

TEF Grant Final Report

All Thompson Education Foundation (TEF) grant recipients must submit a final report to TEF by **May 31, 2025**. The final report is required. If you do not submit a final report for this grant by the due date, you will not be allowed to apply for future TEF grants.

Name: Sharon Winter

School: Berthoud High School

Grant Type: Great Idea Grant

Project Name: Community Access program

Objective of project as stated in the grant application:

The students in the Intensive Learning Center have Intellectual Disabilities and/or significant autism, and their reading levels range from pre-k to third grade. One third of these students have Augmentative Communication Devices (AACs) to aid in communication, but rarely use these devices outside of school. The purpose of this program is to give high-needs students the opportunity to go into the community to practice and apply skills learned in school. Students will learn and practice critical thinking skills by making budget-based purchasing decisions and applying pedestrian and community safety rules. Students will practice problem solving skills by learning how to identify safe adults to approach if they are lost or in need of assistance. They will also have an opportunity to apply academic knowledge by making science based observations while walking, applying reading and math skills when shopping, and using communication skills when interacting with community members and interviewing local employers. This program will also address social-emotional well-being by increasing their advocacy and independent living skills.

1. Describe how you implemented your project.

We went on the following four outings utilizing the grant funding for transportation:

- April 23, 2025 outing to Berthoud Ace Hardware (this business owner has expressed interest in hiring students from the district's ILC programs) and Subway Sandwiches.
- April 28, 2025 outing to Biscuit Barker (this business employees a former BHS ILC student and is willing to employ others in the future) and Wendys, Loveland
- May 20, 2025 outing to Best Day Ever Coffee and Crepes in Longmont-this business' mission is to employ people with disabilities.
- May 22, 2025 outing to Colorado Youth Outdoors where student had the opportunity to go fishing.

We practiced the following skills:

- **Critical Thinking, Math-Money skills, and restaurant ordering skills:** Students practiced choosing food orders prior to each outing, submitting the order, paying for their order and determining how much change to expect back.
- **Problem Solving Skills:** Every outing included some walking which required crossing streets, looking for traffic to determine when it was safe to cross, identifying street signs and traffic lights to determine where and when to cross.

- **Critical Thinking, Community Safety, Self Advocacy:** Between outings, students practiced identifying likely safe individuals to approach if they were lost (people in public safety uniforms, business employees identified by wearing business uniform and/or name tag, and known individuals) Students were then asked to identify likely safe individuals when we were on each outing.
- **Communication Skills, Social-Emotional skills, Self-Advocacy Skills, and Independent Living Skills:** Students practiced placing orders, interacting with business employees to complete purchases and interview employees about the kinds of jobs they do, how to find their job listings, what skills would be needed to work there and how the application process works. Students with communication devices used those devices to interact with people in the community.
- **Academic Skills:** Teacher and paras were able to identify weather traits, biome characteristics, and animal behaviors which support science concepts taught in class, when outdoors. Students also practiced reading and math skills in viewing menus, paying for purchases and calculating change.

2. Please provide the results of your project. This information needs to correlate to the "measurements" provided on your original grant application. If you changed your measurements of success, please detail the reason for the change with your results.

Staff utilized checklists on outings to document skill progress and needs for further support. The data recorded evidenced adequate progress with each student's community safety, work skill, communication skill and money management goals. Each student kept a portfolio (with adult assistance) including progress monitoring checklists, worksheets, drawings and photos of their outings to document their progress in identified areas.

3. Did anything surprise you or your students during the implementation of your project?

I had to reschedule two outings originally planned for early March due to scheduling conflicts at the businesses. I had found alternative destinations but had to resubmit field trip forms for approval two weeks prior to the outings to allow time for transportation to change destinations and school health staff time to prepare outing documents and medical supplies for students. I had to reschedule those outings for April dates as a result.

I had originally planned for taking smaller groups of students on each outing and replicate each outing for two groups of students on two different days, as outlined in the grant request. I learned that it was a better use of transportation resources and staff time and costs to invite all ILC students on each outing and only do each outing one time.

4. Please provide a copy of the final budget for the grant (you may attach a separate sheet of paper). All copies of receipts must be submitted.

While my requests for transportation included the correct account to record those costs, it appears that they were expensed some other way. Below is my estimate of what those costs should come to, based upon information provided to me by the district's transportation department when writing the grant request. I have attached the email from Berthoud High School's bookkeeper to the transportation department to get these expenses credited to the correct account and I will submit the final official accounting report when it has been corrected and provided to me.

Costs if mileage to and from district transportation facilities is NOT included

Date	Destination	Mileage costs (\$2.15/mile bus \$1.25/mile fleet vehicle)	Employee costs (driver and bus para @ \$19.60/hour each)	Total
4/23/25	Berthoud Ace Hardware & Subway Sandwiches (2 miles at bus rate, 2.5 hours)	\$4.30	\$88.00	\$92.30
4/28/25	Biscuit Barkery and Wendy's-Loveland (14 miles at bus rate, 3 hours)	\$30.01	\$117.60	\$147.60
5/20/25	Best Day Ever, Longmont (20 miles at fleet vehicle rate, 3 hours)	\$25.00	n/a-school employee drove vehicle	\$25.00
5/22/25	Colorado Youth Outdoors (44 miles at bus rate, 3.5 hours)	\$94.60	\$137.20	\$231.80
			Total:	\$496.70

Costs if mileage to and from district transportation facilities IS included

Date	Destination	Mileage costs (\$2.15/mile bus \$1.25/mile fleet vehicle)	Employee costs (driver and bus para @\$19.60/hour each)	Total
4/23/25	Berthoud Ace Hardware & Subway Sandwiches (24 miles at bus rate, 2.5 hours)	\$51.50	\$88.00	\$139.60
4/28/25	Biscuit Barkery and Wendy's-Loveland (36 Miles at bus rate, 3 hours)	\$77.40	\$117.60	\$195.00
5/20/25	Best Day Ever, Longmont (44 miles on fleet vehicle, 3	\$45.25	n/a-school employee drove	\$45.25

	hours)		vehicle	
5/22/25	Colorado Youth Outdoors (66 miles at bus rate, 3.5 hours)	\$206.40	\$137.20	\$343.60
			Total	723.45

5. Do you feel the project can be easily replicated in additional classrooms in Thompson School District, and, if so, is there any advice you can share?

Yes, this project can be easily replicated in other Intensive Learning Center Classrooms and I will be happy to share data tracking forms used for progress monitoring purposes.

I would, however, recommend that the expenses were expensed to the correct grant account after each outing rather than waiting until the end of the reporting period to obtain that information so correct accounting can be ready by the reporting deadline.

Optional:

6. Comments for the grant committee or TEF board.

I and my students and families are very appreciative of the generosity of the TEF Grant funding program that allowed us to get the Community Access program off the ground. I had submitted my grant application thinking it was for an entire year. When receiving the award letter, I realized that it was for a half year and so my expense projections were larger than the final costs.

Thank you again, for your generosity

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