

Budget

Winton Woods City (044081) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (136)

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	73,500.00	0.00	73,500.00
Support Services		0.00	0.00	0.00	555.00	0.00	0.00	555.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	8,500.00	0.00	0.00	0.00	8,500.00
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	35,000.00	0.00	35,000.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	8,500.00	555.00	108,500.00	0.00	117,555.00
							Adjusted Allocation	0.00
							Remaining	-117,555.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
(WE)3 Pathway Winton Woods Warriors: The pathway to Employment, Enrollment, or Enlistment

2. Project Tweet: Please limit your responses to 140 characters.
(WE)3 will educate our students with disabilities beyond the classroom for success in the workforce, postsecondary programs or the military.
This is an ultra-concise introduction to the project.

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				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	46 8
40 9	40 10	52 11	43 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	46 8
40 9	40 10	52 11	43 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	46 8
40 9	40 10	52 11	43 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	46 8
40 9	40 10	52 11	43 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	46 8
40 9	40 10	52 11	43 12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	46 8

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

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

Through the five years indicated on the chart of students to be directly impacted, we expect that the numbers will extend to include the current students with disabilities in third grade. These students will be in eighth grade at Year 5. These students will not directly be impacted, however, until they reach age 14 for transition services, as indicated by the IEP.

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

First and last name of contact for lead applicant
Patty D'Arcy

Organizational name of lead applicant
Director of Student Services

Address of lead applicant
8 Enfield, Cincinnati, Ohio 45218

Phone Number of lead applicant
(513) 619-2327

Email Address of lead applicant
darcy.patty@wintonwoods.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

According to the Key Findings From the National Longitudinal Transition Study-2, students with disabilities are under-employed and under-enrolled in postsecondary education programs as compared to their typical peers. Currently, in WWCS D) there are no evidenced-based predictors that are firmly embedded in the secondary curriculum and/or are offered to all students with disabilities. While some evidenced-based predictors are in various stages of implementation within the district, there has been less of a systematic approach to providing seamless transition services to our students. Currently, we are working with our State Support Team to develop a more systematic approach to delivering transition services in an integrated environment.

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

Ultimately, the goal is to have a seamless continuum of services for ALL students with disabilities. To provide students with a plan for life in multiple domains (employment, community living, transportation, recreation and leisure, and postsecondary education opportunities), there is a critical need for improvement in: the connections and communication lines between the family and the school and the community; helping students develop a growth mindset and self-advocacy skills; and teaching students independent living skills by allowing them to engage in a variety of occupational courses and experiences. To accomplish a seamless continuum of services for students beginning at age 14, a

series of courses will be implemented that target specific skills needed for postsecondary, competitive employment and/or postsecondary educational/training opportunities. Currently at WWCS, two courses exist that fall on opposite ends of the transition services continuum: the TEACH Program and the Life Skills Course. There is a cohort of students in the TEACH Program that supports our students with multiple disabilities during their junior and senior years in community-based work experiences. One objective is to expand the TEACH Program to introduce these employability skills at grades 9 and 10 through in-school jobs, work-related skill stations, and travel training experiences. This will allow students to be successful and independent in the community-based work experiences by the time they reach Grade 12. On the other end of the continuum of services, there is a class available for students that do not qualify for the supports in the TEACH Program. This is the Life Skills 101 course. The goal is to expand upon the Life Skills 101 course in Grade 9 by teaching and practicing of employability skills. This necessitates the creation of a Life Skills 102, Life Skills 103 and Life Skills 104 course (at Grades 10, 11 and 12) so that students will be ready for a School To Work schedule (? day of academics and ? day of competitive, community employment) during their senior year of high school. Once we have full implementation, as a student moves along the (WE)3 Pathway, {formerly the TEACH Program and Life Skills} he/she will have the following skills and experiences, by graduation: communication skills, employability skills, social skills, independent living skills, and skills for self-determination.

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 process. - (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.

Overall, the desired outcome is to provide authentic learning experiences in a seamless system of community partnerships that allow students to successfully transition from high school to the adult world. By expanding the Life Skills Program and the TEACH Program into the (WE)3 Pathway, more students with disabilities will receive secondary transition services and supports. While receiving these services and supports in high school, the number of students with disabilities that exit high school in four years with a diploma will increase. Students that receive these supports and services and obtain a high school diploma are more likely to be engaged in competitive, integrated employment after high school and are more likely to be prepared for enrollment in a postsecondary education setting, which leads to independent living and an improved quality of life.

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.

Providing appropriate Community Based Instruction as part of the transition program relies heavily on a solid structure of planning, training, and coordinating the implementation of services by highly skilled educators and a support team. To improve student achievement beyond high school, we need full support of community business partners and multiple opportunities to integrate students with disabilities in our classrooms and in our community. As a district, we need to commit to a vision for all of our students with disabilities, a successful completion and transition from high school in the same timeframe as their peers without disabilities. In this successful transition, we need to assume the responsibility that education truly extends beyond the classroom walls and that students and their families will be afforded the opportunity to determine the pathway that will lead to the students' future successes.

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

Currently, we have 223 students in our district to be served through Postsecondary Transition Services as detailed in their IEPs. At this time, we have: 7 Students in a PAID In-School-Job setting 12 Students in a VOLUNTEER Community Based Instruction setting 0 Students in a travel training program 22 Students in a Life Skills course 1 Student in a School-To-Work setting At this time, one class of students in the TEACH Program is using web-based programs to create resumes, explore career interests with Naviance or OhioMeansJobs to complete interest surveys, or to organize in-school work tasks and record task completion. Another class of students in the TEACH Program is participating in volunteer, supported, community-based vocational activities. The students travel to local work sites to perform job skills in an authentic setting. This group of students also goes to the local credit union to experience personal banking once a week. Juniors and Seniors with disabilities that plan to apply to college are using Naviance to complete and submit the common application and to gather reference information, along with completing interest surveys to help facilitate career choices and to develop a career plan. Paid or unpaid work experiences are far and away the most important research associated with good transition outcomes (Carter, Swedeon & Trainor, 2009; Lindstrom, Doren, & Miesch, 2011; Williams-Diehem & Benz, 2008; McDonall & Cruden, 2009; Benz, 2002). The cultural shift in preparing all students for success beyond high school has to encompass all students beyond the setting of a traditional classroom.

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).

Each of the stated outcomes will be monitored annually. In the early years, the primary focus will be on monitoring the services provided and increasing student engagement in the transition program. -Improve the coordination and delivery of secondary services and supports through the provision of a seamless system across multiple systems of support. -Increase the percentage of youth who are engaged in postsecondary education/training and/or competitive, integrated employment after graduation. -Increase the percentage of youth with disabilities who exit secondary education with a diploma. -Increase the proportion of transition services that are delivered within the general education setting. -Implement collaborative models of secondary transition service delivery beginning at the time a student with disabilities will be turning fourteen.

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

In the 2013-2014 APR, for 2012-2013, while the WWCS met State Performance Indicator 2 for dropout rates (1.54% compared to the target of 12.5% or less); the district did not meet State Performance Indicator 1 for graduation rates (45.95% compared to the target of 75.90% or more). The progress will be measured by quarterly surveys to monitor the number of students enrolled in regular classrooms

during the school day, employed in paid and volunteer positions during and after the school day, and receive services through coordinated community agencies. Annually, the progress will be measured by school reports of the number of students with disabilities who exit secondary education with a diploma. And three months after graduation, the team will administer a survey to monitor the number of students with disabilities who are engaged in postsecondary education/training, engaged in integrated, competitive employment, and enlisted in the military.

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

If our assumptions or outcomes are not realized, the team will need to reflect and to review the data and identify the problem. Once the problem is identified, depending on the problem, we may determine that more staff training is needed. We may determine that we need to alter our instruction to meet student needs. We may review our community sites and conclude that some job sites are not a match and we will look for more sites that match with our students' areas of interest and skill level. Overall, we need to be sure that we provide students with the opportunities to have authentic learning experiences and prepare them for the world of work, postsecondary education, or enlistment in the military.

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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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 measureable 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.

117,555.00 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.

The overall budget for this project is \$117,555.00. Professional development will include job coaching and train the trainer, transportation training and post-secondary transition in-service opportunities. I-pads will be used on the job sites to keep documentation of employability skills and progress through task analysis and checklists to share with the employer, Transition Coordinator and Intervention Specialist. Due to the amount of community activities anticipated, a van will be purchased to transport students to community volunteer and job sites. Metro bus passes will be purchased to travel train students to various sites. Practical Assessment Exploration System (PAES) is an instructional module program that will be used for career exploration. This program provides students with the instruction and equipment to complete a variety of job tasks ranging from collating papers to making change at a cash register to assembling bolts and pipes. It is a comprehensive data driven curriculum for students with special needs training in basic career and life skills through exploration of hands-on experiences to determine a student's career/vocational strengths. A simulated work environment allows staff to assess and address behaviors that may cause barriers to a competitive work environment. Assessments include documentation and date of a student's ability to work, interests in specific types of work and the type of support an individual would need in the workplace.

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.

7,655.00 a. Sustainability Year 1

7,655.00 b. Sustainability Year 2

7,655.00 c. Sustainability Year 3

7,655.00 d. Sustainability Year 4

7,655.00 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.

Once the (WE)3 Pathway is finalized, the Intervention Specialists will continue to expand, revise, and implement the courses that have formerly been part of the TEACH Program and for the Life Skills Program. The Instructional Assistants will be initially trained through a train-the-trainer model with funding provided by the grant and then the team will continue to refresh, update, and provide in-house training, as needed. The costs that will need to be sustained for student transportation for community based instruction will be sustained through committed district funding. Also, the school has a community partnership that will sustain a portion of the student transportation costs. The partnership through the Winton Woods Financial Education Association with the Cincinnati Police Federal Credit Union will sustain the account services for students participating in the (WE)3 Pathway.

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.

The cost savings from not deploying a daily bus driver for the program combined with the operational cost savings from using a conventional min-van instead of a 72 passenger diesel bus create substantial cost savings. This saves on the driver salary & benefits as well as fuel, maintenance, insurance costs and administrative overhead. See Financial Impact Table for further detail.

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.

Not applicable

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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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 March 2016 to June 2016

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

*School administration and Intervention Specialists will coordinate course schedules to support the occupational/vocational classes and community based instruction experiences *Intervention Specialists will design a curriculum map to become the continuum of services (WE)3 Pathway based on (and extending) the existing courses of the TEACH Program and the Life Skills Program *Intervention Specialists will design the requirements for the student work portfolio *School administration and Intervention Specialists will design and plan for a career development station area to actively work on PAES and Way Point modules *Instructional Assistants will participate in a training that will allow them to work with students in Travel Training experiences, training/licensing to provide van transportation, and job coaching *Intervention Specialists will create task analysis for each of the in-school-job activities and current community based work activities and train the instructional assistants to use the task analysis for supporting and monitoring student progress.

22. Implementation (grant funded start-up activities)

a. Date Range August 2016 to May 2017

b. Scope of activities - include all specific completion benchmarks

*Implementation of the courses: (WE)3 Pathway *Implementation of independent living skills in the TEACH Program *Implementation of In-School-Jobs with task analysis *Implementation of Community Based Instruction sites with task analysis *Implementation of Travel Training *Implementation of financial literacy through personal banking trips to the Cincinnati Police Federal Credit Union *Implementation of tours for community recreation & leisure opportunities *Implementation of the individual career portfolio *Implementation of School to Work experiences

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

a. Date Range July 2017 to June 2022

b. Scope of activities - include all specific completion benchmarks

The planning phase, grant year and implementation years, as outlined above, will result in a robust post-secondary preparation program for students with disabilities in order to meet measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment and independent living skills. As required by state mandates under IDEA, this program will meet the demand of preparing students for life after high school. We will endeavor to have students graduate in four years with their peers and depending on their goals, move on to higher education, vocational training, be employed or enlisted in the military. The program will be sustained through ongoing ODE updates and working with our SST 13 as well as ongoing professional development. The district is committed to making sure that all students, including students with disabilities reach their highest potential and are prepared to enter the work/education world after high school. At completion, we expect full implementation of a robust post-secondary program including authentic on the job experience and transition service needs related to the student's course of study. The department of special education including the administration is committed to provide students with the tools necessary to be a productive citizens. Measurable improvement of student outcomes as determined through IEP goals, post-secondary plans, graduation in four years, and closing the achievement gap will be our data to review to determine success of the program. The outcomes will be communicated in WWCSD's Annual State of the School Report as well as Annual Student Data Report Card. Evaluation will be on-going throughout the grant years to ensure benchmarks are met; adequate progress is being made for each of the outcomes.

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:

The changes to the way transition services are provided for students with disabilities will promote a positive culture shift. It will challenge the school, the families, and the community to engage in student-first learning to provide a unique learning experience, beyond the classroom walls, to ensure that all students reach their maximum potential to pursue their successes after graduation. These learning opportunities will afford students the opportunity to be more prepared to: work in integrated, competitive employment, enroll in postsecondary education programs, or enlist in the military. This seamless continuum of services will provide a results-oriented approach that is focusing on improving self-determination and student success as they transition from high school to the adult world.

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:

Winton Wood City School District Denise Davenport 1231 West Kemper Road Cincinnati, OH 45240 P: 513-619-2420
davenport.denise@wintonwoods.org

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.

Paid or unpaid work experiences are far and away the most important research associated with good transition outcomes (Carter, Swedeen & Trainor, 2009; Lindstom, Doren, & Miesch, 2011; Williams-Diehem & Benz, 2008; McDonall & Cruden, 2009; Benz, 2002). At the end of each quarter, the team will administer a survey to the students with disabilities to monitor the progress in the following areas: *Number of students enrolled in either the TEACH Program or the Life Skills Program *Number of students employed in a PAID position, within the community *Number of students employed in a VOLUNTEER position, within the community *Number of students employed in a PAID position, within the school setting *Number of students employed in a VOLUNTEER position, within the school setting *Number of students that have successfully completed Travel Training At the end of each quarter, the team will administer a survey to the Intervention Specialists to monitor the progress in the following areas: *Number of students that have completed an application through Opportunities for Ohioans with Disabilities to receive vocational rehabilitation services *Number of students that receive vocational rehabilitation services through Opportunities for Ohioans with Disabilities *Number of students that have completed an application through the Hamilton County Developmental Disabilities Services *Number of students that receive services/waivers through the Hamilton County Developmental Disabilities Services *Number of students that participate in the banking program offered at Winton Woods High School and the community partnership with the local credit union. At the end of the school year, the team will administer a survey to the administration in in the following area: *Number of students with disabilities who exit secondary education with a diploma. At the beginning of the school year, after graduation, the team will administer a survey to the recently graduated students and/or the families in the following area, utilizing the questionnaire from the Ohio Longitudinal Transitional Study: *Number of students who are engaged in postsecondary education/training. *Number of students who are engaged in integrated, competitive employment

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.

By design, the likelihood of expanding this project is one that would demand more resources in terms of staffing. However, we have already investigated the idea of sharing resources such as transportation and job coaches with a neighboring district. In addition to transforming and making our transition services more robust, this project offers multiple opportunities to share what we have learned, and continue to learn, in the process with other districts. In addition to providing understanding of what is necessary to provide appropriate transitions services, the WWCSO will offer an opportunity for other districts to visit our program once we have put all of the components in place. There are numerous opportunities along the way to share lessons learned with others grappling with how best to enhance outcomes for students with disabilities.

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).

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Sections ▶

Consortium Contacts

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

Partnerships

Winton Woods City (044081) - Hamilton County - 2017 - 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
Tammy	West	513-381-2677	twest@copfcu.com	Cincinnati Police Federal Credit Union		959 West 8th Street, , Cincinnati, Ohio, 45203	
Robin	Lynd	513-381-2677	rlynd@copfcu.com	Cincinnati Police Federal Credit Union		959 West 8th Street, , Cincinnati, Ohio, 45203	
Patrick	Wong	513.674.4584	patrick.wong@hcesc.org	Hamilton County ESC	047324	11083 Hamilton Ave, Cincinnati, OH, 45231-1409	

Implementation Team

Winton Woods City (044081) - Hamilton County - 2017 - 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 on Project	Delete Contact
Patty	D'Arcy	Director of Student Services, WWCS D	Ms. D'Arcy will be the primary Project Manager for the district. It is her responsibility to ensure that the high school has the resources needed as identified in the grant to guarantee success of the project. She will coordinate all program activities along with Special Education team and the principal.	Ms. D'Arcy has been in education for 29 years. She is currently in her 14th year as Director of Student Services for the Winton Woods City School District. Prior to this, she taught high school and middle school Special Education. She holds the following Ohio licenses: K-12 LD/ED/CD Teaching; Special Education Supervisor; 7-12 Principal; and Curriculum & Instruction Supervisor.	Ms. D'Arcy is a member of the Transition Team coordinated by State Support Team, Region 13. She has previously supervised a transition coordinator and provided oversight for a high school transition program.	BA Special Education from Arizona State University, MA Special Ed Supervision from the University of Cincinnati, Principal licensure from XU	50	
Steve	Denny	Ex. Director of Accountability & Business Affairs, WWCS D	Steve Denny will be involved in this grant project in the area of fiscal management. Mr. Denny will be responsible for ensuring that funds are expended as identified in the grant and that grant sustainability costs will remain as indicated. He will support principals in this capacity so they may implement the NTN model with fidelity.	Steve Denny has been in education for 20 years. He has served as Executive Director of Accountability & Business Affairs for the district since 2010. Prior to that, he has been a high school and middle school math teacher. He has also served as both an assistant principal and principal at the elementary, middle and high school levels. He has been an educator in both California and Ohio. He holds the following Ohio licenses: 7-12 Mathematics; 7-12 Principal; and Assistant Superintendent	Steve Denny is very familiar with Winton Woods High School having worked there for four years. Mr. Denny has significant experience in the financial management and oversight of state and federal grants.	BA in Liberal Studies from Ambassador University; MA in Ed Administration from the California State University at Los Angeles	25	
Eric	Martin	Principal, Winton Woods High School	Eric Martin and his building leadership team will be the primary instructional leaders and are responsible for ensuring the program is implemented in their school with fidelity.	Eric Martin has been in education for 20 years. He is currently in his second year as principal of Winton Woods High School and the Academy of Global Studies. Prior to that he was a high school teacher, assistant principal, athletic director, and principal of a juvenile delinquent facility. He holds the following	Mr. Martin is in his second year as principal of Winton Woods High School. He has extensive experience with student transition programs in several districts.	BS in Social Work from Wilmington College; MEd in Educational Leadership from the University of Cincinnati	50	

				Ohio licenses: 4-9 and 7-12 Principal. Mr. Martin is also a credentialed OTES evaluator.				
Denise	Davenport	Intervention Specialist, Winton Woods HS	Ms. Davenport is responsible for coordination of the program at the school & student level.	Ms. Davenport has completed coursework for her Transition to Work endorsement at the Xavier Univeristy and will complete her internship requirements in the fall of 2016.	She has 16 years of experience in education. She has taught 10 years in special education and 6 years in Health & Physical Fitness.	BA in Arts & Education from the University of Kentucky & an MA in Special Education from the University of Cincinnati	75	