

WHAS CRUSADE FOR CHILDREN

PART ONE

Summary Sheet Form

A. ORGANIZATION EIN/FEDERAL ID NUMBER: 61-6001316

B. LEGAL NAME OF ORGANIZATION

Jefferson County Board of Education

DBA (if applicable): Jefferson County Public Schools (Autism Program)

C. ADDRESS: 3332 Newburg Road

CITY: Louisville

STATE: Kentucky

COUNTY: Jefferson

ZIP: 40218

D. PHONE: (502) 485-8500

FAX: (502) 485-8986

ORGANIZATION WEBSITE: <http://www.jcpsky.net/>

E. TAX EXEMPTION STATUS

☐ 501(c)(3)

☒ Other than 501(c)(3). Please specify: Public School District (170(c) designation)

F. CONTACT INFORMATION:

Name of Superintendent/Principal: Dr. Donna Hargens

Phone: (502) 485-3251

Email: donna.hargens@jefferson.kyschools.us

Application Contact & Title (if not the Superintendent or Principal):

Name: Teresa Au Ray

Title: Director, Exceptional Child Ed.

Phone: (502) 485-8500

Email: terry.ray@jefferson.kyschools.us

G. THIS APPLICATION IS FOR A GRANT OF \$ 35,408.10

H. HOW MANY CHILDREN WITH SPECIAL NEEDS WILL THIS GRANT SERVE IN THIS GRANT YEAR, IF AWARDED?

KENTUCKY: 1,000

INDIANA:

WHAS CRUSADE FOR CHILDREN

Grant Request Information

I. WHAT PROCESS DOES YOUR AGENCY USE IN DECIDING WHAT TO REQUEST? (i.e., peer or supervisory review, priority by classroom or department, etc.)

Autism Resource Teachers review the needs of students/classrooms and recommend effective materials. We observe students and interview teachers about materials they use most and need to support learning. We identify products that support implementation of Evidence Based Practices (EBPs) for students with autism.

J. PURPOSE: Summarize in 100 words or less *the purpose* for which this money is requested. (Additional detail should be attached to page 9 of application.)

The money requested will support students with autism in the following areas: academic achievement, College & Career Readiness (CCR), and behavior, including sensory. We understand that we must engage students in instruction. Due to the underlying characteristics of autism (social/ communication, behavior, sensory) students struggle with school activities. In order to engage, students with autism need adaptations/modifications to the Kentucky Core Academic Standards (KCAS), as well as behavioral and sensory support. The materials requested assist students in accessing KCAS by helping them understand academic and social demands and keeping them calm and ready to learn.

K. BUDGET:

TOTAL AMOUNT REQUESTED: \$35,408.10

ITEMIZE REQUEST LIST AND COST IN AGENCY PRIORITY:

1.	Materials for Social Skills	\$	11,041.20
2.	Sensory Materials	\$	23,468.90
3.	Academic	\$	898.00
4.		\$	
5.		\$	
6.		\$	
7.		\$	
8.		\$	

(Attach a detailed list with page 9 if requesting multiple items)

WHAS CRUSADE FOR CHILDREN

Organization Information

L. LIST THE KEY SERVICES YOUR AGENCY PROVIDES FOR CHILDREN AND AGES OF YOUR PRIMARY CLIENTS.

1.	Public education and related services	Ages	3-21
2.	Autism Services	Ages	3-21
3.		Ages	
4.		Ages	

M. LIST THE HOME COUNTIES OF CHILDREN YOU SERVE (If more than 10 counties, include in expanded detail section)

1.	Jefferson	6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

N. SOURCES OF INCOME: Complete the table below for the agency as a whole, based on most recently completed fiscal year.

Percentage		Funding Source
0.0002	%	WHAS Crusade for Children
14.9998	%	Government grants (federal, state, local)
0	%	Foundations
0	%	Business
0	%	Events (include event sponsorships)
0	%	Individual contributions
0	%	Fees/earned income/tuition
0	%	Workplace giving campaigns
85	%	Other (Please specify: General Fund)
100	%	TOTAL (must equal 100%)

WHAS CRUSADE FOR CHILDREN

Complete all sections

Total special education budget:	\$ 126,236,586.00
Percentage of special education budget requested from the WHAS Crusade for Children:	.002 %
Total number of special education staff: (all positions)	1,975
Number of schools?	161
Percentage of special education budget derived from grants:	17 %
<p>If the Crusade does not fully fund this project, will you proceed with the project?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If yes, explain:</p> <p>Items requested through the WHAS Crusade are prioritized and implemented to the extent funded.</p>
<p>What are your fundraising plans for the Crusade in your community?</p> <p>Please explain selection:</p> <p>Employee fundraising campaigns and events per site include cash and check giving, as well as payroll deductions and student collections.</p>	<p><input checked="" type="checkbox"/> Payroll deduction</p> <p><input checked="" type="checkbox"/> Special events</p> <p><input type="checkbox"/> Corporate solicitation</p> <p><input checked="" type="checkbox"/> Other</p>
<p>If you receive a Crusade grant, how do you plan to make your community aware of this and its impact on your agency?</p>	<p>Explain:</p> <p>JCPS will place an article /picture in the JCPS Monday Memo. All JCPS employees have access to the Monday Memo.</p> <p>The JCPS Board will accept the Crusade Grant at an official Board meeting.</p>

JCPS Autism Program Crusade Application 2016-17
Part Two – Expanded Detail

1. ***Describe how your request meets the Crusade's mission: To help children overcome physical, mental, emotional and medical challenges.***

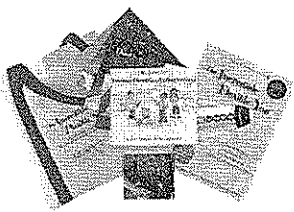
Autism Spectrum Disorder impacts students in multiple areas, including social communication and social interaction, as well as restricted, repetitive patterns of behavior, interest, or activities. Additionally, autism impacts the sensory system. The materials requested in this proposal level the playing field for students with Autism Spectrum Disorder in these areas of impact. We requested manipulatives to help students with autism overcome their academic challenges, social skills materials to help students compensate for the social impact of Autism, and sensory materials to help students modulate their sensory system so they can engage in learning. All of the materials requested address the characteristics of Autism Spectrum Disorder that challenge students in the school setting, allowing them to access the curriculum and succeed in school.

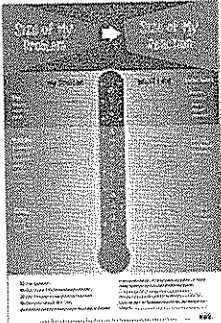
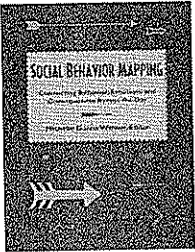

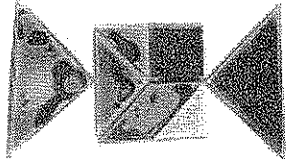
2. ***In this application, you described in 100 words or less what your project entails. Now, attach expanded details of the project.***

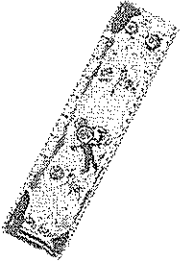
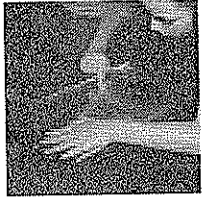

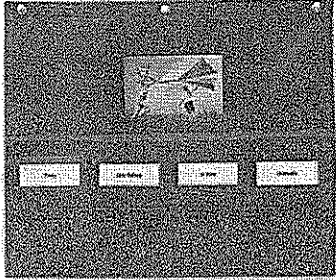

The JCPS Autism Program supports students with Autism Spectrum Disorder in all types of classrooms and schools. The program supports more than 1,000 students with a primary disability of Autism, as well as student with Autism Spectrum Disorder who qualify for Exceptional Child Education under different eligibility areas. The Autism Program staff assist teachers in adapting and modifying academic content for students. Often, they adapt/modify content by making it more concrete and visual and therefore more understandable for our students. Other times they decrease the need for writing, as students with Autism frequently demonstrate frustration in response to writing assignments. The Autism Program staff also consult with schools in the area of program development for students. After developing programs, they model and coach on the use of materials to ensure fidelity of implementation of Evidence Based Practices. The majority (>60%) of referrals to the Autism Program relate to behavior and social needs of students. Therefore, this year we are requesting various materials that support students in those areas. Detailed descriptions of the items requested are included in response to question 3.

3. ***Attach a detailed list of every item you are requesting in the same priority you listed on page 6. Include quotes for all equipment requests.***

The items requested are prioritized within the three categories of Social, Sensory, and Academic:

Social			
	An engaging new Social Thinking educational series that combines a social learning framework with music and dramatic play activities that will appeal to early learners. Detailed instructional lesson plans give educators the knowledge and tools they need to help young children use their social thinking abilities and develop better social skills. Five storybooks introduce these Social Thinking concepts and vocabulary: Thinking Thoughts and Feeling Feelings, The Group Plan, Thinking With Your Eyes, Body in the Group, and Whole Body Listening.	5 @ \$99.50	\$497.50

Model Me Kids - Time for School, Friendship, Tips & Tricks, Confidence & Bully Prevention, Organization & Motivation, and Conversation Cues	Video Modeling DVDs, Teacher Manuals, and Student Workbooks to address social skills, executive functioning, and how to demonstrate "student" behaviors.	Various quantities of DVDs, manuals, & workbooks	\$7013.70
Should I? or Shouldn't I? What Would Others Think? Elementary & Middle High	This game encourages students to think about their own behavior choices and then compare how their perceptions match (or don't) those of the other students. It revolves around the idea of perspective taking - being able to think about others, their thoughts, feelings, and behaviors, and how this interrelationship plays out in social situations.	50 Elementary @ \$24.00	\$1200.00
		50 Middle/ High @ \$24.00	\$1200.00
Size of My Problem Poster 	Helps students figure out the size of their problem, the size of their reaction, and then visualize the relationship between the problem and reaction. Students can reuse for different school situations.	50 @ \$13.00	\$650.00
Social Behavior Mapping 	A collection of over 50 Social Behavior Maps that cover a range of topics for home, community and the classroom. <i>Social Behavior Mapping - Connecting Behavior, Emotions and Consequences Across the Day</i> is geared for use by teachers to help those with social thinking challenges understand what behaviors are expected and unexpected in a way that makes sense to their way of thinking.	20 @ \$24.00	\$480.00
Classroom Break Boxes: Sensory Tool Kit -- Super Kit 	Filled with different sensory tools and solutions, Break Boxes help kids channel their energy and regulate emotions.	40 @ \$499.99	\$19,999.60
Busy Fingers Tangram Gel Puzzle 	Teaches spatial relationships and visual processing with a fun fidget toy.	20 @ \$29.99	\$599.80

Reggie Regulation Ruler 	<p>Helps kids self-regulate by answering that big question: How am I feeling today, and what am I going to do about it? Kids squish the cool gel 'til the little swimmer lands at the feeling they're feeling, where they'll find suggestions for a purposeful activity to match their mood. Hyper? Exercise. Alert? Grab a book. Reggie helps everything from sensory integration to emotional development.</p>	100 @ \$19.00	\$1,900.00
Gel Pad Elements – 2 Pack 	<p>For Tactile and Multi-Sensory Handwriting Practice For sensory defensive children who dislike getting their hands dirty, Gel Pads Elements encourages learning by touch. Kids won't get messy while tracing their fingers.</p>	20 @ \$25.99	\$519.80
Emotions Putty Calm & Energize 	<p>Color-changing (calming) putty and metallic (energizing) color putty! Emotions Putty takes sensory therapy to a whole new level of fun, strengthens hands, and reduces stress too.</p>	30 @ \$14.99	\$449.70
Academic			
Sentence Building Pocket Chart 	<p>Build sentences word by word. Chart features one 8" x 5-1/2" pocket for a photo card and four 4-1/2" x 2" pockets beneath it for color-coded sentence building cards. Build sentences to describe the picture, separating out the subject/noun, predicate/verb, and other story details. Four 4-1/2" x 4" storage pockets help keep cards organized when not in use. Includes 19" x 16" pocket chart, 24 double-sided photo cards (7" x 5-5/16"), 32 double-sided sentence part cards (4" x 1-3/4"), and resource guide.</p>	20 @ \$19.95	\$399.00
Sentence Building Dominoes 	<p>Build a variety of sentences with these colorful Sentence Building Dominoes. With 228 color-coded dominoes, featuring 8 parts of speech — nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and punctuation marks — the possibilities are endless!</p>	20 @ \$24.95	\$499.00
Total			\$35,408.10

4. *Attach details of how you plan to measure the success or outcome of this grant.*

We plan to measure the success of the grant through analysis of referral data for Autism Program Support, IEP progress data, teacher anecdotal reports, student self-monitoring reports, and behavioral data. We will use data analysis to make informed decisions on next year's grant application.

5. *If you received a Crusade grant last year, briefly describe the success of this grant. Explain outcomes and how they were measured. Please share specific examples of the impact this grant had on children who have special needs.*

We have received most of the materials requested from last year's grant. Students and teachers report appreciation of the materials provided. Many students have demonstrated success in labeling their stress through the *Incredible 5-Point Scale* items. A parent reported that her son used his scale at a community event to request a break in order to calm himself down. Other students have used the scales to understand how their body can tell them when they are becoming anxious. We receive multiple requests for the timers to help student independently self-monitor. Students like the timers because they help them understand time when they can't tell time on a clock. Teachers report that students use the flippers in class independently after they introduce them and instruct them on how to use them. One teacher reported that students request their flippers as soon as they enter class. The guideline math paper has decreased frustration in many students by helping them organize their math work and helping them follow the steps visually. The Autism Program appreciates the generosity of the grant and sees the difference you make daily.