## Budget

Canal Winchester Local (046946) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (107)

U.S.A.S. Fund #:

### Plus/Minus Sheet (opens new window)

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Adjusted Allocation: 0.00

Remaining: -185,500.00
The Educational Council (EC) is a nonprofit organization with a mission "to prepare Franklin County students for success in college, careers, and life by collaborating to provide...

Rick Rieser, MS, JD, created the Safe & Supportive Schools program over a 3

Application

B) PROJECT DESCRIPTION

1. Project Title: Safe and Supportive Schools Program

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

3. Total Students Impacted:

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

First Name, last name of contact for lead applicant: Mr. James Soflar, Superintendent
Organizational name of lead applicant: Canal Winchester Local Schools
Unique Identifier (IRN/Fed Tax ID): 049846
Address of lead applicant: 100 Washington Street Canal Winchester OH 43110-1224
Phone Number of lead applicant: 614-837-4533
Email Address of lead applicant: jsoflar@cwls.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last name of contact for secondary applicant: John Farley, Ph.D.
Organizational name of secondary applicant: Educational Council
Unique Identifier (IRN/Fed Tax ID): 077281
Address of secondary applicant: 470 Glenmore Avenue, Suite 101, Columbus OH 43214
Phone number of secondary applicant: 614-915-0742
Email address of secondary applicant: john.farley@ecouncil.org

6. List all other participating entities by name: - Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.


7. Partnership and consortia agreements and letters of support: - Click on the link below to upload necessary documents.

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Strait A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The Safe and Supportive Schools program is a culmination of the common current factors and best practices associate with K-12 high quality social and emotional learning. The most effective SEL programs are those that are implemented throughout each year of schooling. The Safe and Supportive Schools program focuses on the social and emotional development of students K-12. In every grade and at every level, students will learn the social and emotional skills that are developmentally essential to the success in their school, home and community. The program is based on nationally recognized social and emotional learning standards. Rick Rieser, MS, JD, created the Safe & Supportive Schools program over a 3-year period. As the former CEO of The Buckeye Ranch (Grove City, Ohio), Rieser helped thousands of youth and their families with mental health, emotional, behavioral, and substance use issues. His dedication to children continues as he researched and developed this evidence-based program. Rieser introduced the Safe & Supportive Schools program to John Farley, PhD, CEO of the Educational Safe & Supportive Schools program to 

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

[ ] Student achievement
[ ] Cost Savings in the five-year fiscal forecast
[ ] Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

[ ] New - never before implemented
[ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
[ ] Mixed Concept - incorporates new and existing elements
[ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortium partnership

11. Describe the innovative project.

Findings from several individual studies and narrative reviews indicate that social and emotional learning (SEL) programs are associated with such positive results as increased academic performance, student behavior improvement, reduced harmful student interactions, and overall school climate improvements. The Safe and Supportive Schools program (SSS) employs SEL standards and practices across each school age group - primary, elementary, middle and high school - at every grade level and year of learning. SSS engages students in coordinated social and emotional learning programming to...
Sustainability - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the S. A. Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

NA

14. What is the total cost for implementing the innovative project?

185,500.00 Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, government grants, etc.).

The primary expense is Salaries for the Executive Director (Governance/Administration) and for Support Services that include a program coordinator for the elementary schools (year one and beyond), one program director for middle and high schools in the first year, and a program assistant to help the Executive Director and program staff. Support Services/Purchased Services include a PhD-level program director for the evaluation of the program, including all staff salaries paid by the Illinois Board of Education (IBOE). The rest is allocated to personnel and expenses for training, supervision, and curriculum development for these teachers.

15. What new/recurring costs of your innovative project will continue once the grant has expired?

205,500.00 Specific amount of new/recurring project cost (annual budget)

* Provide details on the cost of items included in the budget (e.g., staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are new/recurring costs, please explain.

Expenses of $185,500 will re-occur in Year 2, plus $20,000 in additional costs. All budgeted costs will continue as they are required for successful program implementation. In Year 2, costs increase to $205,500 due to the addition of a part-time data manager (collects and analyzes data for program evaluations, modifications, and reports). In subsequent years, additional staff will be needed to manage the programs in more schools.

16. Are there expected savings that may result from the implementation of this project?

0.00 Specific amount of expected savings (annual)

* Provide details on the anticipated savings (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.).

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that will result in savings which may be used to support this concept.

Specific amount of savings: Difficult to determine the actual cost benefit of improving school climates by increasing tolerance and acceptance while reducing bullying and other disciplinary costs. It is reasonable to state that reducing administrator and teacher cost time spent on disruptive/harmful behaviors in class or the office results in maximizing time for teaching and learning. This can be measured through a combination of disciplinary referrals and other discipline referrals (PBIS outcomes). Reductions in additional costs are not supported across the school district.

This program will become self-sustaining by becoming fee-based. Schools and school districts will pay for this program as their budgets allow. In this school year, only Canal Winchester Local Schools had funds available to implement this program. Evidence of program success will compel other schools and school districts to buy into this program, but not until funds are available. This grant will help to improve the program by ensuring it is replicable at a higher level among self-sustaining communities.

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during the stage of the project and describe the communication that occurred during the application was developed.
Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

**Proposal Timeline Dates**

- **Plan (MM/DD/YYYY):** 01/01/2014
- **Narrative explanation**

**Planning** Date: January 1, 2014 - Between January and March 2014, complete a comprehensive assessment of all students in all schools K-2 (key SEL indicators) and grades 4-12 (surveys and school/community assessment). Social and emotional learning classes begin for K-2 students.

**Implementation** (MM/DD/YYYY): 03/01/2014

- **Narrative explanation**

**Implementation** Date: March 1, 2014 - Baseline data are collected by surveying K-2 students. Social learning classes begin. All programming and planning is implemented by the end of October.

Safe and Supportive Schools begins approximately one month after the start of the new school year (October) and ends at the end of the school year (May/June).

**PRIMARY** - GRADES K-2 - Time Required From School Staff: 20 minutes annually to explain program overview to new school year * 30 minutes per month with principal to discuss program and results * One 30-minute assembly per grade level (timed to principal’s schedule)

- Additional focus groups and on goal in the classroom (as determined by teacher) * Random sampling of classrooms (15 minutes for one class per month) * Specialized groups (Ed Council staff) ELEMENTARY - GRADES 3-5 - Time Required From School Staff: 20 minutes annually to explain program overview to school staff * 30 minutes per month with principal to discuss program and results (prepared by Ed Council staff) * Initial District Pre-test (20 minutes, annually) * Monthly Interim testing (20 minutes for 25 students per month (30 minutes for school secretary per month)) * Administrative staff participation in student leadership groups discussion 1/12 hours per nine weeks * Staff time in assisting students implement their identified project (one hour per month) * Specialized groups (Ed Council staff) * Limited access to school secretary for survey administration (selecting students)

**MIDDLE SCHOOL** - GRADES 6-8 - Time Required From School Staff: 20 minutes annually to explain program overview to school staff * 45 minutes per month with identified principal to discuss program and results (prepared by Ed Council staff) * Initial District Pre-test (20 minutes, annually) * Monthly Interim testing (20 minutes for students per month - 30 minutes for school secretary per month) * Year-end post-testing (30 minutes, annually) * Limited access to school secretary for survey administration (selecting students) * High School - GRADES 9-12 - Time Required From School Staff: 45 minutes per month with identified principal to discuss program results and prepared by Ed Council Staff) * Initial District Pre-test (20 minutes, annually) * Monthly Interim testing (20 minutes for 25 students per month; 30 minutes for school secretary per month) * School Staff (counselors and identified principal) at nine-week student meeting * Limited access to school secretary for survey administration (selecting students).

**Summative evaluation** (MM/DD/YYYY): 05/01/2014

**Evaluation** Date: May 1, 2015 - Data from all schools and classes are analyzed. By the end of the 2015-2016 school year, 50% of students will have participated. By the end of the 2016-2017 school year, the percentage rises to 75%; 100% of students will have participated by the end of the 2017-2018 school year. Explain the barriers that could derail your concept or timeline School administrators do not understand or accept the value of the program will not likely allocate funds or insist that teachers and staff allocate time that is required for successful implementation. A lack of funds will keep schools from implementing this program. Identify the key stakeholders * Students, teachers, administrators, boards of education, parents, community. * Educational Council * Program staff Describe the communication during the application process The program's creator and founder, Rick Rieser, was engaged in all aspects of the application and was regularly consulted by the Executive Director of the Educational Council and the grant writers. WPX's superintendent and key school personnel were involved as the primary applicant and were provided all of the information. Dr. Jan Upton, President of Institutional Research Consultants, Ltd. (IRC), was consulted via telephone and e-mail to discuss effective data collection methods, needs for additional analysis and reporting, approaches to setting benchmarks, and evaluation planning. Describe ongoing communication with stakeholders as the project is implemented Communication with teachers and students is required for the program to work properly. Administrators are included in regular and timely communications and are primary recipients of all reports.

19. Describe the expected changes to the instructional or organizational practices in your institution.

The Safe and Supportive Schools program will not change instructional practices; rather, as the program is assimilated into each grade level with each student, students listen more attentively, develop respect for one another and there are fewer disruptive incidences which directly impacts curriculum, instruction and supervision. The climate of the classroom and the entire school is changed dramatically allowing students and teachers to be more focused on academic outcomes. This is why the primary goal of "student achievement" has been selected.

**E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication**

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, emphasizing reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Teaching and learning in schools have strong social, emotional, and academic components (Zins, Weissberg, Wang, & Walberg, 2004, Building academic success on social and emotional learning: What does the research say?) Students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families (Durak, Weissberg, Dymnicki, & Schellinger, 2011, Child Development, 82(1), 405-432). Emotions can facilitate or impede children's academic engagement, work ethic, commitment, and school success. Because relationships and emotional processes affect how and what we learn, schools and families must effectively address these aspects of the educational process for the benefit of all students (Elia, Zins, Weissberg, Frey, Greenberg, Haynes, et al., 1997, Promoting Social and emotional learning: Guidelines for educators). Social and emotional learning (SEL) involves the processes of developing competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools: CASEL) Research shows that adopting explicit SEL strategies and approaches are linked to a variety of positive outcomes for children, ranging from improved attitudes and behaviors to better academic performance. Studies have shown that students who receive SEL have achievement scores an average of 11 percentile points higher than students who do not (Durak, Weissberg, Dymnicki, & Schellinger, 2011). SEL approaches can be seen in schools that make an intentional effort to promote development of skills: * Primary school: Interventions increase self awareness and social awareness, improve impulse control, and enhance a student's understanding of feelings. * Elementary School: Interventions increase emotional awareness of self and others, social awareness, knowledge of social norms, and how one's behavior affects others. * Middle school: Interventions allow students to analyze their role in the school community, assess personal strengths, and become active participants in creating a socially healthy school environment.

21. Is this project able to be replicated in other districts in Ohio?

- **Yes**
- **No**

22. If so, how?

Safe & Supportive Schools is a packaged, well-defined program with clearly outlined defined action items, goals, objectives, and measurements. There is no specialized equipment and Survey Monkey can be accessed from anyplace that has Internet access. The Safe and Supportive Schools program developed by Rick Rieser is based on the social and emotional learning standards developed and approved by the Illinois State Board of Education.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

All three goals of the Safe & Supportive Schools program - achievement, leadership and participation - are affected by the Safe & Supportive Schools program. As noted in the response item 20, when the school climate changes to one of tolerance and acceptance, and when individual students are less afraid to attend school, scores on academic achievement tests increase. Students learn more when teachers spend more time instructing and less time disciplining.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be specifically identified.

The underlying component of Safe and Supportive Schools is its reliance on baseline social and emotional measures and interim measures. The program begins with a comprehensive assessment of the student body (surveys and focus groups) and continues after program implementation with interim quantitative and qualitative measures. The feeder pattern of the Safe & Supportive Schools program is developed in consultation with specialists who work to help develop a "safe and supportive" environment at the start, which is carried forward into future grades. Benchmarks include higher attendance, fewer disciplinary actions, higher graduation rates, and higher scores on achievement tests. These can be measured within individual schools and by school districts at regular intervals throughout a five-year period. In the long term, it is difficult to measure the achievements of each student; hence, the focus is on the collective changes within the schools and the districts.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outcomes and outputs and the systems in place to track the program's progress).
PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s date.

Accept, Joyce A. Boyer, 10/24/2013 I accept, James Sotlar, 10/24/2013