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Plymouth Partners: Working Together To Improve Work-Related Skills of Students with Disabilities [Project Proposal]

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Plymouth Partners: Working Together To Improve Work-related Skills of Students With Disabilities

Project Leadership: (Identify Project Director/Manager or Co-Manager/s Ann Berry, Pam Anneser, Roy Stever

Project Description: The Plymouth Partners Project would expand an existing partnership between Plymouth Regional High School and Plymouth State University.

Background. This fall a PSU graduate, Matt Friend MEd in Special Education, approached Dr. Ann Berry to see if there might be any work-related opportunities for his older Plymouth Regional High School (PRHS) students with disabilities. He wanted to engage with PSU as a place his students could practice and expand their job-related skills. These students are aged 18 – 21 and are continuing to attend high school to strengthen their skills for employment and independent living so that they can successfully transition into the community once they leave high school. After some preliminary discussions, PRHS students are currently performing job-related tasks on campus under Matt and other PRHS staff's supervision two days a week. Matt's students with disabilities are engaged in several job-related tasks such as dusting books in the Lamson Library and wiping down desks, emptying recycle bins from staff offices into the larger bins in the hallway in Mary Lyon Hall, shredding papers, and providing pet therapy to PSU students and staff in the TRIO Office. On a different day the PRHS students go to the Pemi Youth Center in Plymouth and pack snacks to be distributed to children when they arrive at the Center after school. Matt is looking to expand the types of jobs his students perform and where his students are being engaged.

Current project description. PSU undergraduate students engaged in a graphic design course called AG3550 PSU School Design Company, taught by Dr. Pam Anneser, will work with Matt and his students to create a name, logo,

business card and trifold brochure. This will enable Matt to leave contact information and information about the services his students can provide with potential clients. PSU Student Design Company takes on several projects like this each year and students utilize their graphic design skills in real world-situated projects. Pam has agreed to involve her students in the Plymouth Partners Project starting in January of 2017. Following the design of a logo, slogan, and informational materials, the PSU Print Depot will be used to engage PSU students in the printing of about 125 brochures. Outside venues have been recommended for the printing of the business cards as the Print Depot does not currently offer that service. Matt will locate additional appropriate organizations and businesses to engage his students using the promotional and information materials created through this Cluster project. Ann Berry will assist the project by coordinating the efforts between project partners and being a liaison for PSU faculty and students, PRHS, and outside organizations and businesses. This may involve some minimal travel.

In addition, this spring, or possibly next fall, PSU Business and Marketing undergraduate students in either the BU3460 Small Business Marketing and Operations, BU3380 Business Innovation, or BU3040 Special Topics/Marketing course, taught by Roy Stever, will be involved and work with Matt and his PRHS students to develop a marketing plan. The aim will be to promote and expand the services that the PRHS students with disabilities provide to other regional organizations and businesses. Following the development of a marketing plan, revisions to the business cards and brochures will be made by the Student Design Company to incorporate additional ideas and emphasis from the marketing plan. Pam and Roy have jointly worked on similar projects in the past involving PSU marketing and graphic design student collaboration. At this point an additional run of the revised business cards and brochures will be printed. Matt, guided by the marketing plan, will continue to seek out organizations and businesses that align with his vision of involving his students with disabilities in job-related tasks. The potential for the number of community partners involved with this project will continue to grow. Ann Berry, and MEd Special Education students as part of a ED 6900 Capstone project, will assist by coordinating the efforts between project

partners. Ann will continue to serve as a liaison between PSU faculty and students, PRHS, and outside organizations and businesses. This may involve some minimal travel.

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project

Objective 1: Involve PSU students in real world-based projects to develop their skills in ways that translate to jobs once they graduate.

Objective 2: Provide avenues for collaboration on several levels: between cluster faculty and their students, between PSU and community organizations and businesses, between PRHS students and PSU students.

Objective 3: PSU students and faculty will collaborate with PRHS staff and students with disabilities to increase PRHS student's capacity to engage with their community and find meaningful employment once they graduate high school.

2. Student Learning Outcomes – Outline the expected student learning outcomes

a.) Students will use their graphic design knowledge and skills to design informational and promotional materials for a community partner.

b.) Students will use their business and marketing knowledge and skills to create a marketing plan for several community partners.

c.) Students at the Print Depot will use their knowledge and skills to create informational and promotional materials for a community partner.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student

engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement: The Plymouth Partners Project will utilize PSU students in an inter-disciplinary way across Clusters to work with a community partner. This project is clearly aligned with the integrated Cluster mission and vision. PSU students will be involved in a project that not only asks them to utilize the skills they are learning in their coursework in a meaningful way, similar to projects they will be involved with once employed in their field, but they are also assisting a marginalized population in our society to gain job-related and inter-personal skills. Traditionally, students with disabilities have a difficult time gaining and retaining meaningful employment. Practice with job-related tasks while in high school offers these students a chance to gain the skills they need for meaningful work once they graduate. Further, research indicates that businesses who hire individuals with disabilities in supported employment positions often have an employer who has had some positive interactions with individuals with disabilities in the past. The Plymouth Partners Project seeks to broaden the experience of all the individuals involved to include positive interactions with students with disabilities. This project has the potential to positively impact PRHS students, PSU Graphic Design, Marketing and Special Education students, the Plymouth University community, and individuals who work in organizations and businesses in the Plymouth region. There may be unforeseen dividends in years to come.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Ann Berry	Associate Professor	Liaison between project partners	Special Education	abberry@plymouth.edu
Matt Friend	Special Education Teacher, Plymouth Regional High School	Teacher, supervisor and mentor for students ages 18 to 21 in a life skills transition classroom at Plymouth Regional High School		mfriend@pemibaker.org
Pam Anneser	Associate Professor	Instructor for School Design Company	Art	ppanneser@plymouth.edu
Roy Stever	Contract Faculty in Marketing	Instructor for the College of Business Administration	Marketing	rrstever@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Other area businesses and organizations have not yet been identified

Name	Organization	Project Role	Discipline/ Specialty	Email
Jess Dutille	Pemi Youth Center	Organization partner	Community partner	jadutille@plymouth.edu

Student Participant Profile (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
AG3550 PSU Student Design Company	Graphic design of marketing brochure and business cards	Undergraduate	Art	10
Business and Marketing students in BU3460 Small Business Marketing and Operations, BU3380 Business Innovation, or BU3040 Special Topics/Marketing	Develop a marketing plan for promotion of services to area businesses	Undergraduate	Business and Marketing	10
PSU Print Depot	Printing of glossy marketing brochure	Undergraduate	all	5
ED 6900 MEd Capstone in Special Education	Coordination of project outcomes and assessment of project aims	Graduate	Special Education	2

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 1/5/2017

Project Complete Date: 5/15/2017

Project Milestone	Milestone Description	Target Completion Date
Observation Interviews with HS teachers and students	Observation Interviews with HS teachers and students by PSU School Design Company students	1/15/2017
Graphic design of business card and brochure	Graphic design of business card and brochure by PSU School Design Company students completed	1/30/2017
Cards and brochures printed at PSU Print Depot	Printing of cards and brochures	2/28/2017
Observation Interviews with HS teachers and students	Observation Interviews with HS teachers and students by PSU Business and Marketing students	2/1/2017
Marketing and business plan	Marketing and business plan developed by PSU students	3/15/2017
Graphic redesign of business card and brochure	Graphic redesign of business card and brochure by PSU School Design Company students is undertaken to reflect any new ideas from the marketing plan.	4/15/2017

Cards and brochures printed at PSU Print Depot	Reprinting of cards and brochures to reflect revisions based on the marketing plan	5/15/2017
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Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: N/A