and Tuscarawas Valley Schools. Beginning in January, the group worked to develop the proposed comprehensive shared service delivery model. This idea came out of the strong working relationship each district has with the ECO-ESC and the TCBDD. Throughout the summer and fall, the group continued collaboration of educational and community agency leadership including Tuscarawas County Board of DD, ADAMHS Board, Tuscarawas County Family and Children First, Tuscarawas Valley Schools, Claymont Local Schools, Dover City Schools, Buckeye Career Center, ECO-ESC, Juvenile Court to problem-solve and modify the plan. In September, the proposed model was presented to members of the Board of Developmental Disabilities, seeking feedback on the current proposal. In October, the team reconvened to make revisions based on feedback provided by members of the TCBDD. These changes were presented to the TCBDD in November of 2015, with the resolution for sustainability passing

22. Implementation (grant funded start-up activities)

a. Date Range February 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

February 2016: All partners and local media will be notified of grant funding, meetings will be scheduled to coordinate the implementation of the grant; March 2016: Job descriptions will be established with performance expectations for needed personnel; Employment positions will be posted; April/May 2016: Interviews will be scheduled and conducted for posted employment positions; June 2016: Hire lead experts and Care Team members, background checks and fingerprinting will be completed along with necessary employment paperwork; August 2016: The Care Team will implement the wraparound model for pilot for Dover Schools, Tuscarawas Valley Schools, and Claymont Public Schools.

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

a. Date Range July 2017 - 2022

b. Scope of activities - include all specific completion benchmarks

July 2017: Tuscarawas County Board of DD will begin funding the Care Teams as the fading of Starlight School allows for a reallocation of funds to district schools. In 2017-2018: Care Teams serve 7 Tuscarawas County schools, as well as Buckeye Career Center. Lead Facilitators will schedule staff members to fulfill needs identified by the district on a daily, weekly, and monthly basis. Data will be collected quarterly to assess progress based on pertinent indicators of all identified outcomes, including student achievement, transition planning, enrollment numbers of students with developmental disabilities, students in mentoring/shadowing or internship positions, teachers receiving professional development, and student interaction with the Care Team within school, home and community. Lead Facilitators and those responsible for grant implementation will meet with the evaluator quarterly to review data and revise implementation as necessary. In 2018-2019: All Kids Are Our Kids will be replicated in Guernsey County Board of DD and county schools. Annual needs assessments for district professional development and physical resource allocation completed. Quarterly data collection will be utilized to monitor progress towards grant indicators and desired outcomes. Lead Facilitators, Board of DD Superintendents, and District Administration will meet with the evaluator to quarterly to review data and revise implementation as necessary. In 2019-2020: All Kids Are Our Kids replicated in Belmont County schools. Needs assessments and program evaluation will occur as prescribed in previous year. In 2020-2021: All Kids Are Our Kids replicated in Carroll County schools. Needs assessments and program evaluation will occur as prescribed in previous year. In 2021-2022: All Kids Are Our Kids replicated in Harrison County schools. Needs assessments and program evaluation will occur as prescribed in previous year.

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:

All Kids Are Our Kids: Tuscarawas County expects to see significant change in instructional practices within all 7 schools within the collaborative. Instructional changes expected include co-teaching, coaching, intervention in the classroom, intervention socially, and behavior management. Teachers will receive professional development based to change core beliefs about educating students with complex needs. The professional development will give teachers insight on the best practices in co-teaching, modifying instruction/assignments, utilizing adaptive technology, and managing student behavior. This professional development will spread across the entire three district's educational personnel, reaching staff at all intervals of the educational world- from classified staff to certified staff, allowing each member of the school team to be trained based on the needs of individual students. This approach will not only ease the transition of students back to the home district, but will also facilitate the integration of the student into the greater school community. By including the whole staff, the student will no longer be a Special Education student, but will be a student of Claymont, or Dover, or Tuscarawas Valley. This leads to the the larger organizational change that is the heart of All Kids Are Our Kids: Tuscarawas County. The implementation of shared services and shared resource allocation will allow teams of experts to meet with district personnel, including teachers, administrators, and other staff to understand the needs of students and prescribe a solution for both student and educators. This provides expertise and physical resources to the district staff, while also supporting students/families academically, socially, and behaviorally. This organizational changes binds districts together, instead of a go-it-alone approach. The program is not merely about moving a student to another school, this program is about moving a student out of isolation and to an inclusive educational environment where they can interact with their peers and become prepared to enter the community workforce upon graduation. Similarly, All Kids Are Our Kids: Tuscarawas County works to provide wrap-around services to students and families, strengthening the link between home, school, and community. This is an organizational change, where students are not receiving silo-ed services, but instead agencies such as TCBDD, district schools, Juvenile Court, Jobs and Family Services, and Mental Health Agencies are working together to provide the best education and services to a student and their families. This is truly a best-practice approach to educating the whole child- not just the academic, or social, or behavioral concerns.

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:

Deb Kennedy, Professional Learning Curve, E-mail: prolearningcurve@gmail.com, Phone: 330-714-8540.

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 goal of the initiative is to pilot a program that will provide Care Teams to three school districts to service all students. The Care Teams provide services to all enrolled students in Grades K-12, supporting those who have complex instructional and behavior needs, as well as those who are at risk academically, socially, or behaviorally. District administrators will meet with Lead Facilitators and TCBDD staff annually every July to complete a needs assessment based on enrollment projections for the following school year. The needs assessment will determine district professional development needs and physical resource necessities. The evaluation process will lead by an outside evaluator who will analyze indicators and outcomes. The evaluator will meet with the consortium partners quarterly to: 1) July, perform needs assessment and collect baseline data; 2) October, review baseline data (includes all pertinent data points based on prescribed indicators and outcomes) and assessment of current Care Team scheduling; 3) January, review Mid-Year Evaluation Report (includes all pertinent data points based on prescribed indicators and outcomes) and assessment of current Care Team scheduling; 4) May, review End Of Year Evaluation Report (includes all pertinent data points based on prescribed indicators and outcomes), Assess Effectiveness of Care Team, Identify strengths and weaknesses of program, Implement changes as suggested by evaluator, Develop Program Improvement/Expansion plan (as needed). The partners will continue the same evaluation plan throughout the years of the program. A data base will be developed for indicators and outcomes which will include: a) Quarterly gathering of number of students impacted, b) Annual needs assessment for physical resource allocation, c) Quarterly needs assessment based on student needs and d) Assessment of professional development needs.

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.

All Kids Are Our Kids: Tuscarawas County is designed to expand within the second year of the grant cycle. This model, which is currently being piloting in Dover Schools, is gaining traction throughout the county and spreading to surrounding areas. The current plan is to involve Indian Valley, Garaway, Newcomerstown, and New Philadelphia within the second year of the grant, expanding the program to allow Care Teams within those districts and all students county-wide to be served. The expansion will allow for additional members of the Care Team to be hired based on the needs assessment at each district. In addition to involving Care Team members, additional districts will participate in professional development and add existing resources to the physical resource inventory This will allow the process to be replicated, but will keep costs within the school district's means for sustainability. It is also likely that this solution will be replicated in Guernsey County, which shares the Board of Developmental Disabilities Superintendent with Tuscarawas County. This solution is likely to prove useful to others throughout the state due to the legislation that has recently been passed, including Redesign of Board of DD CMS NEW HCBS Rule 2014 which limits billing Medicaid in segregated settings, Olmstead 1999, Oregon 2011, Rhode Island 2014 which declared segregated educational settings unconstitutional, Workforce Innovation and Opportunity Act 2014 which outlines a step by step process that must be

completed before a student is educated within a segregated setting. Currently, County Boards of Developmental Disabilities are working to transition their students back to the home district throughout the state to fully comply with this legislation and to assist students with complex needs to obtain the life skills and career experience to succeed after graduation.

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", Kevin Spears, Superintendent, East Central Ohio Educational Service Center, November 30, 2015; "I Agree", Matt King, Treasurer, East Central Ohio Educational Service Center, November 30, 2015.

Consortium

East Central Ohio ESC (050260) - Tuscarawas County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Melanie	Cronebach	330364-7124	mcronebach@dovertornadoes.com	Dover City	043893	219 W 6th St, Dover, OH, 44622-2803	
John	Rocchi	740-922-5478	jrocchi@claymontschools.org	Claymont City	043778	201 N 3rd St, Dennison, OH, 44621-1237	
Kevin	Spears	330-308-9939	kevin.spears.org	East Central Ohio ESC	050260	834 E High Ave, New Philadelphia, OH, 44663-3052	
Mark	Murphy	330-859-2213	mark.murphy@tvtrojans.org	Tuscarawas Valley Local	050302	2637 Tuscarawas Valley Rd NE, Zoarville, OH, 44656-9692	
Bob	Alsept	330-339-2288	balsept@buckeyecareercenter.org	Buckeye	051656	545 University Dr NE, New Philadelphia, OH, 44663-9450	
Kellie	Brown	330-308-7173	kbrown@tuscbbdd.org	Tuscarawas County Board of DD	071167	610 Commercial Ave SW, New Philadelphia, OH, 44663-9365	

Partnerships

East Central Ohio ESC (050260) - Tuscarawas County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Natalie	Bolon	330364-6488	natalie@adamhtc.org	Alcohol Drug Addiction & Mental Health Services Board		1260 Monroe St. NW Suite27N, , New Philadelphia, Ohio, 44663	
Joshawa	Jones	330-343-2286	ddci@tcfcfc.org	Tuscarawas County Family and Children First Council		1260 Monroe St. NW, , New Philadelphia, Ohio, 44663	

Implementation Team

East Central Ohio ESC (050260) - Tuscarawas County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Melanie	Cronebach	Special Education Director at Dover Schools	Responsibilities from the county schools collaborating with DD to maximize resources to serve students in the county who are DD eligible. Assist in program facilitation; Work with other superintendents and community leadership to ensure successful implementation of the initiative including project monitoring, evaluating and revisions as needed. Communicate District and Individual Building needs including resources and professional development to Lead Facilitators quarterly through a needs assessment.	Has worked in the field of special education for 24 years teaching students with developmental disabilities and learning disabilities in grades 7-12 for 10 years in the 1990s when the movement toward inclusive practices was being implemented. Served as Department Chairperson for the Tuslaw High School and Dover High School intervention departments and led initiatives and training to facilitate the inclusion of students with disabilities in the general education setting as well as best practices and programming to support co-teaching. Facilitated initiatives and professional development of staff to support teaching and instructional practices that promote the achievement of students with disabilities and their access to the general curriculum.	In Education for 24 years serving as an Intervention Specialist for 10 years and Director of Special Education for 14 years. Served as an Adjunct Instructor at Kent State Tuscarawas for one year in 2011 teaching a course on Exceptionalities.	Licensure: Administrative Specialist - Pupil Services Administration and Education of the Handicapped (K-12) Developmentally Handicapped and	20	
Kevin	Spears	Superintendent, East Central Ohio Educational	Mr. Spears will oversee all aspects of the grant. He will be involved overseeing the	Current Superintendent of the East Central Ohio Educational	He has been a teacher, principal and superintendent for 31 years serving	Bachelor of Education, Muskingum University;	30	

		Service Center	implementation of the program, hiring Lead Facilitators and Care Team members, project monitoring, and evaluation of Care Team members. He will serve as the lead collaborator in working with the superintendents and community leadership to ensure successful implementation of this initiative	Service Center; School Superintendent for 10 years; School Administrator for 31 years	as the superintendent of the East Central Ohio Educational Service Center for the last 5 years. He serves on the Public School Collaboration Committee, Healthy Tusc. Board, Alcohol and Drug Awareness & Mental Health Services Board, and Tuscarawas County Anti-Drug Coalition.	Master's Degree, University of Dayton		
Bob	Alsept	Superintendent, Buckeye Career Center	Representative from the county schools to collaborate with DD to maximize resources to serve students in the county who are DD eligible; Assist in program facilitation; Work with other superintendents and community leadership to ensure successful implementation of the initiative including project monitoring, evaluating and revisions as needed; Communicate District and Individual Building needs including resources and professional development to Lead Facilitators quarterly through a needs assessment	7 years as District Superintendent; 8 years as High School Administrator, 29 years in Education	Academic Counselor/Liaison at three post-secondary institutions.	BA West Liberty University and MA from University of Akron	20	
N/A	N/A	Speech and Language Pathologist	Be responsible for assessment, diagnosis, planning, implementation and evaluation of treatment/intervention programs for service users according to professional standards; Be able to manage caseload, understand and prioritize each client's needs and arrive at specialist clinical decisions following assessment of complex cases; Arrange and carry out assessment and treatment / intervention programmes in day hospital/inpatient and school setting in line with local policy / guidelines; Communicate results of assessments and recommendations to the service user, MDT and	Bachelor's Degree with 5 years experience in a similar prior position	5 years experience in a similar prior position	Bachelor's Degree	100	

			<p>relevant others as appropriate; Document all assessments. diagnoses, treatment / intervention plans, clinical notes, relevant contacts and summaries in accordance with department and professional standards; Foster close working relationships with colleagues and other relevant professionals in maximising the service users potential; Attend individual case conferences, reviews and other meetings as required; Work in partnership with parents/caregivers, school teachers, assistants and other personnel throughout all stages of service delivery ensuring adequate support for the facilitation of service delivery and the implementation of communication programmes for clients as required; Develop and maintain close liaison with team members, hospital staff and specialist services to ensure an integrated service for clients; Participate in teaching and education programs as required; Contribute to the development and implementation of information sharing protocols, audit systems, referral pathways, individual care plans and shared care arrangements; Maintain professional standards in relation to confidentiality, ethics and legislation;</p>					
N/A	N/A	Occupational Therapist	<p>Test and evaluate patients' physical and mental abilities and analyze medical data to determine rehabilitation goals for patient; Help clients improve decision making, abstract reasoning, memory, sequencing, coordination and perceptual skills using computer programs; Select and recommend activities that will help individuals learn</p>	<p>Bachelor's degree with 2 years experience in a previous position</p>	<p>2 years of experience in a previous position</p>	<p>Bachelor's degree</p>	<p>100</p>	

			work and life-management skills consistent with their needs and capabilities; Consult with rehabilitation team to select activity programs and coordinate with other therapeutic activities; Record prognosis, treatment, response and progress in patient's chart or computer database.					
N/A	N/A	Behavior Specialist	Assist in the development of individual assessment and treatment plans. Conceptualize assessment and treatment plans and contribute during daily sessions to overall development of the case; Conduct sessions, coordination of admission or follow-up with client's team, time management, data collection, and protocol development, implementation and review; Parent training - provide training for parent, teachers and/or staff; insure protocols are carried out correctly; Provide diplomatic (appropriate) and corrective feedback. Demonstrate sensitivity to parent concerns. Provide timely updates to supervisory staff; Interdisciplinary skills- initiate and maintain contact with KBP disciplines and outside agencies (schools, physicians). Incorporate feedback from other professionals into assessment and treatment plan. Provide timely training to other professionals; Data Management - Develop data collection system for parents, teachers and/or staff. Obtain follow-up data in a timely manner. Maintain up-to-date graphs. Organize and present data in ways to facilitate interpretation; Documentation - Timely and thorough completion of evaluation reports, progress notes and correspondence; Problem	Bachelor's Degree and appropriate certification with 5 years experience in a similar prior position	5 years experience in a similar prior position	Bachelor's Degree and appropriate certification	100	

			<p>solving -Anticipate problems and develop alternative strategies for solving problems. Generate solutions independently and in conjunction with Lead Facilitators; Demonstrate the ability to appropriately aid the needs of children and adolescents with or without a developmental disability and their families.</p>					
N/A	N/A	Mental Health Counselor	<p>Work with individuals, groups and communities to improve mental health; Encourage clients to discuss emotions and experiences; Examine issues including substance abuse, aging, bullying, anger management, careers, depression, relationships, LGBTQ issues, self-image, stress and suicide; Work with families; Help clients define goals, plan action and gain insight; Develop therapeutic processes; Refer clients to psychologists and other services; Take a holistic (mind and body) approach to mental health care</p>	<p>Bachelor's Degree and two years of post-graduate supervised work, totaling between 2,000 and 4,000 hours of clinical experience with 2 years of successful work as a mental health counselor</p>	<p>2 years of successful work as a mental health counselor</p>	<p>Bachelor's Degree and two years of post-graduate supervised work, totaling between 2,000 and 4,000 hours of clinical experience.</p>	100	
N/A	N/A	Community Coach	<p>Help individuals achieve desired personal outcomes from community and home-based activities; Create mutually-rewarding relationships between individuals and community members and organizations; Use effective tools and techniques to increase individuals' options, opportunities and participation from chosen activities; Develop, implement and document progress on Individual Plans; Complete and submit required documentation accurately and on time; Promote health and safety for individuals served in all settings and activities; Help individuals find and use community-based resources to achieve their personal outcomes.</p>	<p>Excellent written, verbal communication skills required; Excellent organization skills required; Access to reliable transportation and an acceptable driving record required; 2 years experience in a similar prior position</p>	<p>2 years experience in a similar prior position</p>	<p>2 years experience in a similar prior position</p>	100	

N/A	N/A	Instructional Coach	Demonstrate willingness to assume leadership positions; Provide organized, individual and/or group learning opportunities for teachers as needed; Provide support in analyzing student assessment data; Assist teachers with instructional decisions based on assessment data when requested; Assist teachers with specific classroom activities when requested; Provide support for classroom motivation and management strategies; Assist teachers in creating materials that are in alignment with curriculum; Provide teachers resources related to instruction and curriculum; Provide assistance in researching instructional and/or curriculum issues; Model effective, differentiated instruction when requested; Provide encouragement and emotional support to teachers; Encourage ongoing professional growth for all teachers; Manage time and schedule flexibility to maximize teacher schedules and learning; Work positively toward meeting identified district and building improvement goals; Develop and maintain a confidential, collegial relationship with teachers; Possess an understanding of when to contact administrators regarding issues of safety/ethics; Participate fully in professional development for coaches, including peer observations, professional research and reading, and inquiry sessions.	Deep knowledge of and experience in instructional strategies, conditions of learning, and assessment driven instruction; 5 years successful teaching experience	5 years successful teaching experience	Master's in Education preferred	100	
Kellie	Brown	Superintendent of Tuscarawas and Guernsey County Board of Developmental Disabilities	Assist in program facilitation, Supervision (assist in the hiring, firing, promotion, demotion, and evaluation) of employees,	Bachelor of Science in Business Administration and Master's of Education Administration, post-graduate course work in	Current Superintendent at Guernsey County Board of DD and current Interim Superintendent at Tuscarawas County Board of DD; Director of	Bachelor of Science in Business Administration, Master's in Education Administration, post-graduate coursework in	15	

				Public Administration	Case Management and Medicaid	Public Administration		
N/A	N/A	Lead Facilitator	The Program Director oversees the coordination and administration of all aspects of an ongoing program including planning, organizing, staffing, leading, and controlling program activities. Ensure that program activities operate within the policies and procedures of the organization; Ensure that program activities comply with all relevant legislation and professional standards; Develop forms and records to document program activities, district needs, and individual student needs; Oversee the collection and maintenance of records on the clients of the program for statistical purposes according to the confidentiality/privacy policy of the organization; Deploy Care Team members to districts throughout a regularly scheduled work week and in response to a crisis situation	5 years experience in a similar position, administrative experience; experience working with students and families with complex needs,	5 years experience in a similar position; experience working with students and families with complex needs	Bachelor's Degree in Special Education or Mental Health, Master's Degree in preferred.	100	
N/A	N/A	Mental Health Expert	Provide expertise on theories of human behavior and personality and techniques of evaluating, and modifying human behavior; plan, develop and implement comprehensive treatment plans; have knowledge of Federal, State and local laws, codes and regulations governing mental health treatment; make referrals to sources and community resources; conduct accurate and thorough assessments of client status, history, danger to self and others, progress, chemical dependency, and related mental health information; prepare diagnoses and evaluations of mental disorders; conduct effective professional clinical interviews; formulate, implement, and monitor treatment plans; conduct group and	Two or more years working as a Mental Health Counselor having direct contact with persons with developmental disabilities and special needs	Two or more years working as a Mental Health Counselor having direct contact with persons with developmental disabilities and special needs	Masters Degree in Mental Health Counseling	100	

			<p>individual psychotherapy; respond appropriately in crisis situations; understand, interpret and apply complex mental-health technical materials and applicable laws, codes and regulations; establish and maintain effective working relationships with patients, families, staff, and other agencies; prepare effective written reports; maintain accurate records; communicate effectively in oral and written form; provide effective training, guidance and consultation to other staff; assist in physically controlling and/or restraining violent and/or combative patients</p>					
N/A	N/A	Senior Special Education Specialist	<p>Maintain knowledge of current Special Education regulations and best practices; Support general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with IEPs; Support implementation of accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time; Analyze assessment results to drive instruction and IEP development; Develop and assist with appropriate behavior management techniques for students with special needs; Coordinate progress report completion and perform needs assessments; Train Special Education Instructional Assistants, as assigned; Mentor Resource Specialists; Analyze and report on results of academic assessments; Manage relationships with outside vendors to ensure students receive all individually prescribed IEPs services (i.e. Occupational Therapy, Language and Speech, etc.); Coordinate formal</p>	5 years experience in a similar position (Special Education Coordinator)	5 years experience in a similar position (Special Education Coordinator)	Master's Degree in Special Education	100	

			assessments for related services with KIPP providers and outside vendors; Provide direct services to students with special needs, as needed; Develop positive relationships with parents and families in order to engage them in the IEP process and keep them apprised of student progress; Influence the RTI and SST process; Provide special education program leadership at assigned sites;. Develop and provide ongoing professional development for general and special education staff and administrators					
Mark	Murphy	Superintendent, Tuscarawas Valley Local Schools	Representative from the county schools to collaborate with DD to maximize resources to serve students in the county who are DD eligible; Assist in program facilitation; Work with other superintendents and community leadership to ensure successful implementation of the initiative including project monitoring, evaluating and revisions as needed; Communicate District and individual building needs including resources and professional development to Lead Facilitators quarterly through a needs assessment	Masters Degree in Education Administration from Ashland University; 11 years as Superintendent at Tuscarawas Valley Local Schools	Teacher, Principal, Superintendent, active in Tuscarawas County community, including numerous local civic organizations	Bachelor of Science in Elementary Education from the University of Akron; Masters Degree in Education Administration from Ashland University	20	
John	Rocchi	Superintendent, Claymont Local Schools	Representative from the county schools to collaborate with DD to maximize resources to serve students in the county who are DD eligible; Assist in program facilitation; Work with other superintendents and community leadership to ensure successful implementation of the initiative including project monitoring, evaluating and revisions as needed; Communicate District and individual building needs including resources and professional development to Lead Facilitators quarterly through a needs	Masters Degree in Special Education specializing in behavioral disorders	Facilitated professional development on Special Education topics such as ETR/IEP writing and Special Education compliance training to 42 school districts in Region 12 as well as parents throughout the region.	BS from Kent State University in Education specializing in Special Education, Master's Degree from Kent State University in Special Educati	20	

