

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 (Deaf and Hard of Hearing Program)

C. ADDRESS:

3332 Newburg Road

CITY: Louisville**STATE:** Kentucky**COUNTY:** Jefferson**ZIP:** 40218**D. PHONE:** (502) 485-3290**FAX:** (502) 485-8986**ORGANIZATION WEBSITE:** www.jefferson.kyschools.us**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. Martin Pollio (Acting)

Phone: (502) 485-3251**Email:** marty.pollio@jefferson.kyschools.us**Application Contact & Title (if not the CEO or Executive Director):****Name:** Mildred Payne**Title:** Director, Exceptional Child Education (Acting)**Phone:** 485-8500**Email:** mildred.payne@jefferson.kyschools.us**G. THIS APPLICATION IS FOR A GRANT OF** \$ 20,875**H. HOW MANY CHILDREN WITH SPECIAL NEEDS WILL THIS GRANT SERVE, IF AWARDED?****KENTUCKY:** 150**INDIANA:****% OF GRANT SERVING CHILDREN WITH SPECIAL NEEDS:**

100 %

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.)

A specialists committee reviews current priorities, inventory and best practice standards related to our deaf/hard-of-hearing population. The committee also analyzes previous successful grants and studies modern technology options and educational trends associated with this special population.

J. PURPOSE: Summarize in 100 words or less the purpose for which this money is requested. (Additional detail should be attached to page 5 of application.)

School audiologists and speech pathologists will use micro-manual portable audiometers requested in this grant to identify students with hearing loss so they can recommend appropriate interventions. The audiometers are a valuable diagnostic tool that provide immediate information on a student's exact hearing status. We will use them to plan educational strategies and programs for students with hearing-related challenges.

K. BUDGET:

TOTAL AMOUNT REQUESTED: \$ 20,875.00

DETAILED LIST ITEMIZED IN ORDER OF PRIORITY:

1.	25 Micro Manual Portable Audiometers	\$	20,875.00
2.		\$	
3.		\$	
4.		\$	
5.		\$	
6.		\$	
7.		\$	
8.		\$	

(Attach a detailed list with page 5 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	Ages	3-21
2.	Audiology and Deaf/Hard of Hearing	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
0.0001	%	WHAS Crusade for Children
14.9999	%	Government funds (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:	\$ 126,000,000.00
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:	15 %
<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>JCPS will sustain any differences in funding as resources are available</p>
<p>What are your fundraising plans for the Crusade in your community?</p> <p>Please explain selection(s):</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 send a news release to the media and notify all employees of the award through the JCPS "Fast 5" e-newsletter or similar email communication. The JCPS Board will accept the Crusade Grant at an official Board meeting.</p>

PART TWO

EXPANDED DETAIL:

This section allows you to expand on your request. Attach additional pages (number them 5a, 5b, etc.) to further explain your grant request. Number your responses.

1. Describe how your request meets the Crusade's mission: *To help children overcome physical, mental, emotional and medical challenges.*
2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.
3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.
4. Explain how you plan to measure the success or outcome of this grant.
5. If you received a Crusade grant last year, briefly describe the success of the grant, including your outcomes and how they were measured. Please share specific examples of the impact this grant had on children who have special needs.

PART TWO- EXPANDED DETAIL

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

This grant request meets the Crusade's mission to help children overcome physical, mental, emotional, and medical challenges by helping identify students experiencing hearing loss at school. It is essential we identify hearing loss early in the school-aged population to recommend appropriate medical and educational interventions. Audiologists and speech pathologists will use the portable audiometers requested for purchase in this grant to identify students who need further diagnostic follow-up and require educational programming to facilitate their auditory skills. Hearing is considered a "first-order" event for learning in the classroom. Students with hearing concerns encounter problems while trying to listen to instruction and often struggle to hear valuable comments made by their teachers and classmates. The inability to hear clearly leads to inattentiveness and an accumulation of learning issues. Portable audiometers will improve diagnostic capabilities and subsequently contribute to academic gain and promote overall better hearing health for young learners in school.

- 2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.**

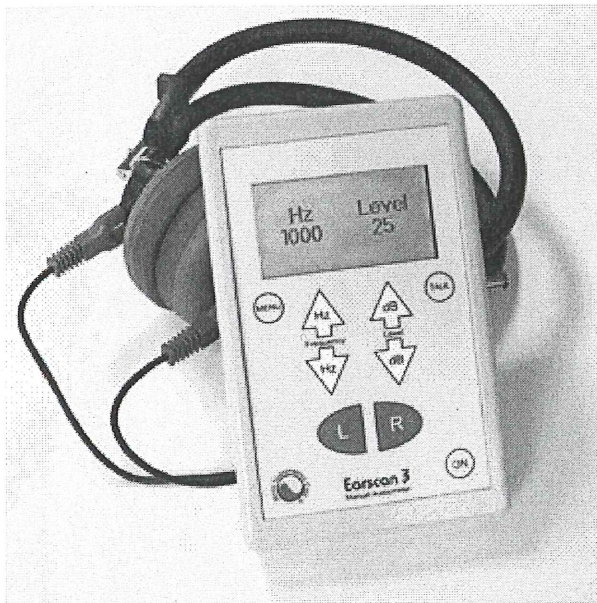
We are requesting funding to purchase 25 portable audiometers that will help us identify students experiencing hearing loss. We must identify a young learner's hearing status to recommend appropriate educational and medical interventions. The micro manual audiometer allows an examiner in the school setting to select the test frequencies and loudness levels required to measure hearing sensitivity. The ultra-portable size and weight of this equipment allow it to be carried from location to location across the district adding to the efficiency of supporting the auditory learning needs of special students in all schools. The micro manual audiometer has been designed for use in the schools, including the durability of the device and the quality of the digital display and signal presentation. Specific settings can be saved or changed, and the device offers a new print option to preserve findings and compare results from different test sessions. Operator to patient communication or talk over is built in, allowing test instructions to be re-delivered through the headset for young students who may not understand the task. The audiometers are small, making them particularly useful in a large school district. The machine offers a large, easy-to-read display and can be powered with an AC wall-adaptor or used with simple double A-type batteries. A five-year warranty ensures the equipment will be available for students for years

to come. The Audiology Program used previous Crusade grants (2012 and 2014) to purchase this equipment. A review of inventory shows the need to replace other aging inventory with this request for purchase of this small audiometer with a great overall performance record and proven digital technology meeting the needs of our efforts for early hearing identification.

3. **Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.**

Item 1.

(25) Earscan 3 Micro Manual Portable Audiometers @ \$835.00 each for a total of \$20,875.00



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

We will use diagnostic information on hearing loss to plan educational interventions and program learning strategies for students with hearing-related challenges identified by the use of the micro manual portable audiometers. Support to schools will be measured by interviews with service providers outlining the accuracy and benefit of having portability and modern digital technology available to them in hearing testing equipment that can be used as part of their assessment protocol.

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

Last year's grant funded the purchase of digital wireless electronic equipment including wireless teacher transmitters, wireless student neckloop assistive listening devices, and programmable digital hearing aids. This equipment improves auditory access to instruction by reducing the negative effects of distance and background noise experienced in the typical classroom. Discussions with teachers include positive feedback on use and overall benefit and verify that both students and teachers are enjoying increased listening and auditory attention with less fatigue during daily verbal instructions when wireless technology was available to the very hard of hearing student. Analysis of the pattern of use and ongoing requests for wireless assistive listening device technology supports the success of the grant request last year.

WHAS CRUSADE FOR CHILDREN

SIGNATURE PAGES

All applicants for a WHAS Crusade grant must read and sign each of the following. Failure to comply will result in disqualification of the application.

MUST HAVE ORIGINAL OR CERTIFIED ELECTRONIC SIGNATURES

1. If a grant is awarded, your agency must agree to submit, on the dates required, a report on the status of the grant. An AGENCY REPORT form must be used. The agency must also include a Crusade logo with a link on their website.

Agreed & understood (original signature) Mildred Payne

2. Grant money must be used by August 31, 2019 and requested for reimbursement by September 30, 2019 for the specific purpose listed in the grant. After that date, unspent funds remaining may be retained by the Crusade.

Agreed & understood (original signature) Mildred Payne

3. If the project involves medical services, the agency must furnish medical, professional or scientific opinion supporting its merits and needs.

Agreed & understood (original signature) Mildred Payne

4. Any request from a medical school must be approved and bear the signature of the chairperson of that particular department and dean of the school.

Agreed & understood (original signature) Mildred Payne

5. Any vehicle purchased entirely with Crusade funds may be used only for the transportation of children with special needs. If the vehicle is purchased with partial Crusade funds, the use of the vehicle to transport children with special needs will depend on the percentage of Crusade dollars awarded. The sign on the back or side of the vehicle must state "Funded by the WHAS Crusade for Children, Inc.", or "Partially funded by the WHAS Crusade for Children, Inc."

Agreed & understood (original signature) Mildred Payne

6. If the project involves education or medical treatment of children, the agency must submit a brief sketch of the educational background and specialized training of the teachers, aides and other persons involved.

Agreed & understood (original signature) Mildred Payne

WHAS CRUSADE FOR CHILDREN

7. Most college scholarships in special education are specifically for the preparation of special education teachers in the graduate field and for teachers involved in mainstreaming. Teachers receiving Crusade grants should sign a statement certifying financial need. CRUSADE SCHOLARSHIPS ARE GIVEN FOR THE BENEFIT OF CHILDREN, NOT TEACHERS SEEKING HIGHER PAY LEVEL JOBS. Requests for scholarships must include the approval of the dean of education.

Agreed & understood (original signature) Mildred Payne

8. Only accredited schools in Kentucky and Indiana will be considered for a grant.

Agreed & understood (original signature) Mildred Payne

9. Any request from a school or board of education must be approved (in writing) by the superintendent and the president of the school board.

Agreed & understood (original signature) Mildred Payne

10. Agencies other than universities, colleges or schools must include signed approval of the application by the agency's board president and executive director.

Agreed & understood (original signature) Mildred Payne

11. Your agency is expected to respect the Crusade requirement that property of any kind acquired with grant money be held and used only by the applicant for the non-profit purpose designated. It shall not be disposed of without written approval by the Crusade. If an applicant discontinues using the property for the described non-profit purposes, misuses a vehicle or other equipment for other than transporting or treating children with handicaps, or disposes thereof without the Crusade's written approval, the applicant agrees to refund in cash to the Crusade, **IMMEDIATELY AND WITHOUT DEMAND, THE ENTIRE AMOUNT OF THE MONEY GRANTED REGARDLESS OF THE AGE OF THE VEHICLE OR PIECE OF EQUIPMENT.**

This action will be taken by the WHAS Crusade for Children with full publicity of the offending agency's misuse of funds donated by the public.

Agreed & understood (original signature) Mildred Payne

WHAS CRUSADE FOR CHILDREN

12. A copy of the agency's latest audit report is required. The audit must be in accordance with standard CAAP/GAAS, performed by a local, independent CPA and dated after December 2015. Audit requirements are as follows:
- (1) for budgets over \$500,000 an audit is required every year; (public schools in Indiana will follow their state law audit guidelines)
 - (2) for budgets between \$251,000 and \$500,000 an audit is required every other year with an approved financial review the years between; and
 - (3) for budgets under \$250,000 an annual board approved financial review is required.
13. A complete IRS Form 990 must be included with all applications if the agency is required by federal law to file such a form. (Boards of education, for example, are exempt from this requirement.) For all others, the IRS 990 and audit report must cover the same fiscal period.
14. A list of the agency's board of directors is required. The list must include names, addresses and each person's title (e.g. president, secretary).

Agreed & understood (original signature) Mildred Payne

15. Your agency's chief operating officer (COO) and the president of your agency's board of directors must sign below approving the request and agreeing to maintain any items purchased with WHAS Crusade for Children funds. (School systems must have superintendent and school board president's approval. Colleges must have president and dean of school approval.)

Superintendent/Principal (original signature) _____

Board President (original signature) _____

16. A copy of the agency's most recent annual report, if one is published, is required.

Agreed & understood (original signature) Mildred Payne

NOTE - ONLY ONE COPY OF YOUR AGENCY'S AUDIT IS REQUIRED.

WHAS CRUSADE FOR CHILDREN

PUBLIC ACCOUNTABILITY STANDARDS

1. I certify that the organization named in this application accounts for its funds in accordance with generally accepted accounting principles (GAAP) and was audited in accordance with generally accepted auditing standards (GAAS) by an independent CPA in the immediately preceding year. (Include the organization's most recently completed annual local independent audit. The audit must cover the fiscal year ending not more than 18 months prior to June 2016.)

Name of Organization Jefferson County Public Schools

Signature _____ Title Acting Superintendent

OR

I certify that the organization named in this application accounts for its funds in accordance with generally accepted accounting principles (GAAP). Since the organization's annual budget is less than \$250,000, the Crusade requires an approved financial review.

Name of Organization _____

Signature _____ Title _____

2. I certify that the organization named in this application is directed by an active and responsive governing body whose members have no material conflict of interest and a majority of whom serve without compensation.

Applicant's signature _____ Title Acting Superintendent

3. I certify that the organization named in this application is chartered/incorporated under a governmental entity.

This entity or state is Kentucky.

Applicant's signature _____ Title Acting Superintendent

Date this application was prepared: December 15, 2017

WHAS CRUSADE FOR CHILDREN

PLEASE USE THIS CHECK LIST TO MAKE SURE ALL REQUIRED DOCUMENTS ARE ATTACHED

- ☐ **Attachment A** - IRS determination letter granting 501(c)(3) status
- ☐ **Attachment B** - Local independent CPA audit (as required by guidelines on page 8) Financial Review for budgets under \$250,000
- ☐ **Attachment C** - Governing body list (directors & officers)
- ☐ **Attachment D** - Annual report (if one is prepared)
- ☐ **Attachment E** - IRS Form 990 (if required by guidelines on page 8)
- ☐ **Signatures** - Required on pages 6-9
Chief operating officer (COO) & the president of your agency's board of directors **must** sign on page 8; school systems **must** have superintendent and School board president's approval; colleges **must** have board president and dean of school approval.

Mail one (1) complete copy and four (4) copies of pages 1-5 (including your attached detail and explanations). Include only 1 copy of attachments A through E listed above.

Mailing Address:

Dawn Lee
President & CEO
WHAS Crusade for Children, Inc.
520 W. Chestnut St.
Louisville, KY 40202

PART ONE

Summary Sheet Form

A. ORGANIZATION EIN/FEDERAL ID NUMBER:

B. LEGAL NAME OF ORGANIZATION

DBA (if applicable):

C. ADDRESS:

CITY:

STATE:

COUNTY:

ZIP:

D. PHONE:

FAX:

ORGANIZATION WEBSITE:

E. TAX EXEMPTION STATUS

☐ 501(c)(3)

☐ Other than 501(c)(3). Please specify:

F. CONTACT INFORMATION:

Name of Granting Agency:

Phone:

Email:

Application Contact & Title (if not the CEO or Executive Director):

Name:

Title:

Phone:

Email:

G. THIS APPLICATION IS FOR A GRANT OF

 \$

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

KENTUCKY:

INDIANA:

% OF GRANT SERVING CHILDREN WITH SPECIAL NEEDS:

 %

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.)

J. PURPOSE: Summarize in 100 words or less the purpose for which this money is requested. (Additional detail should be attached to page 5 of application.)

K. BUDGET:

TOTAL AMOUNT REQUESTED:

DETAILED LIST ITEMIZED IN ORDER OF PRIORITY:

1.	<div></div>	\$	<div></div>
2.	<div></div>	\$	<div></div>
3.	<div></div>	\$	<div></div>
4.	<div></div>	\$	<div></div>
5.	<div></div>	\$	<div></div>
6.	<div></div>	\$	<div></div>
7.	<div></div>	\$	<div></div>
8.	<div></div>	\$	<div></div>

(Attach a detailed list with page 5 if requesting multiple items)

Organization Information

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

1.	<input type="text"/>	Ages	<input type="text"/>
2.	<input type="text"/>	Ages	<input type="text"/>
3.	<input type="text"/>	Ages	<input type="text"/>
4.	<input type="text"/>	Ages	<input type="text"/>

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

1.	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
%	WHAS Crusade for Children
%	Government funds (federal, state, local)
%	Foundations
%	Business
%	Events (include event sponsorships)
%	Individual contributions
%	Fees/earned income/tuition
%	Workplace giving campaigns
%	Other (Please specify:)
%	TOTAL (must equal 100%)

WHAS CRUSADE FOR CHILDREN

Complete all sections

Total special education budget:	\$
Percentage of special education budget requested from the WHAS Crusade for Children:	%
Total number of special education staff: (all positions)	
Number of schools?	
Percentage of special education budget derived from grants:	%
If the Crusade does not fully fund this project, will you proceed with the project? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain:
What are your fundraising plans for the Crusade in your community? <i>Please explain your plan(s):</i>	<input type="checkbox"/> Payroll deduction <input type="checkbox"/> Special events <input type="checkbox"/> Corporate solicitation <input type="checkbox"/> Other
If you receive a Crusade grant, how do you plan to make your community aware of this and its impact on your agency?	Explain:

PART TWO

EXPANDED DETAIL:

This section allows you to expand on your request. Attach additional pages (number them 5a, 5b, etc.) to further explain your grant request. Number your responses.

1. Describe how your request meets the Crusade's mission: *To help children overcome physical, mental, emotional and medical challenges.*
2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.
3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.
4. Explain how you plan to measure the success or outcome of this grant.
5. If you received a Crusade grant last year, briefly describe the success of the grant, including your outcomes and how they were measured. Please share specific examples of the impact this grant had on children who have special needs.

WHAS CRUSADE FOR CHILDREN

Part 2

EXPANDED DETAIL:

This section allows you to expand on your request. Attach additional pages (number them 5a, 5b, etc.) to further explain your grant request. Number your responses.

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

This request meets the Crusade's mission by helping students overcome their physical and mental challenges that create a barrier to accessing curriculum in the school setting. When provided with appropriate assistive technologies, students can more actively participate in classroom activities regardless of physical, mental, emotional, and/or medical challenges.

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
















Jefferson County Public Schools' Exceptional Child Education (ECE) department is requesting a variety of assistive technology items that will increase, maintain, or improve the functional capabilities of children with disabilities. The requested items will offer an extension to the standard curriculum support materials provided by the JCPS system and help students with disabilities increase independence and overcome limits that a physical or mental disability might otherwise place on them when completing a task at school. Accessible adaptations via technology customize the instructional approach to the curriculum. This allows students with special needs the ability to comprehend the curriculum as well as demonstrate what they have learned. These specialized resources enable all students who require alternate access to be challenged and actively engaged in the learning environment. Specifically, we need funding for the following:

- **iPad Tablets** – Technology that offers applications that provide text-to-speech, speech-to-text, augmentative communication, scanning, reformatting, and magnification capabilities. Tablets will assist students with physical, communication, reading, writing, and vision access.
- **Protective Cases for Tablet Devices** – Rugged case designed to protect tablets against impact and moisture.
- **Volume App Purchase for Tablets** – Software applications for tablets that provide text-to-speech, speech-to-text, augmentative communication, scanning, reformatting, and magnification capabilities. Applications will assist students with physical, communication, reading, writing, and vision access.
- **Laptops/Portable Word Processors** – Provides students with writing impairments the ability to type assignments or use speech to text in class as well as to run other specialized adapted software that may not be available nor accessible in the classroom.
- **Static Voice Output Devices** - Static display speech generating devices to provide communication access to those with limited to no speech.

- **Electronic braille note-taker with refreshable braille display** – Electronic portable note-taking tool capable of running word processing and other applications enabling a blind individual to produce documents and read text tactually via refreshable braille output on the device.
- **Single click mouse** - A small computer mouse with no scroll wheel, about half the size of a standard mouse with one large green button that serves as the left-click. Helps young users or anyone just learning mouse skills understand what the left button does on a mouse without the fear of opening menus, etc. It is also small enough to fit in small hands.
- **Angled Stylus** – A stylus optimized for users with limited hand mobility. It wraps around the users wrist with two Velcro straps. The stylus is angled to fit the contours of the user's hand. It can be used on any touchscreen device to gain more control and precision.
- **Portable rechargeable HDMI monitors** – Wireless monitors for visually impaired students to use with braille devices. It enables sighted teachers to see what the student has typed in braille.
- **Bluetooth headset with microphone (for use with tablets)** – Wireless headset with microphone for speech to text on tablet devices.
- **Tablet cradle mount** – A cradle mount to secure tablets to tabletops and wheel chair trays for students who require the extra stability to access the device.
- **C-Pen Reader Pen/Exam reader** – Scanning pen for text to speech.
- **Transportable CCTV electronic magnifiers for desktop & distance viewing** – An easy to fold/unfold closed circuit television (CCTV) system that makes it more manageable for students with visual impairments to carry between different locations/classes. Comes with a full HD reading/distance camera.
- **Voice Amplifier** – Helpful for students with soft voices whatever the reason - vocal nodules, partially paralyzed vocal cords, limited breath support, etc. Students can be heard more easily whether talking to one person or a small group in class.
- **Big print and adapted keyboards** – Adapted and wireless keyboards for the visually impaired and/or orthopedically impaired to access word processing.
- **Headset with microphone** – Wired headset with microphone for speech to text on desktop computers and laptops.

3. **Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.**

Assistive Technology: The items listed below (in order of priority) are used to increase, maintain, or improve the functional capabilities of children with disabilities.

Qty.	Item	Unit Price	Total	Picture
6	iPad Tablets 32 GB (10 pack) - price includes extended warranty as required by the state	\$3930	\$23,580	
6	Protective case for tablet devices (10 pack)	\$499	\$2,994	
3	Volume app purchase for tablets	\$1000	\$3,000	N/A
20	Laptops/Portable Word Processors	\$900	\$18000	
30	Static voice output devices	\$199	\$5,970	
2	Electronic braille note-taker with refreshable braille display	\$5495	\$10,990	
20	Single click mouse	\$22	\$440	
10	Angled stylus	\$79	\$790	
3	Portable rechargeable HDMI monitors	\$600	\$1,800	
10	Bluetooth headset with microphone (for use with tablets)	\$200	\$2,000	
20	Tablet cradle for mounting	\$71	\$1,420	
20	C-Pen Reader pen/exam reader	\$250	\$5,000	
3	Transportable CCTV electronic magnifiers for desktop & distance viewing	\$3500	\$10,500	
10	Voice amplifier	\$60	\$600	
10	Big print and adapted keyboards	\$100	\$1,000	
20	Headset with microphone	\$60	\$1,200	
		TOTAL	\$89,284	N/A

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

The Assistive Technology Center clerk keeps an inventory of all equipment entering and leaving the office. This data will help us measure success of the grant by measuring the rate of equipment use. We ask for feedback from related service providers/teachers who use the equipment with students who have exceptional needs. In addition, continuous monitoring by team members via data collection of educational goals (ex. graphs; charts; data logs) helps determine effectiveness of current assistive technology and determine appropriate future recommendations. All decisions are made in collaboration with service providers such as teachers, itinerant related service providers, speech clinicians, vision teachers, and OT/PT staff who specialize in the different areas of the student's disabilities. It becomes a team effort focusing on each individual student's IEP goals to ensure progress is being made.

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

In 2017-2018, the WHAS Crusade grant enabled the Assistive Technology Center to purchase a variety of materials that served many students throughout the district. The items distributed gave students better accessibility to the curriculum and/or a voice to communicate with their peers/teachers.

We use a variety of techniques when measuring the success or outcomes of the Crusade grant. One important technique includes follow-up contact with teachers, therapists, and students. Data collection as well as verbal anecdotal feedback provided by teachers and therapists provides confirmation that technology being implemented in the classroom is effective for students. Our inventory management system also provides another essential tool for measuring the success of the grant. Items that are frequently requested/checked out by teachers and therapists indicate they facilitate instruction to students with differentiated learning needs. We consider highly-requested items and low inventory items for inclusion in future grant requests.

Examples of the impact this grant had on children who have special needs include the following:

Follow up from a Speech-Language Pathologist (SLP) and teacher: The student has become more verbal since using the communication device due to the picture supports it provides. Teacher reported mom stated the student is more verbal at home since using the device as it has helped his vocabulary grow. The student likes to use his device and uses it often. The student is wanting to engage, initiate, and interact more since using the device.

Follow up from a Vision Itinerant: The Prodigy connect has made a life changing difference to my student. She uses the Prodigy daily throughout her classroom day. With the use of the Prodigy, she is able to enlarge worksheets, books, activity sheets, etc. for her personal viewing. She is also able to connect to the Smartboard to view at her desk the same material that her sighted peers view from a distance. She is able to take pictures of classroom materials and enlarge them for her personal viewing. In addition, she can download books and enlarge them to the perfect size for her viewing or if she chooses she can have the Prodigy read her the same book. The Prodigy is currently my favorite piece of technology. The difference that it has made with my student is life changing. She is able to view the same materials at the same time as her sighted peers. Without this

incredible piece of technology she would be listening only to materials presented on the Smartboard, books read aloud, plays, pictures, etc. All of the visual feedback that we get from our environment she would be missing. The Prodigy has given her the same access to her environment as her sighted peers.

PART ONE

Summary Sheet Form

A. ORGANIZATION EIN/FEDERAL ID NUMBER:

B. LEGAL NAME OF ORGANIZATION

DBA (if applicable):

C. ADDRESS:

CITY:

STATE:

COUNTY:

ZIP:

D. PHONE:

FAX:

ORGANIZATION WEBSITE:

E. TAX EXEMPTION STATUS

☐ 501(c)(3)

☐ Other than 501(c)(3). Please specify:

F. CONTACT INFORMATION:

Name of Granting Agency:

Phone:

Email:

Application Contact & Title (if not the CEO or Executive Director):

Name:

Title:

Phone:

Email:

G. THIS APPLICATION IS FOR A GRANT OF

 \$

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

KENTUCKY:

INDIANA:

% OF GRANT SERVING CHILDREN WITH SPECIAL NEEDS:

 %

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.)

J. PURPOSE: Summarize in 100 words or less the purpose for which this money is requested. (Additional detail should be attached to page 5 of application.)

K. BUDGET:

TOTAL AMOUNT REQUESTED:

DETAILED LIST ITEMIZED IN ORDER OF PRIORITY:

1.	<div></div>	\$	<div></div>
2.	<div></div>	\$	<div></div>
3.	<div></div>	\$	<div></div>
4.	<div></div>	\$	<div></div>
5.	<div></div>	\$	<div></div>
6.	<div></div>	\$	<div></div>
7.	<div></div>	\$	<div></div>
8.	<div></div>	\$	<div></div>

(Attach a detailed list with page 5 if requesting multiple items)

Organization Information

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

1.	<input type="text"/>	Ages	<input type="text"/>
2.	<input type="text"/>	Ages	<input type="text"/>
3.	<input type="text"/>	Ages	<input type="text"/>
4.	<input type="text"/>	Ages	<input type="text"/>

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

1.	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
%	WHAS Crusade for Children
%	Government funds (federal, state, local)
%	Foundations
%	Business
%	Events (include event sponsorships)
%	Individual contributions
%	Fees/earned income/tuition
%	Workplace giving campaigns
%	Other (Please specify:)
%	TOTAL (must equal 100%)

WHAS CRUSADE FOR CHILDREN

Complete all sections

Total special education budget:	\$
Percentage of special education budget requested from the WHAS Crusade for Children:	%
Total number of special education staff: (all positions)	
Number of schools?	
Percentage of special education budget derived from grants:	%
If the Crusade does not fully fund this project, will you proceed with the project? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain:
What are your fundraising plans for the Crusade in your community? <i>Please explain your plan(s):</i>	<input type="checkbox"/> Payroll deduction <input type="checkbox"/> Special events <input type="checkbox"/> Corporate solicitation <input type="checkbox"/> Other
If you receive a Crusade grant, how do you plan to make your community aware of this and its impact on your agency?	Explain:

PART TWO

EXPANDED DETAIL:

This section allows you to expand on your request. Attach additional pages (number them 5a, 5b, etc.) to further explain your grant request. Number your responses.

1. Describe how your request meets the Crusade's mission: *To help children overcome physical, mental, emotional and medical challenges.*
2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.
3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.
4. Explain how you plan to measure the success or outcome of this grant.
5. If you received a Crusade grant last year, briefly describe the success of the grant, including your outcomes and how they were measured. Please share specific examples of the impact this grant had on children who have special needs.

PART TWO

JCPS Autism Program

This section allows you to expand on your request. Attach additional pages (number them 5a, 5b, etc.) to further explain your grant request. Number your responses.

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

Autism Spectrum Disorder (ASD) is a developmental disorder in which students experience a broad spectrum of characteristics, skills, and levels of need. The characteristics of ASD significantly impact a student's ability to function in school – academically, socially, and behaviorally. Per the Centers for Disease Control, "...people with ASD may communicate, interact, behave, and learn in ways that are different from most other people. The learning, thinking, and problem-solving abilities of people with ASD can range from gifted to severely challenged. Some people with ASD need a lot of help in their daily lives; others need less." The JCPS Autism Program serves almost 1,200 students across the spectrum. Students with ASD learn in all types of placements that JCPS offers, ranging from Advanced Program and Gifted and Talented to special classes/schools. The materials requested will support the sensory/self-regulation, academic, and social/behavior needs of students with ASD. **Our request will help "level the playing field" for students by helping them compensate for the underlying characteristics of ASD on their functioning in the educational environment.**

The JCPS Autism Program consists of one program specialist, three autism resource teachers, and one consultant. Autism resource teachers each serve a third of the comprehensive schools in the district. The program specialist and the consultant work with the special and alternative schools and initiate support for new students, parents/families, teachers, and/or schools. The Autism Program supports a growing number of students with educational eligibilities, as well as medical diagnoses. The number of students with ASD has grown more than 400% since the Autism Program began in 2007.

The JCPS Autism Program supports students with ASD in all types of classrooms and schools. Student placements range from co-teaching support in the general education classroom to resource support through a pull-out model or a combination of co-teaching and resource to special class to special school. The Autism Program supports students and teachers in all of these placements. The program developed three placements specifically for students with ASD – Autism classrooms and the Social Communication Program (SCP), and two new classrooms at Waller Williams Environmental School. Autism classrooms serve students severely impacted by ASD who have limited to no communication and communicate through their behaviors. The SCP serves students who demonstrate above-average cognitive skills but need support with behavior, social skills, and executive functioning to succeed in school. These students spend as much time as possible in the general education setting. The classrooms at Waller Williams serve students who need the

most behavior support, but who need the general curriculum. Waller Williams provides support for elementary and middle school students.

The program supports more than 1,100 students with a primary disability of autism, as well as students with Autism Spectrum Disorder who qualify for Exceptional Child Education under different eligibility areas. Autism Program staff work directly with students, coaches and consultants, provide technical assistance, and assist teachers in adapting and modifying academic content for students. Often, Autism Program staff adapt/modify content by making it more concrete and visual; therefore, more understandable for students with ASD. Other times they decrease/remove the need for writing, as students with autism frequently demonstrate frustration in response to writing assignments. The Autism Program also consults 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. We work with students with extreme behavior on a daily basis. With respect to behavior, the Autism Program supports teachers with analyzing the function of student behavior and developing plans to change behavior. The Autism Program also models and coaches on the implementation of child specific behavior plans. The Autism Program staff coach teams and help them implement with fidelity to create behavioral change.

The Autism Program conducts Professional Development (PD) in the area of autism for district personnel, including teachers, instructional assistants, administrators, security staff, and bus drivers. We train JCPS professionals on the Evidence Based Practices (EBPs) established for students with autism. We also train on the cycle of rage, functions of behavior, and autism in general. This summer, we trained SCP staff for two full days, Waller Williams classroom staff for two days and their security for one day, and then presented to district staff throughout the summer. Additionally, Autism Program staff presented nationally on the Social Communication Program.

Furthermore, the Autism Program collaborates with community organizations. Autism program specialist participates with the Autism Friendly Community, Autism Friendly Business Initiative, and the state autism team. Program staff collaborate with University of Louisville Autism Center (ULAC), the Ohio Center for Autism and Low Incidence (OCALI), and the National Professional Development Center on Autism Spectrum Disorders. The team presents at the district, state, and national level. The Autism Program and ULAC are currently developing a parent series to communicate the need for collaboration across programs.

2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.

According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5, 2013), people with autism demonstrate “Hyper- or hyporeactivity to sensory input or unusual interests in sensory aspects of the environment (e.g., apparent indifference to

pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).” Due to this need, we request materials for sensory support and self-regulation. *Thinking Putty* will provide students a way to fidget in an appropriate manner. Students with autism often ask for the putty and at times don’t want to share it with other students. Emotions cushions provide a sensory support while also helping students understand emotions. Light filters help students learn without being disturbed by florescent lights in the classroom.




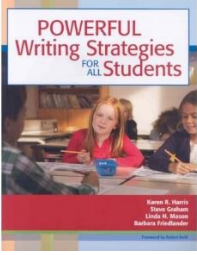
According to Koegel, Singh, and Koegel (2010), students with autism lack the motivation and interest to participate in academic tasks. They recommend antecedent-based interventions, meaning manipulating the task prior to delivery to build in support. Additionally, Boucher and Oehler (2013) reports that “When asked to write, students with ASD often express extreme frustration because it is hard for them to put their ideas on paper.” Due to these needs, we requested *Powerful Writing Strategies for all Students* and *Hi-Write Paper*.




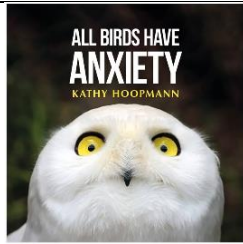
Students with autism demonstrate “Persistent deficits in social communication and social interaction across multiple contexts...” (DSM-5, 2013). The social deficits manifest in social-emotional reciprocity, verbal and nonverbal communication, and developing, maintaining, and understanding relationships. To address these characteristics of ASD, we provide direct instruction in social skills. The following requested materials will support social skills development for students of all ages and abilities: token boards, *The Healthy Relations Curriculum*, *All Birds Have Anxiety*, *Ready to Use Social Skills Lessons & Activities*, *Skillstreaming Children and Youth with High-Functioning Autism Book and Skill Cards*, *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills Third Edition Program Book*, *Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills Third Edition Program Book*, and *The Executive Functioning Workbook for Teens*.

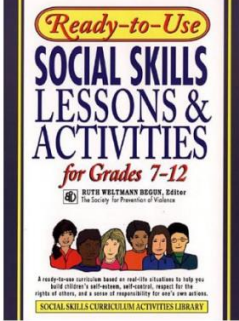
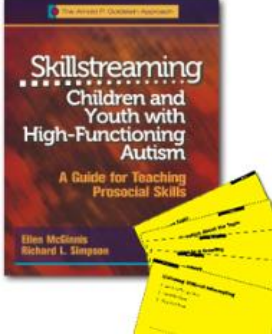
We interviewed students for a presentation at a national conference. We asked them to describe what autism was to them. One student in our SCP Program defined it as “It’s like having a super power!” That statement demonstrates that he feels comfortable in school and he is overcoming his challenges.

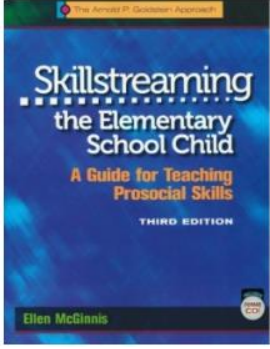
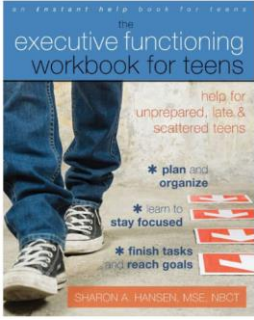
3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.

If we receive a grant, we would like to use it to purchase as many of the requested materials as possible. Items are prioritized under the areas the materials address (sensory, academic, social/behavioral).

Sensory/Self-Regulation			
	Crazy Aaron's Thinking Putty Students use Thinking Putty as a reward for working and to calm down when they are upset. Additionally, the company employs people with disabilities!	Tins of various colors 70 tins at \$9 and \$10	\$690
	Emotion Cushions Cushions with 8 emotions to support social skills and sensory needs <ul style="list-style-type: none"> Aid in self-expression, empathy and mood regulation Support social skills and self-awareness, especially for children with developmental delays, sensory processing disorder or autism 	16 X \$199.99	\$3,199.84
	Classroom Light Filters These light filters will diffuse the light and instantly create softer lighting for the classroom. Students with autism have sensory needs and often have problems with florescent lighting in school. (Set of 4)	20 X \$38.99	\$779.80
Academic			
	Powerful Writing Strategies for all Students is a writing program to advance skills. It: <ul style="list-style-type: none"> Addresses types of writing that are key to academic success, such as writing reports and constructing essays for standardized tests Helps with every phase of the writing process Reinforces new skills through group and individual practice Ensures improvements are sustained by teaching students critical self-regulation skills they can use independently Supports effective instruction with step-by-step guidelines Engages students with mnemonic devices Includes support materials Grounded in Self-Regulated Strategy Development approach, which has been proven effective by 2 decades of research.	10 X \$42.95	\$429.50

	<p>Hi-Write Paper This writing paper has the bottom half of the writing space highlighted to encourage proper placement of letters. It's printed on a thicker paper stock that can stand up to lots of erasing. It comes in two styles; Beginner, which features wider line spacing (item #102042-B) and Intermediate, (item #102049-I) that is similar to regular ruled paper. Set includes 100 sheets of paper. This is a great tool that provides a subtle visual support that will encourage more legible writing.</p>	<p>Beginners 25 X \$16.99 = \$424.75 Intermediate 25 X 16.99 = \$424.75</p>	<p>\$849.50</p>
<p align="center">Social / Behavioral</p>			
	<p>Token Board "I Can Do It!" One of the most used interventions for students with autism. Token boards are evidence-based and recommended for all students with autism.</p>	<p>200 X \$5.99</p>	<p>\$1,198.00</p>
	<p>The Healthy Relations Curriculum Includes essential lessons and provides young people with the life and social skills they will need as they move onto the next stage of life.</p> <ul style="list-style-type: none"> • Prepare for personal and professional life after graduation • Strengthen family relationships • Stay safe in homes and communities • Communicate effectively with their natural support systems • Become empowered to make plans for the future • Enhance their quality of life 	<p>Training with 2 sets of classroom materials: \$3,500 8 additional Teacher Packs: 8 X \$750 = \$6,000</p>	<p>\$9,500</p>
	<p><i>All Birds Have Anxiety</i> explores the symptoms of anxiety disorder and its impact on day-to-day life through colorful images of life as a bird. Its humorous yet gentle approach recognizes the stress that anxiety can cause, helping people to better understand how it feels to have anxiety.</p>	<p>20 X \$15.95</p>	<p>\$319.00</p>

	<p>Ready to Use Social Skills Lessons & Activities is a series for teaching positive behavior skills to students of all ability levels. Each volume includes more than 50 classroom-tested lessons and activities that emphasize helping young people to recognize the equal rights of others and to develop their skills in using good judgment to resolve everyday conflicts. Students learn skills such as sharing, listening, dealing with anger, setting goals, building self-confidence, and dealing with prejudice. Includes numerous student handouts and a section for parents that contains social skills training activities for use at home.</p>	<p>1st – 3rd Grade 20 X \$29.99 = \$599.80 4th – 6th Grade 20 X \$32.99 = \$659.80 7th – 12th Grade 20 X \$32.99 = \$659.80</p>	<p>\$1,919.40</p>
	<p>Skillstreaming Children and Youth with High-Functioning Autism Book and Skill Cards employs Skillstreaming's evidence-based four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach prosocial skills in a small-group context. The book includes a total of 80 skills specifically tailored to the needs of learners with high-functioning autism and related disorders.</p> <ul style="list-style-type: none"> •Convenient 5×3" cue cards designed for student use during group sessions and homework assignments. The cards list the behavioral steps for each of the 80 skills taught. Six cards are provided for each individual skill, for a total of 480 skill cards. 	<p>30 X \$75</p>	<p>\$2,250</p>

	<p>Skillstreaming the Elementary School Child A Guide for Teaching Prosocial Skills Third Edition Program Book & Skillstreaming the Adolescent A Guide for Teaching Prosocial Skills Third Edition Program Book</p> <p>Employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to elementary school students. This book provides a complete description of the Skillstreaming program, with instructions for teaching 60 prosocial skills.</p>	<p>Elementary 10 X \$49.99 = \$499.90 Adolescent 10X \$49.99 = \$499.90</p>	<p>\$999.80</p>
	<p>The Executive Functioning Workbook for Teens</p> <p>This workbook includes 31 chapters that will build teen's self-understanding, organizational skills, time management, emotional control, behavioral control, flexibility, working memory, and persistence. This is a great resource for the special educator or school psychologist.</p>	<p>100 X \$16.95</p>	<p>1,695.00</p>

4. Explain 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 the grant, including your outcomes and how they were measured. Please share specific examples of the impact this grant had on children who have special needs.

The materials provided by last year's grant supported sensory needs, social skills and academics. Student IEP progress demonstrates attainment and growth in the area of social skills, as well as increased time in the general education setting. Teachers have also reported increased participation in classroom and school activities, as well as extracurricular activities due to improved social skills and fewer sensory needs. One of our students in SCP ran cross country this year. Students can now participate in school environments that previously caused behavior issues thanks to the WHAS Crusade for Children-funded headphones. Teachers report students are better able to cope with their stress. Additionally, through teaching social

skills and providing sensory input, our SCP programs continue to increase the amount of time students spend in general education. The academic materials also allow our students to access core content and make abstract concepts more concrete. Students in SCP scored the highest on classroom reading assessments, and one student was second in his class to move on to more difficult material in his math class this fall. Of our SCP high school students who took the ACT, all but one scored 30 or higher (36 is a perfect score). All students who graduated from our SCP classes were accepted to college, and one participates in a dual credit program at a university. Students using the materials provided for coping/behavior demonstrate the ability to identify their anxiety and choose calming strategies, enabling them to engage in learning. Our students at Waller Williams have begun to empathize with others. One parent of a middle school student called to thank the teacher saying, "My boy understands feelings!" Teachers have been able to utilize the materials to help students understand themselves, as well as other abstract social concepts. Teachers in the Autism Classrooms brag on how well their students are performing with implementation of the STAR program. They cannot wait to receive training so it can impact the students even more.

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%	Workplace giving campaigns
%	Other (Please specify:)
%	TOTAL (must equal 100%)

WHAS CRUSADE FOR CHILDREN

Complete all sections

Total special education budget:	\$
Percentage of special education budget requested from the WHAS Crusade for Children:	%
Total number of special education staff: (all positions)	
Number of schools?	
Percentage of special education budget derived from grants:	%
If the Crusade does not fully fund this project, will you proceed with the project? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain:
What are your fundraising plans for the Crusade in your community? Please explain your plan(s):	<input type="checkbox"/> Payroll deduction <input type="checkbox"/> Special events <input type="checkbox"/> Corporate solicitation <input type="checkbox"/> Other
If you receive a Crusade grant, how do you plan to make your community aware of this and its impact on your agency?	Explain:

PART TWO

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WHAS CRUSADE FOR CHILDREN
2018-2019 Grant Cycle

PART TWO

EXPANDED DETAIL:

This section allows you to expand on your request. Attach additional pages (number them 5a, 5b, etc.) to further explain your grant request. Number your responses.

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

This request meets the Crusade's mission by providing all students in Moderate to Severe Disabilities (MSD) classrooms throughout Jefferson County Public Schools (JCPS) with instructional materials that help them overcome barriers to academic success and prepare them for the real world. These materials also will help them better perform on the assessment components of the Kentucky Alternate Assessment. We are requesting adaptive curriculum materials and manipulatives that will help teachers differentiate instruction and meet the wide range of student needs in their classrooms. By acquiring the requested items, teachers will be better equipped to meet the complex and varied needs of our students and prepare them for the demands of school and the real world. As we travel to classrooms in JCPS, we look for individualized instruction and the active engagement of all students. Given the population of students we serve, these items are key components to a successful classroom.

2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.

Our request includes the following items to help differentiate instruction for students in MSD classrooms:

- *News-2-You* Weekly on-line newspaper subscription
- *Unique Learning System* curriculum
- *SymbolStix Prime* web-based symbol search engine

We are requesting funding to purchase 100 site licenses for *News-2-You*, a weekly on-line newspaper subscription that helps connect the classroom to the world. This program features four levels of reading comprehension, two versions of communication boards, speaking versions of three newspaper editions, activity sheets, interactive computer games, cartoons, storybooks, and a world news section that features late-breaking news stories from around the world. *News-2-You* is universally designed for individuals who need concise, visual concepts. It provides "big picture" news to a population of students previously denied that information. The program offers a direct link to the teaching standards we must teach under state and federal regulations. *News-2-You* motivates students and makes them excited about learning. *News-2-You* is an invaluable educational tool used daily in many moderate to severe disabilities classrooms throughout the district.

In addition, we propose purchasing the *Unique Learning System*, an online standards-based curriculum designed for students with moderate to severe disabilities, for 100 of our MSD

classrooms. This program contains monthly thematic instructional units that include 30 lesson plans with downloadable materials. *Unique Learning System* includes six different grade bands with all lessons differentiated for three instructional levels of learning to meet the diverse needs of our students. Lessons come in both printable and dynamic formats, providing students opportunities for generalization of skills and interactive learning. The GPS Tracking System stores data on goals, preferences, and skills in the areas of reading, writing, math, employability, self-advocacy, daily living, and social skills. *Unique Learning System* provides students with a multitude of lessons that are accessible, meaningful, and align with grade level standards. Students and teachers would benefit greatly from the continued daily use of this program.

To enhance students' experience of News-2-You and Unique Learning System materials, we're requesting 100 site licenses for *SymbolStix Prime*. *SymbolStix Prime* is a web-based symbol search engine designed and developed by News-2-You. Universal symbols include depictions of people, events, and activities appropriate for all age levels. News-2-You and Unique Learning System use symbols from *SymbolStix Prime*, allowing for consistency to increase and reinforce learning. *SymbolStix Prime* can be used to create learning materials and functional communication systems for students with moderate to severe disabilities, increasing access and participation for students with even the most complex of needs. The *SymbolStix Prime* library includes more than 30,000 picture symbols, with 500 symbols added monthly.

3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.

- 1) News-2-You Weekly On-line Newspaper Subscription

News-2-You Subscription for 100 Moderate and Severe Disabilities (MSD) classrooms
 100 Site Licenses x \$142.03 = \$14,203



- 2) *Unique Learning System*

Unique Learning System for 100 Moderate and Severe Disabilities (MSD) classrooms
 100 Site Licenses x \$402.36 = \$40,236



3) *SymbolStix Prime*

SymbolStix Prime for 100 Moderate and Severe
Disabilities (MSD) classrooms
 $100 \text{ Site Licenses} \times \$66.36 = \$6,636$



4. Explain how you plan to measure the success or outcome of this grant.

We will measure the success of this grant based on usage of the requested items and student performance. *News-2-You* and *Unique Learning System* both allow the district to track individual classroom usage and see how frequently teachers log onto the website. Both programs also feature built-in progress monitoring systems to determine the impact of the programs on individual student learning. Both programs come with a data tracking system that allow teachers to make instructional decisions based on student achievement.

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

Last year, JCPS received a grant for a weekly subscription to *News-2-You* for classrooms with students having moderate to severe disabilities. The subscription and use of adapted materials available on the website greatly enhanced our ability to teach academic skills and improve overall scores on the Kentucky Alternate Assessment. Professional development sessions offered over the summer embedded use of *News-2-You* and *Unique Learning System* in various instructional topics to help teachers better utilize everything the programs have to offer. On average, 85% of JCPS moderate to severe disabilities classrooms log in daily. Our district continues to keep record of emails from teachers across JCPS celebrating student success and voicing their appreciation for this Crusade purchase. The use of *News-2-You* and *Unique Learning System* is significantly enhanced by the use of SmartBoards, which the district purchased for all moderate to severe disabilities classrooms, engaging students more now than ever.

PART ONE

Summary Sheet Form

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C. ADDRESS:

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☐ 501(c)(3)

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(Attach a detailed list with page 5 if requesting multiple items)

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%	WHAS Crusade for Children
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%	Business
%	Events (include event sponsorships)
%	Individual contributions
%	Fees/earned income/tuition
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%	Other (Please specify:)
%	TOTAL (must equal 100%)

WHAS CRUSADE FOR CHILDREN

Complete all sections

Total special education budget:	\$
Percentage of special education budget requested from the WHAS Crusade for Children:	%
Total number of special education staff: (all positions)	
Number of schools?	
Percentage of special education budget derived from grants:	%
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What are your fundraising plans for the Crusade in your community? Please explain your plan(s):	<input type="checkbox"/> Payroll deduction <input type="checkbox"/> Special events <input type="checkbox"/> Corporate solicitation <input type="checkbox"/> Other
If you receive a Crusade grant, how do you plan to make your community aware of this and its impact on your agency?	Explain:

PART TWO

EXPANDED DETAIL:

This section allows you to expand on your request. Attach additional pages (number them 5a, 5b, etc.) to further explain your grant request. Number your responses.

1. Describe how your request meets the Crusade's mission: *To help children overcome physical, mental, emotional and medical challenges.*
2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.
3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.
4. Explain how you plan to measure the success or outcome of this grant.
5. If you received a Crusade grant last year, briefly describe the success of the grant, including your outcomes and how they were measured. Please share specific examples of the impact this grant had on children who have special needs.

JCPS Early Childhood Special Services Program Crusade Application 2018-19

Part Two-Expanded Detail

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

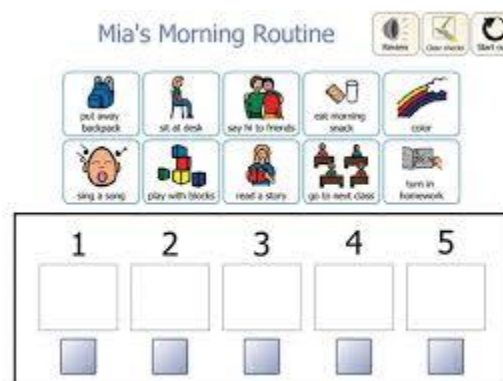
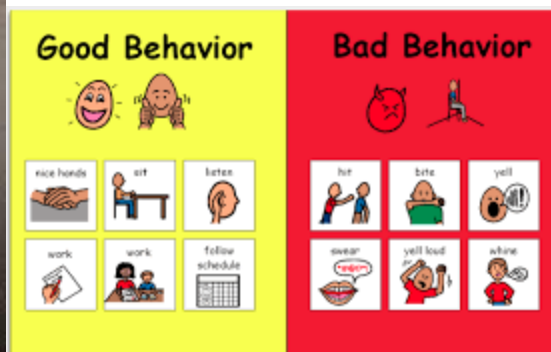
Jefferson County Public School (JCPS) Early Childhood Special Services program serves more than 1,000 students with special needs within regular preschool classrooms, special class units, and in home or hospital settings. We serve children with a wide range of disabilities. They may have developmental delays, visual impairments, physical impairments, communication delays, cognitive delays and/or medical needs. JCPS Early Childhood Special Services program is requesting funding to purchase 17 Boardmaker Studio software programs to be used by our Exceptional Child Education (ECE) Early Childhood resource teachers and in our special classrooms located at Churchill Park, Dawson Orman, DuValle Education Center, George Unseld Learning Center, Watson Lane Elementary, and Norton Commons Elementary. ECE Early Childhood resource teachers and special classroom teachers will use these Boardmaker Studio programs in our special classrooms and in the rest of our Early Childhood classrooms at 61 locations to help support students with disabilities. This request meets the Crusade's mission to help children over physical, mental, emotional and medical challenges by providing technology to help ensure our students with disabilities get the resources they need to be successful.

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

After receiving feedback from special class teachers and Early Childhood ECE resource teachers, we decided to focus this year's WHAS Crusaded for Children grant request on providing the Boardmaker Studio software program. We would share the software program amongst our classrooms and ECE resource teachers so they can help support any child with a disability in any school or classroom location. Boardmaker Studio is a collection of standardized picture symbols used for communication with students who are strong visual learners. This includes students with a range needs such as Down Syndrome, Developmental Delays, Autism, and speech and language disorders. The ECE resource teachers will collaborate with regular classroom teachers and create individualized visual schedules, communication boards, social stories, reward systems, daily notes home for parents, and behavior charts. These visual tools increase student understanding and help those with communication difficulties more actively participate in the school environment and learning process. Teachers can use pre-made templates such as grids, calendars, and schedules or create their own customized pieces.

3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.

Item	Quantity	Unit Price	Total
Boardmaker Studio Software Program	17	\$399.00	\$6,783.00





Boardmaker Studio

- The main goal of the program:
- Less time creating, more time using the activities with your students!
- How?
 - When you launch the program, think:
 - How can I use the Templates in the program to create the activity that will be the most meaningful for my students?
 - Have I checked BoardmakerAchieve.com?



5

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

Early Childhood Special Services will monitor the use by following up with special classroom teachers, ECE resource teachers and analyzing their individual classroom data on the Brigance and kindergarten readiness skills for students who transition to kindergarten.

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

The WHAS Crusade for Children has been an integral part of our community for many years and continues to make a major impact on the lives of JCPS children with special needs and their families. The Crusade for Children allows our students with special needs to participate with same age peers in activities and programs regardless of their disabilities. Funds from last year's Crusade grant allowed us to purchase iPad Air tablets for our 14 special classrooms. Each special classroom will receive one iPad Air tablet. The iPad Air tablets and variety of special education apps available will help maximize our students with disabilities' level of participation, interaction and function within their activities and daily life. There are apps for communication, emotional development, language development, seeing and hearing. The iPad Air's built-in accessibility features provide modifications that make activities easier for students with visual, auditory or other physical disabilities.

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WHAS CRUSADE FOR CHILDREN

Complete all sections

Total special education budget:	\$
Percentage of special education budget requested from the WHAS Crusade for Children:	%
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What are your fundraising plans for the Crusade in your community? <i>Please explain your plan(s):</i>	<input type="checkbox"/> Payroll deduction <input type="checkbox"/> Special events <input type="checkbox"/> Corporate solicitation <input type="checkbox"/> Other
If you receive a Crusade grant, how do you plan to make your community aware of this and its impact on your agency?	Explain:

PART TWO

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WHAS CRUSADE FOR CHILDREN

Part Two

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

This grant meets the Crusade's mission to help children overcome physical, mental, emotional and medical challenges by maximizing visual access in the classroom for visually impaired and blind students. The physical effects of blindness and visual impairments (VI) on children impact all of their activities in education and daily living. Since more than 80% of what we learn is visual, our students with visual impairments come to us with a variety of needs related to how they see the world. It is especially challenging in the classroom as they learn alongside their sighted peers. Providing students who are blind and visually impaired with the tools they need to learn gives them equal access, reduces isolation and helps them have a better outlook and chance for successful outcomes in school and life. Tools that provide enlargement capabilities for our students include hand held monoculars and magnifiers and electronic magnification devices. Hand held tools provide ease and comfort for short assignments, but most classroom materials require larger viewing than these small magnification devices can provide. Students benefit from tools that expand the screen space with added contrast and built-in applications that provide accommodations.

2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.

Low Vision is an area of need for instruction and support for students with visual impairments. Low vision tools help students with vision loss maximize the use of their remaining vision. Students need a variety of tools to adapt to different settings, tasks, and assignments. This project seeks funding to provide electronic magnification for our VI students for better viewability, which leads to less frustration for students and decreases the time needed to complete assignments. While there are a variety of tools available, we identified two devices as beneficial and as the best choice for our VI students based on student outcomes. These two devices are the *iPad Pro* and the *VisioBook*.




The *iPad Pro* is a portable electronic magnifier and distance viewer that allows students to access distance materials with full color and near viewing magnification. These tablets provide greater access for our VI students than other methods. As teachers of the visually impaired, our goal for students is always to increase their use of their low vision skills to independently access visual materials that are not available without the appropriate magnification. The iPad Pro provides larger screen space, and the attached keyboards increases the screen space and tactual input that is easier for students to have when they cannot see the smaller split screen keyboard/content. iPad Pro attributes our VI students use include but are not limited to:



- Greater contrast
- Adjustable lighting and magnification
- Built-in camera students can use to access distant materials
- E-books that can be scanned and uploaded for better visibility for students
- Apps to complete assignments with the enlarged font and high contrast they need (calculator, graphing, readers, etc.)
- File organizers for different classes
- Audio
- Highlighting

The *VisioBook* is a high quality, full-color, portable reading device for visually impaired users of all ages. The color, automatic focus, and camera allow for viewing both distant and near viewing. Students can adapt from viewing the board or classroom posters to completing a

worksheet at their desk. They can carry this device to other classes as needed. Many VI students are unable to see the pictures, maps, written information, videos, etc., without this type of magnification. Being able to switch from viewing objects far away to a worksheet on their desk without changing devices saves time and frustration. The color application allows students equal access to many of the details and information presented on the screen.

3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items. (See next page)

Qty.	Category and Items	Cost per Item	Total Cost	Pictured Item	Description
4	Low Vision iPad Pro 12.9” (256gb) Includes AppleCare+ Extended Warranty	\$978.00	\$3,912.00		For students with low vision, the tablet offers greater contrast and consistent brightness increased viewability compared to the 9.7” tablet. The larger screen will allow students to enlarge items and still be able to see more on the screen. The screen size is comparable (larger) to an electronic magnifier, which costs \$2,695. The tablet can also be used to access eBooks and textbooks, complete worksheets, scan worksheets, access information from a distance, etc. The 12.9” tablet has a larger screen resolution to support classroom tech activities with HD smartboard activities, videos, and photos.
2	Low Vision Protective Case	\$80.96	\$161.92		Protective cases cover the entire tablet with three layers of rugged protection. Low vision students tend to have items slip and fall. This case provides security for the tablet and protects the screen from accidents.
2	Low Vision Protective Case w/ Keyboard	\$64.00	\$128.00		Protective cases protect the devices from everyday knocks and bumps. The folding cover is perfect for working with low vision students trying to manage books and class movement. The tablet can rest on a desk on its stand for better working positions. The keyboard is helpful for low vision students as they create or write assignments. It has a tablet pencil slot to keep everything in hands reach.

Qty.	Category and Items	Cost per Item	Total Cost	Pictured Item	Description
4	Low Vision Apple Pencil	\$99.00	\$396.00		Low vision students will use the device pencil, which resembles a writing tool, to work on assignments. The pencil allows them to write in add-ins and delete text from working documents. The device encourages students to jot down notes and sketch ideas as naturally as on paper. It adds color handwriting and drawings alongside text and allows students to search handwritten notes, which gives low vision students extra added support.
4	Low Vision VisioBook	\$2,750.00	\$11,000.00		VisioBook is a high quality, full-color reading device for visually impaired users of all ages. Compact and light 12-inch HD full-color widescreen monitor with viewing modes of 5 reversible color combinations, full natural colors, automatic focus- can be switched on and off- Smart folding mechanism with 3 safe articulated joints; HD camera for both close range and distance views; external power adapter/battery charger Lithium-ion battery, 5+ hours operating time; includes protective slip case.
16	Total		\$15,597.92		

4. Explain how you plan to measure the success or outcome of this grant.

We will measure the success of this grant by looking at student progress in content areas and their progress in learning the many accessible features to mitigate visual fatigue and extended work time to complete assignments. Visual fatigue and extended time has a great impact on student performance. The success of this grant will also be measured by looking at student outcomes on their IEP goals and success in the classroom.

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

Students use the hand held magnification devices daily for short assignments. Last year, we ordered the iPad Pro to explore student outcomes. Below are pictures of our VI students using the iPad Pro to complete assignments in school. The iPad Pro allows access to more information at a time and increases student success in reading and completing assignments. We also ordered assessments, which will help students get the correct VI supports they need for success in school. The multifaceted assessments designed for students ages 3-21 provide great benefit in helping students receive the educational programming they need. Many students have multiple needs that include VI addressed through extensive services. However, we also have VI-only students who benefit from these accurate assessments to determine the exact services that can be embedded into their curriculum.



Jefferson County Public School students with visual impairment looking at a Science Map (left-braille student) for assessment and (right-low vision) listening to reading passage and marking answers on iPad Pro.



Student moving close on a regular iPad and writing with stylus on the iPad to complete classroom worksheet assignment that was emailed to her.

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WHAS CRUSADE FOR CHILDREN

Complete all sections

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Our JCPS Communication Disorders 2018 grant request honors the Crusade's Mission and Vision by actively engaging more than 6,206 special education students ages 3 to 21 to become more efficient communicators using iPad technology. iPads would give our students access to state of the art speech language therapy aimed at improving their articulation, receptive and expressive language skills, auditory processing, problem solving, and social skills.

2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.

Each year, JCPS' 125 Speech Language Pathologists (SLPs) attend the Kentucky Speech Language Hearing Association Conference. In February 2017, many of the sessions continued to be focused on technology, particularly on how to use the iPad with a variety of applications relevant to speech language therapy. Many of our SLPs attended the American Speech Language Hearing Association Connect Schools Conference and again found technology front and center of the conference sessions. Technology offers multiple levels of difficulty tailored to individual children paired with visuals to make sessions more meaningful and engaging. For our speech language pathologists, an iPad offers multiple materials for a variety of children at their fingertips as they serve a variety of communication deficits.

Sixty percent of our 125 SLPs responded to a survey regarding use of technology within their speech language sessions. One hundred percent (100%) of responders felt an iPad would make their students more engaged and thus more successful with regard to their communication goals. When asked to describe in one sentence how an iPad would be most beneficial, examples of SLP comments were as follows:

- Ability to focus on several goals at once, increases language output, data tracking, and increased carryover
- Improves attention span and motivate students
- Provides biofeedback and reinforcement

- Variety of materials to use “as is” or adapt with ease, particularly as we work with a diverse population of students
- Differentiate instruction particularly with less verbal children

Students use the iPads to engage with free and personally paid applications along with websites such as:

- **New-2-You:** Provides weekly news at five different reading levels in a variety of formats from text only to symbol-supported
- **Quia:** Allows teachers to create activities and educational games for all ages and learning styles
- **WHAS and other news sources such as Time News for Kids, National Geographic**
- **BrainPop:** Provides learning resources including games, movies and activities to help engage students in the learning process
- **Tween Tribune:** A Smithsonian magazine featuring topics about animals, fashion, entertainment, school, science, technology, national and world news written by kids and professional journalists.
- **Epic!:** Offers thousands of popular, high-quality books for K-5 students and includes features such as read-to-me audio
- **Superpower Speech and Speaking of Speech:** Offer speech educators ideas, materials and inspiration to use during instruction
- **Tumblebooks:** Offers a curated database of children’s e-books that includes unique animated, talking picture books and read-along chapter books
- **Discovery Kids:** Apps, books and games focused on science topics
- **PBS Kids:** Offers educational games and videos
- **Educreations:** An app that allows users to record their voice and iPad screen to create dynamic video lessons that students and colleagues can access any time
- **Teachers Pay Teachers:** Open marketplace for educational resources

In our society, technology is used in the vast majority of settings. At JCPS, iPads when used effectively serve as *state of the art instructional tools* for therapeutic sessions. Opportunities to apply for grants allow us to request *cutting edge therapeutic tools* but do not negate our responsibility as a district to provide what is needed to best teach our students. In thinking of this grant as a partnership, our department is requesting iPads as *a state of the art instructional tool* that allow our Speech Language Pathologists to provide cutting edge, motivating, and rewarding therapy for our students. Our district will pay for the software (applications) and safety wear (cases) to enhance the hardware (iPads) we can’t fund ourselves. This would create a true partnership with the Crusade, thus staying true to its mission of improving the futures of children with special needs by inspiring people to give and awarding grants.

3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.

The following technology items requested in this proposal included hardware and 3-year state mandated Apple Care on each item.

All proposed options are based on the purchase of iPad 5 Wi-Fi 32GB-Silver (10 pack) at \$3,930.00 per pack per Apple Store for Education via JCPS website

	iPad 5 Wi-Fi 32 GB Silver (10-pack) (Includes 3-year AppleCare+ Extended Warranty)	\$3,930.00
	iPad 5 Wi-Fi 32 GB Silver (single)	\$299
	3-year AppleCare+ Extended Warranty	\$99

Proposed Option 1

50 iPads (with included AppleCare+ extended warranty) to ensure all practicing SLPs throughout the district can provide cutting edge, highly motivating and engaging speech language services to students ages 3-21.

COST: \$19,650.00

JCPS commitment to include safety cases and software. In thinking about stewardship, if the Crusade decides to generously fund this Option 1, the Communication Disorders office commits to not make a request to the WHAS Crusade for Children for the 2019-20 school year.

Proposed Option 2

25 iPads for the remaining half of our practicing SLPs throughout the district to provide cutting edge, highly motivating and engaging speech language services to students ages 3-21. These itinerant SLPs provide speech language services at multiple schools throughout their work week.

Cost: \$9,850.00 (2 10-packs of iPads with AppleCare+ extended warranty included @ \$3,930 each (\$7,860 total) + 5 single iPads @ \$299 each (\$1,495 total) plus AppleCare+ extended warranty for 5 single iPads @ \$99 per iPad (\$495 total))
JCPS Commitment to include safety cases and software

4. Explain how you plan to measure the success or outcome of this grant.

We will measure success of this grant through feedback from SLPs, students, and families. SLPs will be required to write a blog post on our JCPS SLP Blog detailing the benefits of technology-based therapy with their students and how they incorporate the iPad into their sessions. We will use a district inventory management system along with a built-in progress monitoring and data tracking system that allows our department to monitor how frequently SLPs use the iPad with their students. This will help us measure success of the grant.

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

Last year, our Communication Disorders department received a very generous grant allowing for purchase of 50 iPad Air 2 Wi-Fi 32GB-Silver. These iPads allowed our itinerant SLPs to provide cutting edge, highly motivating and engaging speech language services to students across the district. JCPS SLP Blog posts support our students' ability to communicate on various levels by sharing ideas, apps, and knowledge. SLPs and teachers work together to engage students in compensatory strategies across the district to better express their wants, needs, and knowledge.

<https://jcpspeech.wordpress.com/tag/speech-blog/>

PART ONE

Summary Sheet Form

A. ORGANIZATION EIN/FEDERAL ID NUMBER:

B. LEGAL NAME OF ORGANIZATION

DBA (if applicable):

C. ADDRESS:

CITY:

STATE:

COUNTY:

ZIP:

D. PHONE:

FAX:

ORGANIZATION WEBSITE:

E. TAX EXEMPTION STATUS

☐ 501(c)(3)

☐ Other than 501(c)(3). Please specify:

F. CONTACT INFORMATION:

Name of Granting Agency:

Phone:

Email:

Application Contact & Title (if not the CEO or Executive Director):

Name:

Title:

Phone:

Email:

G. THIS APPLICATION IS FOR A GRANT OF

 \$

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

KENTUCKY:

INDIANA:

% OF GRANT SERVING CHILDREN WITH SPECIAL NEEDS:

 %

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.)

--

J. PURPOSE: Summarize in 100 words or less the purpose for which this money is requested. (Additional detail should be attached to page 5 of application.)

--

K. BUDGET:

TOTAL AMOUNT REQUESTED:

--

DETAILED LIST ITEMIZED IN ORDER OF PRIORITY:

1.	<table border="1"><tr><td></td></tr></table>		\$	<table border="1"><tr><td></td></tr></table>	
2.	<table border="1"><tr><td></td></tr></table>		\$	<table border="1"><tr><td></td></tr></table>	
3.	<table border="1"><tr><td></td></tr></table>		\$	<table border="1"><tr><td></td></tr></table>	
4.	<table border="1"><tr><td></td></tr></table>		\$	<table border="1"><tr><td></td></tr></table>	
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6.	<table border="1"><tr><td></td></tr></table>		\$	<table border="1"><tr><td></td></tr></table>	
7.	<table border="1"><tr><td></td></tr></table>		\$	<table border="1"><tr><td></td></tr></table>	
8.	<table border="1"><tr><td></td></tr></table>		\$	<table border="1"><tr><td></td></tr></table>	

(Attach a detailed list with page 5 if requesting multiple items)

Organization Information

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

1.	<input type="text"/>	Ages	<input type="text"/>
2.	<input type="text"/>	Ages	<input type="text"/>
3.	<input type="text"/>	Ages	<input type="text"/>
4.	<input type="text"/>	Ages	<input type="text"/>

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

1.	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
%	WHAS Crusade for Children
%	Government funds (federal, state, local)
%	Foundations
%	Business
%	Events (include event sponsorships)
%	Individual contributions
%	Fees/earned income/tuition
%	Workplace giving campaigns
%	Other (Please specify:)
%	TOTAL (must equal 100%)

WHAS CRUSADE FOR CHILDREN

Complete all sections

Total special education budget:	\$
Percentage of special education budget requested from the WHAS Crusade for Children:	%
Total number of special education staff: (all positions)	
Number of schools?	
Percentage of special education budget derived from grants:	%
If the Crusade does not fully fund this project, will you proceed with the project? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain:
What are your fundraising plans for the Crusade in your community? <i>Please explain your plan(s):</i>	<input type="checkbox"/> Payroll deduction <input type="checkbox"/> Special events <input type="checkbox"/> Corporate solicitation <input type="checkbox"/> Other
If you receive a Crusade grant, how do you plan to make your community aware of this and its impact on your agency?	Explain:

PART TWO

EXPANDED DETAIL:

This section allows you to expand on your request. Attach additional pages (number them 5a, 5b, etc.) to further explain your grant request. Number your responses.

1. Describe how your request meets the Crusade's mission: *To help children overcome physical, mental, emotional and medical challenges.*
2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.
3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.
4. Explain how you plan to measure the success or outcome of this grant.
5. If you received a Crusade grant last year, briefly describe the success of the grant, including your outcomes and how they were measured. Please share specific examples of the impact this grant had on children who have special needs.

JCPS Occupational Therapy/Physical Therapy Program Crusade Application 2018-2019

Part Two- Expanded Detail

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

Jefferson County Public Schools physical therapists and occupational therapists provide direct therapy services to help children improve in the areas of sitting, standing, balance, mobility, self-help skills, fine motor skills, and sensory processing in the school setting. Services require the use of therapeutic equipment used during sessions and in the classroom for continued practice of skills. These skills help students improve physical and sensory function and participate more fully in the classroom. Once children with disabilities are eligible for special education and related services in the school setting, the opportunity for them to receive clinic or home-health service diminishes. Therapy services are provided in the educational setting to support the Individual Education Plan (IEP).





2. In this application, you described in 100 words or less what your project entails. In two pages or less, include expanded details of the project.



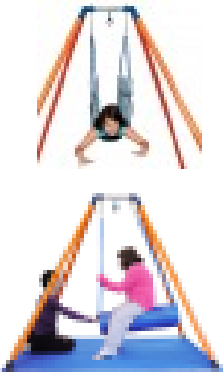
The goal of therapy services in the school system is to improve children's physical and sensory function to prepare them to participate in all aspects of their educational day. Children with physical and sensory challenges require a team approach that includes the disciplines of occupational therapy, physical therapy, speech language pathology, and the classroom teacher to problem-solve and design an adapted curriculum that meets individual needs of students. This grant for physical therapy and occupational therapy equipment will provide improved technology to assist students in the areas of supportive sitting, standing, and walking. The grant also requests adapted toileting systems, mechanic lifts, and changing tables to assist children with toileting routines at school. Rifton EasyStand and Supine Standing devices are also being requested. These standing devices will be used with children of various ages and sizes. They afford students the opportunity gain daily practice in improving standing balance and increasing endurance while engaging in classroom activities. Standers help children strengthen critical motor skills and progress toward independent standing. Once children gain dynamic balance skills, they may progress to gait training. The Meywalk devices requested in this grant would allow children to work on taking steps with varying degrees of weightbearing. This unique feature allows students to gradually increase the amount of weight his/her lower extremities can tolerate while progressing toward more independent walking.






Occupational therapists address the sensory motor development of children with sensory impairments often seen in children diagnosed with Autism. The "MeMoves" program requested is a sensorimotor multimedia program that is designed to activate the nervous system with a combination of music, movement, and images, utilizing geometric shapes. This system engages hearing, vision, cognitive, motor sequencing and planning, and feeling to





promote calm and increase attention. Other pieces of equipment requested in this grant used for sensory calming include weighted blankets, the Steamroller Deluxe, weighted garments, and swings. These items promote a sensory system that is “ready” to learn and participate in the school day. Occupational therapists also provide training in fine motor development that includes handwriting supports. Slant boards are requested on this grant to provide adjustable inclined surfaces to help children attain an optimal position for writing.





3. Attach a detailed list of every item you are requesting in the same priority you listed on page 2. Include quotes and pictures for all major items.



Qty	Item Name	Image	Unit Cost	Total Cost	Description
20	Disc O Sit Cushion 12in		\$30.64	\$612.80	Disc-O-Sit Seat Cushions are prescribed by occupational therapists for children who have difficulty regulating sensory input during the school day. It provides a student with movement that impacts their alertness and attention.
20	Inflatable CoreDisk: Bean Filled		\$44.99	\$899.80	The inflatable CoreDisk cushion can be sat on or stood upon. Disks can be used to provide stability for positioning, or active, free-flowing instability for the development of balance skills and trunk strength. Adjust inflation levels for more or less stability as desired using a standard athletic pump. Less air results in more stability and more air renders less stability. Yellow in color and bean-filled. 12 in (30.5cm) diameter.
8	Special Tomato Height Right Chair		\$236.50	\$1892.00	The Height Right chair is specifically designed to offer secure positioning support for children and teenagers with mild to moderate physical involvement. The Height Right Chair is the perfect seating solution for the home, school, therapy or child care center. The chair is designed to grow with a child from 6 months up to 250 lbs., eliminating the need for a new chair every year.
2	CANDO Heavy Band Blue 50yds		\$89.42	\$178.84	Exercise bands are requested by physical therapists and occupational therapists to design exercise programs for children with disabilities that can be used in the classroom. The material is versatile and provides for both passive and resistive programs to increase muscle strength for the upper and lower extremities.
2	CANDO Medium Band Green 50yds		\$84.22	\$168.44	
2	CANDO Light Band Red 50yds		\$79.01	\$158.02	



15	Thera-Band Pro Series Ball 18in Yellow		\$24.44	\$366.60	TheraBand Pro Series SCP Exercise Balls are high-quality, slow-deflate and used to carry out various forms of exercise to improve body posture, cardio endurance, strength, and balance. They can also be used to reduce or prevent back pain caused by muscle imbalance and a weak core, mainly by targeting movements like pushups, planks, and sit ups on an unstable surface.
10	Thera-band Pro Series Ball 22in Red		\$34.43	\$344.30	
10	Thera-band Pro Series Ball 26in Green		\$38.44	\$384.40	
8	Thera-band Pro Series Ball 30in Blue		\$41.61	\$332.88	
30	Hearing Safe Protective Headphones		\$10.40	\$312.00	A terrific tool for children who need quiet for sensitivity or for focused activities. Comfortable noise reduction earphones block out potentially damaging external noises by completely covering the outer ear. Designed to be worn by younger students with its smaller ear cups. Comfortable, adjustable headband fits students of many sizes.
1	On the Go 2 Swing System Rotational Swing			\$3628.45	These portable vestibular swing systems provide vestibular input for sensory integration. The body's vestibular system is the sensory system that provides primary input about movement, balance, spatial awareness, motor planning skills, and can even help improve speech and language. Swinging can have a powerful impact on the brain's ability to process and use sensory information. Just minutes of swing therapy can stimulate a person for hours. Swings can be effectively used to reinforce therapy objectives. Swinging can also be used as a reward for positive behavior.
1	Swing platform board 48"x24"		Included		
1	Swing Sensory Wrap		Included		
1	Swing Balance buddy Bolster		Included		


12	EZPZ Happy Mat		\$25.00	\$300.00	Children with developmental disabilities often need adapted supports for eating. The Happy Bowl and mat provides stability for children to practice self-feeding skills while at school. These specialized supports will be used by students in preschool and early elementary classrooms.
12	EZPZ Happy Bowl		\$20.00	\$240.00	
10	BackJack Reg. Chair		\$38.95	\$389.50	Therapists love BackJack Floor Chairs for floor activities involving children suffering from hypotonia and children who need gentle rocking, feeding, independent work and ocular tracking activities.
10	BackJack XL Floor Chair		\$42.95	\$429.50	
20	Advantage Stackable Writing Boards		\$49.83	\$996.60	Writing boards are utilized by many students with various disabilities to position their books and writing materials in the classroom. The writing boards promote better head control and wrist positioning to improve grasp on the pencil and better visual attention to classwork.
20	Bouncy Bands for Chairs		\$14.24	\$284.80	We will use Bouncy Bands with students diagnosed with autism and ADHD. The bands are secured to a desk or chair and provide the opportunity for students to move their legs while they work quietly.
20	Bouncy Bands for Desks		\$16.49	\$329.80	
5	Safco Zenergy Ball Chair Mesh		\$171.34	\$856.70	The Safco Ball chair allows students with disabilities such as autism to sit comfortably, and improve core muscle strength for better posture and balance. It also provides movement to alert students for better attention. These chairs offer an alternative to traditional classroom chairs.
5	Safco Runt Ball Chair Mesh		\$167.24	\$836.20	



5	Abilitations Sensation Vibrating Pillow 3 pack		\$104.12	\$520.60	Vibrating pillows provide students with various disabilities a way to calm and regulate their sensory system. They can be used in the classroom for an oversensitive child to help increase their tolerance to tactile input. With the increase in the number of students with the diagnosis of Autism, these pillows are requested by occupational therapists to use with their students.
5	Deluxe weighted 5lb 4 blanket set		\$380.00	\$1,900.00	Research shows that deep pressure touch – the type of proprioceptive input generated from a weighted blanket – provides a calming effect for children who have a hypersensitive sensory system. Therapists often request weighted blankets for children in the early childhood and primary classrooms.
29	MeMoves & MoreMeMoves Program USB		\$249.95	\$7,248.55	MeMoves is a sensorimotor multimedia program that transforms the mind and body. This patented system activates the parasympathetic nervous system, providing the user with a quick and effective tool for self-regulation.
2	Steamroller Deluxe		\$550.00	\$1,100	The Steamroller: Allow children to hang out in the Steamroller to complete an activity while prone, or use in preparation for those tasks that require more attention. This piece of equipment offers more than just deep pressure. It allows children to work on motor planning skills, body awareness and shoulder stability as they work their bodies out of the device.
10	Weighted Compression Vest small		\$69.99	\$699.99	Weighted compression vests provide proprioceptive feedback to help students focus and self-regulate. The hug-like compression encourages calm and feeling of security.
10	Weighted Compression Vest medium		\$69.99	\$699.99	Vests support kids and adults with ADHD, sensory integration disorder or autism.


10	Weighted Compression Vest Large		\$69.99	\$699.90	
5	Weighted Compression Vest XL		\$69.99	\$349.95	
2	Beasy2 Transfer Board		\$245.00	\$490	Beasy Board is a great transfer solution for when the arm of the wheelchair is not removable or the wheelchair wheel is an obstacle. The Beasy Board's crescent shape facilitates the caregiver's natural transfer motions.
5	Maple Transfer Board 24" w/ slots		\$38.46	\$192.30	This device bridges the space between a wheelchair and a bed, toilet, or car seat. Used to facilitate independent or assisted transfer of the patient from one of these sites to another.
2	Pivot Disc 18"		\$159.75	\$319.50	The Pivot Disc assists in the transfer patients with impaired mobility from paralysis. Can transfer between bed, chair or toilet.
1	Scooot 3in1 w/ backseat		\$750.00	\$750.00	Scooot's 3-in-1 design means 3-times the fun and 3-times as many chances to fulfill potential. There are three configurations to Scooot: If you have purchased the 3-in-1, all three configurations will be achievable (Scoot, Ride & Crawl). Scoot lets kids sit upright to move around using their feet. Supported by a lap belt and backrest, the child's trunk and pelvis are encouraged to stabilize, freeing up their hands to lift and handle objects, play with family and explore their surroundings. Having fun in this function can also build upper body strength, while exploration and participation can improve spatial awareness as well as cognitive, sensory and communication abilities. Crawl allows kids to move and explore on their tummy, helping to strengthen upper body and tummy muscles as they lift their heads and shoulders.




10	TherAdapt Desk companion footrest		\$60.97	\$609.70	The Desk Companion provides support for proper alignment of feet, knees and hips when seated at a desk or table. Desk Companion makes any work station more ergonomic.
2	TherAdapt school chair, Preschool/Primary		\$1,071.65	\$2,143.30	The TherAdapt® School Chair provides a simple seating solution for physically challenged children with mild to moderate involvement. It is available in nine sizes and will fit a variety of users and settings. This chair is an excellent choice when a standard classroom or play table chair does not provide sufficient support. The modular design of the chair allows it to be customized to the individual needs of the user without the look of a "therapeutic" chair.
2	TherAdapt Tray		included		A depth-adjustable, quick release tray provides a large work surface and additional upper extremity support and positioning.
2	TherAdapt footplate, High		included		A height- and depth-adjustable footplate-high allows the school chair to be set at the correct height for use at a non-adjustable table or desk, while providing proper lower extremity positioning. The adjustable footplate-high offers more height adjustability when the chair is in use at tall desks or tables.
2	TherAdapt adjustable armrest		included		Adjustable height armrests are available for upper extremity support and positioning. They provide a stable base for sit-to-stand activities as well. The armrests are slotted to accommodate the side pads.


5	TherAdapt School Chair Intermediate		\$1,353.70	\$6,768.50	The TherAdapt® School Chair provides a simple seating solution for physically challenged children with mild to moderate involvement. It is available in nine sizes and will fit a variety of users and settings. This chair is an excellent choice when a standard classroom or play table chair does not provide sufficient support. The modular design of the chair allows it to be customized to the individual needs of the user without the look of a "therapeutic" chair.
2	TherAdapt Tray		Included		A depth adjustable, quick release tray provides a large work surface and additional upper extremity support and positioning.
5	TherAdapt footplate high		Included		A height and depth adjustable footplate-high allows the School Chair to be set at the correct height for use at a non-adjustable table or desk, while providing proper lower extremity positioning. The adjustable footplate-high offers more height adjustability when the chair is in use at tall desks or tables.
5	TherAdapt adjustable armrest		Included		Adjustable height armrests are available for upper extremity support and positioning. They provide a stable base for sit-to-stand activities as well. The armrests are slotted to accommodate the side pads.
1	Rifton Large Toileting System			\$4,766.00	OVER the toilet. Use the mobile economy base to wheel the Rifton HTS over toilets of nearly any size and style, enabling the client to use the same toilet as the rest of his or her classmates. Or use the lower stationary base (on toilets up to 15" tall) so clients can put their feet on the floor. The mobile version also doubles as a shower chair.
1	Large seat and back		Included		Additional support is provided by the adjustable backrest (6° forward for proper toileting position, 6° back and 18° back to assist with showering and hair washing).

1	Medium Arm Rest		Included		
1	Mobile Base		Included		
1	Large seat pad		Included		
1	Headrest		Included		
1	Push Handles		Included		
					The push handles are a separate accessory designed to fit onto all HTS backs.
1	Large Anterior Support Tray		Included		
1	Large Lateral Supports		Included		
1	Rifton Medium Toileting System			\$3,796.00	OFF the toilet. The mobile base and commode pan enable use of the Rifton HTS anywhere – not just in the bathroom.
1	Med. Seat and Back		Included		
1	Medium Arm Rest		Included		
1	Mobile Base		Included		
1	Medium seat pad		Included		
1	Headrest		Included		
1	Push Handles		Included		
1	Medium Anterior Support Tray		Included		
1	Large Lateral Supports		Included		

2	Supine Stander Large		\$4,570.00	\$9,140.00	In the Rifton Large Supine Stander, children and adults can stand at eye level with their peers. Adjustable supports on the standing aid allow for functional alignment, and the child's arms are free for activities. Supine standing provides head support with partial weight-bearing. We offer two sizes for a wide range of users.
2	Large cream tray		included		
2	Large lateral blocks		included		
1	Bantam Easy Stand, Small			\$4,077.54	The Bantam EasyStand is the only standing frame to combine a sit-to-stand transition with the added function of a Supine Stander. By alternating positions, a child can tolerate standing for a longer period of time. Also, when it is safer and easier for a caregiver to transfer and stand a child, the child will stand more often, increasing standing compliance. The Bantam fits kids from early intervention through elementary school.
1	Seat depth adjustment		Included		
1	Front Swivel Casters		Included		
1	Tray		Included		
1	Footplates		Included		
1	Foot Straps		Included		
1	Swing away knee pads		Included		
1	Hip Supports Small		Included		

1	Lateral Supports		Included		
1	Positioning belts 29"		Included		
1	X-style chest vest		Included		
1	Planar back, 16"		Included		
1	Bantam Easy Stand, Medium			6723.78	<p>The EasyStand Bantam Medium combines features from both the Bantam and Evolv series to make it more appropriate for the larger, involved child. As children grow, transfers become more difficult, and as a result, compliance with a standing program often suffers. The Bantam Medium allows transfers to a seated or supine position, or any position in between.</p> <p>The Bantam's central positioning controller shifts between sit to stand and supine modes. The "Neutral" setting allows infinite positioning between seated and supine while a manual hydraulic actuator lifts the child to a standing position. No other stander offers so many positioning possibilities.</p>
1	Seat depth adjustment		Included		
1	Front Swivel Casters		Included		
1	Tray		Included		
1	Footplates		Included		
1	Foot Straps		Included		
1	Swing away knee pads		Included		

1	Hip Supports Small		Included		
1	Lateral Supports		Included		
1	Positioning belts 29"		Included		
1	X-style chest vest		Included		
2	Meywalk 2000 Large Gait Trainer		\$3,860.80	\$7,721.60	Meywalk 4 is a spring suspended dynamic walker that allows students to practice mobility more independently within the classroom and in the school setting. The spring suspension promotes a natural gait pattern. This Meywalk is the largest size made, which allows therapists to support high school-aged students who have challenges with their mobility.
2	Anti-tip Support		\$242.95	\$485.90	
3	Hi Lo Tables		\$2,511.00	\$7,533.00	Hi-Low Power Changing Tables are designed to lower the table to an appropriate height for wheelchair users to transfer from the table to another surface. The tables are used when children require assistance to change clothing and diapers when incontinent. They are also used when children require nursing services or therapy intervention.
3	6" Lift clearances		Included		
3	Hoyer Manual Lifter		\$1,816.00	\$5,448.00	A Hoyer Lift allows students to be moved safely from their wheelchair to a changing table or other position without injuring caregivers. Many children with severe physical disabilities grow throughout their educational career and weigh more than what can be safely lifted by one or two people. There is an increasing need for this equipment in our schools since we have more children with severe disabilities.
3	Sling with head support Medium		\$480.00	\$1,440.00	
1	Sling with head support Large		\$480.00	\$480.00	

1	Hoyer Advance Lift			\$6,330.00	The Hoyer® Advance® is compact yet able to perform an outstanding range of transfers. Whether from the floor or onto a healthcare bed, the Advance copes with ease. The Advance's unique tapered leg design allows the lift to get even closer to the widest of obstacles. This is especially useful when encountering large chairs, bulky commodes, and wheelchairs. The tapered design also ensures that the students feels safe and secure during the transfer.
2	Quick fit deluxe sling		included		
			Total Amount Requested	\$96,375.55	

4. Explain how you plan to measure the success or outcome of this grant.

We will measure success of this grant using several methods of data collection. Progress toward Individual Education Plan (IEP) objectives will be recorded and graphed for each student utilizing walkers, standers, supportive chairs, and other pieces of adaptive equipment. Therapists design data collection sheets to collect performance data that occurs in the classroom. Classroom teachers assist with the data collection, as they are responsible for implementing suggested interventions and programs throughout the school day.

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

Equipment purchased by the occupational therapy and physical therapy program this school year was put to use immediately upon delivery. The Rifton Supine Standers are used to help students with multiple physical disabilities obtain a functional position to participate in classroom activities while promoting improved physical health such as cardiovascular functioning and bone density health. Rifton Activity chairs are utilized for supportive seating in the classroom and school cafeteria. This provides supported posture and positioning of the physically challenged child that can help promote efficient chewing and swallowing. This chair can be customized to the individual needs of a variety of students. The hi-lo feature of this chair allows students to be safely positioned at various heights to encourage interaction with peers throughout the educational setting. Electric changing tables were placed in three high schools. These tables provide students with an appropriate surface for participation in a toileting routine or other personal-care activities. The Rifton Adaptive Tricycles afforded students the opportunity to safely participate in recess and physical education activities while promoting improved trunk and lower extremity strength, motor planning, and increased cardiovascular function. SPIO compression garments (pants) are used by students with physical disabilities to provide the stability needed to work on standing and/or walking. The SPIO gloves have been very successful for students who need joint support to engage in fine-motor tasks such as self-feeding or pre-writing skills. The garments have been very successful in providing joint support for movement patterns needed for school activities. Slant boards are utilized throughout the district for children who require positioning of reading and writing materials. Several classroom teachers have reported improvements in legibility of handwriting for our students with sensory and motor challenges. The benefits of providing therapy equipment in the classroom has supported the academic achievement for a large population of children with physical disabilities. Many of our students would not have the opportunity to succeed at such high levels without the implementation of the adaptive equipment provided.