

Budget

Sheffield-Sheffield Lake City (044768) - Lorain County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	26,000.00	0.00	0.00	26,000.00
Support Services		85,000.00	0.00	0.00	0.00	0.00	0.00	85,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	27,000.00	0.00	0.00	0.00	27,000.00
Family/Community		0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		85,000.00	0.00	27,000.00	31,000.00	0.00	0.00	143,000.00
Adjusted Allocation								0.00
Remaining								-143,000.00

Application

Sheffield-Sheffield Lake City (044768) - Lorain County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Building Bridges for K-8

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.

The Building Bridges program seeks to provide comprehensive intervention and prevention services to families and students facing issues such as poverty, unemployment, homelessness, addiction, and other crises which impede school learning and disruption to themselves and other students in the classroom. Implementation of this program would reduce spending in the five year forecast through the reduction of student placement in specialized behavioral and alternative schools at the cost of approximately \$40,000 per student per year. Student achievement would increase because more of the basic needs would be met by the program providing linkage to services in order to assist students as effective learners, and connecting families to systems of care; a support system and education programs would also be in place for our educators to more effectively address the educational needs of at risk and emotionally wounded students and families.

1360 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Gretchen Loper

Organizational name of lead applicant: Principal, Tennyson Elementary School

Unique Identifier (IRN/Fed Tax ID): 044768

Address of lead applicant: 555 Kenilworth Sheffield Lake, Ohio 44054

Phone Number of lead applicant: 440-949-4237

Email Address of lead applicant: gloper@sheffield.k12.oh.us

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

First Name, last Name of contact for secondary applicant: Angela Terella

Organizational name of secondary applicant: Principal, Sheffield Middle School

Unique Identifier (IRN/Fed Tax ID): 044768

Address of secondary applicant: 1919 Harris Road Sheffield, Ohio 44054

Phone number of secondary applicant: 440-949-4225

Email address of secondary applicant: aterella@sheffield.k12.oh.us

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.

The applicants for this grant proposal are building principals who oversee over 75% of the target population of this grant. The applicants are also trained counselors with the Lorain County Schools Crisis Counseling Team, and are involved in coalitions with the Lorain County Board of Mental Health and Mental Health Network of Lorain County. The district is invested in strengthening partnerships with Community Mental Health Agencies and other systems of care within their county network, as well as strengthening relationships with the statewide initiative to reduce deaths due to suicide, rise in bullying events, rise in poverty, and the increase in addiction-related issues that are rising across the state. The applicants are vested in working with an independently licensed social worker, who holds the School Social Worker licensure as licensed by the Ohio Department of Education. This specialized knowledge sets this program apart from traditional social worker services. The foundation for social and emotional intervention is rooted in school success, where students are able to overcome obstacles and barriers which are impeding their learning and school progress.

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 Straight 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.

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B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

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

Student achievement

Spending reductions 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 consortia partnership

11. Describe the innovative project.

Building bridges is developed through researching evidence based best practices and will provide resources for our students and families in crisis that are having an adverse effect on the academic, social and emotional growth of our students. Students and families within our district need comprehensive support. A lot of our families struggle with issues such as unemployment, homelessness, drug addiction, transitions, poverty, school integration services, special education support, and other crisis situations. We need a resource to try and connect our families with life saving skills that can provide intervention through these crisis times but also preventative measures and education to allow them to develop into better caregivers and stronger family units. A school social worker with the appropriate educational and school theory can provide direct service with student assessments, referrals to agencies or providing short-term in house treatment, group treatment, administration consultation, community-based home visits, and serves on county programming committees and act as a liaison among systems of care. Further, a licensed social worker can provide internship supervision which allows for greater resources of services available in the school. We believe providing this social work assistance will help to meet the basic and educational needs of our families and students. With these basic needs met students are in a greater position to succeed academically and develop socially and emotionally in a healthier manner.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

12. Goal one - Student Achievement - A student cannot achieve if their basic needs are not met. A school social worker would intervene on students' behalf and allow for greater access for community

support systems. The social worker would provide invaluable support to educators K-8 and allow for the establishments of liaisons to the families and systems of care that a family may be involved in. With stronger families and greater access to resources the student ability to raise their academic achievement greatens. With social and emotional needs met research has proven that their academic gains will increase a district employed school social worker will provide a common thread among all components of a family stabilization. Further, this type of intervention allows for the development of a positive classroom environment and affects all students learning and therefore allows for greater student achievement. Goal two - Spending reductions in the five year fiscal forecast By providing intervention and preventative measures through our social work unit it will reduce our spending greatly. Many times high- risk and intense behavior students these students are placed in outside and specialized schools at the cost of almost \$40,000 per student a year. Currently we have students in various schools such as PEP, Spectrum, and Eleanor Gerson, or Educational Alternatives. Establishing a school social work unit would provide the intervention and prevention measures and allows for those placements to decrease dramatically thus saving costs each year.. If our school social work unit saves just one student placed in these specialized schools each year over 5 years the district can save up to \$600,000 due to compounded savings. Further, it could reduce special education identification and placement through a more thorough RTI process. Within this social work unit, interns on a clinical track would be supervised and complete their school social work internship in a school setting. This would allow for great resources and a reduction in cost of personnel. Lastly, the social work and the interns could research and implement training programs on best practices for our educators K-8. This would reduce the cost of sending staff members to various professional developments out of district. Utilization of Greater Share of Resources in the Classroom Implementation of tools and techniques in the classroom benefit identified and unidentified students in the academic setting. Implementing literacy-based social-emotional curriculums will help teach students necessary skills for implementing de-escalation and coping strategies for overcoming barriers. Teachers are able to focus on providing quality instruction to all students, and reducing the amount of time focused on high-risk students who consume an exponential amount of energy. Strategies for elementary and middle school classrooms vary, and the social work unit can help share strategies, programs, tools, and techniques which work effectively in differing classrooms. This increases collaboration among educators, helping provide a greater utilization of resources in varying school environments.

C) 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 Straight 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.

Budget Personnel including benefits and twelve extended days built in to meet before the year starts, evening meetings, weekend events, and after the school year concludes(ODE licensed School Social Worker) -- \$85,000 ? Interns (three) - \$0 ? Professional Development and training/Networking-- \$27,000 ? Parent Education and Informational Nights and Programming - \$5,000 ? Group Curriculums and Treatment -- \$26,000 TOTAL -- \$136,000

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

143,000.00 * 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, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The budget for the school social worker unit includes personnel cost for hiring one school licensed social worker. The personnel cost includes salary, employer-related retirement contribution, and healthcare. Grant funds are also requested for train-the-trainer programming, where the district social worker would attend professional development in order to come back to the district and provide tangible tools and techniques for administrators, teachers, and support staff in teaching and understanding students with mental illness and methods for assisting families with school barriers.

Professional development is also provided to work with clinical social work interns that are partnered with local colleges and universities in order to recruit, interview, and supervise internships. These professional development trainings are start-up costs and would be needed on a year-to-year basis. The implementation of parent and information nights provides an opportunity to engage with the community in effort to reduce stigma and crisis situations that derail the relationship between the home, school, and community and provide continuity between home and school. Providing keynote speakers with parental information and training helps empower parents with the tools needed to overcome obstacles of parenting, as well as identify the red flags of addiction, abuse, or signs of mental illness. In effort to assist in this ODE straight A mixed-concept program opportunity, the public school district will assist with in-kind services and provide day-to-day operational costs associated with this position. These in-kind services include mileage, internet, computer usage, as well as support to the unit with school counselor, school psychologist, and administrative support services.

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

85,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The cost of personnel and professional development would continue, however these costs would be offset by district savings.

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

40,000.00 * Specific amount of expected savings (annual)

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

Expected savings that may result from the implementation of the innovative project If we prevented one child from being placed in a specialized school at \$40,000 a year compounded, we would be saving \$600,000 over five years. This is estimated at the minimum scale and could potentially save a tremendous amount more. In addition, other professional development costs regarding mental health, bullying, dating violence, suicide prevention, and at risk students would be saved because it would be implemented through the building bridges program in house. The personnel costs would be significantly reduced because our licensed independent social worker could supervise interns at no cost to the district. This would allow for a greater supply of resources, training and programming at no additional cost.

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 are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The money for the startup of the Building Bridges program comes from the straight A grant. The program will be continued to be supported with the money saved from student placements in specialized or alternative schools. The savings will allow the district to continue funding a social work unit, professional development, and resources for parents to learning new parenting and educational skills/systems and to overcome obstacles and barriers. Renewal and updating of content and curriculum will also be funded through the savings of out-of-school placements of high-risk students.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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 that stage of the project and describe the communication that occurred as 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): 01/05/2014

* Narrative explanation

Once funding is approved, the process of advertising and hiring of a school social work unit coordinator will take place. The coordinator (who has an independent social work license with supervision designation), once hired, will begin to collaborate with local colleges and universities (which have accredited social work programs), to create a partnership for placing social work interns in the schools. The social work unit coordinator will also work to visit and interview various community mental health agencies, organizations, and practices which can be used to link families with resources. The coordinator will also work with the county mental health board, interagency services partnership, juvenile courts, child protective services, and job and families services, share purpose and function of a district social work unit, and methods of coordinating an evolving partnership. The major barrier with implementation of this step is the time necessary to coordinate and meet with all potentially affected partners. Another barrier would be breaking through the misconception of the role of a social work unit and collaborative philosophy. Educating families that this is a prevention and collaborative partnership between school, home, and community is a foundational goal of the program. Implement: December n Interview and hire school social worker n Collaborate with area colleges and enroll interns n Work with personnel regarding struggling students n Meet with community organizations January n Student conferences, referrals for assessments, consultation with guidance counselors/ psychologists; home visits (as needed, ongoing) n Parent-teacher conferences (as needed, ongoing) n Meetings with community based organization n Professional Development/Outreach Training February n Work with health and vocational education teachers regarding the implementation of the red flags and response programs (evidence based practice programs to help students identify signs of depression and other mental health disorders in their peers n Student conferences; referrals for assessment, consultation with guidance counselors/ psychologists; home visits (as needed and ongoing) n Begin implementing groups for psychotherapy (where applicable in the buildings) n Parent-teacher conferences n Meetings with community based organizations n Professional Development/Outreach Training March/April n Continue to work on implemented programming n Student conferences; referrals for assessment, consultation with guidance counselors/ psychologists; home visits (as needed and ongoing) n Begin implementing groups for psychotherapy (where applicable in the buildings) n Parent-teacher conferences n Meetings with community based organizations n Professional Development/Outreach Training May/June n Continue to work on implemented programming n Student conferences; referrals for assessment, consultation with guidance counselors/ psychologists; home visits (as needed and ongoing) n Continue/Conclude implementing groups for psychotherapy (where

applicable in the buildings/ community) n Parent-teacher conferences n Meetings with community based organizations n Data analysis of work conducted by the social work unit

Implement (MM/DD/YYYY): 01/05/2014

* Narrative explanation

The process for creating a summative evaluation will include gathering data to support the effectiveness of the Building Bridges program. Identifying the number of student(s) reduced from out-of-district placements and reporting the cost would be included as part of the summative evaluation. Families that are connected with community mental health agencies use Ohio Scales, the outcome measuring tool provided by the Ohio Department of Mental Health & Addiction Services. This measurement collecting tool collects data for families and shows progress during the course of services. Outcomes from services can be shared with the school social work unit in order to show successful growth. Further documentation will be continuously collected to prove the utilization of the social work unit services. Documentation includes: behavioral office referrals, connections made with systems of care that are available to them. Also, they would support and train our educators within the school. Families would feel a greater amount of support and by helping to meet their basic needs students' academic achievement would increase as well. Processes and procedures have to be established to help our families in crisis and implement preventative measures to help build a stronger family unit and strengthen connections between the school, systems of care and the home. The fundamental goal is to reduce barriers in effort to strengthen academic learning and school success.

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

* Narrative explanation

N/A

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

19. The Sheffield/Sheffield Lake City School District has recognized a critical need for the families and students of our school district. Our families need a more comprehensive plan for support in their emotional, social and academic development of their students. Although we have numerous systems of care, often times families' struggle connecting with these help resources and have trouble navigating these systems. We expect numerous beneficial changes as a result of funding this social work unit. First, the social work unit would provide immediate intervention in crisis situations. Further, the unit would provide comprehensive support and connection with the systems of care that are available to them. Also, they would support and train our educators within the school. Families would feel a greater amount of support and by helping to meet their basic needs students' academic achievement would increase as well. Processes and procedures have to be established to help our families in crisis and implement preventative measures to help build a stronger family unit and strengthen connections between the school, systems of care and the home. The fundamental goal is to reduce barriers in effort to strengthen academic learning and school success

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, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

20. The rationale behind Building Bridges has been documented in a number of research articles. A recent article published by the American School Counselor Association, National Association of School Psychologists, School Social Work Association of America, National Association of School Resource Officers, National Association of Elementary School Principals, and National Association of Secondary School Principals published a Framework for Safe and Successful Schools. The article addressed a comprehensive plan to address needs of students and families within a school system; "efforts to improve school climate, safety and learning are not separate endeavors...they must be designed, funded and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multitier system of supports." A huge focus on the effective schools is addressing the mental health issues of our students and connecting families with systems of care. Among the list on effective school safety efforts is to "employ the necessary and appropriately trained school employed mental health and safety personnel" and to "integrate a continuum of mental health supports within multitier system of supports." The article goes on to say that effective programming require comprehensive and collaborative efforts. The Building Bridges is a comprehensive program designed to meet those mental health and life issues faced by our student and families. The theory is, by addressing those issues, the education of these students become more effective. Collaboration in this program is key. Claire Dente LCSW in the North Carolina Middle School Association Journal (2011) states that "school social workers can help teachers to find resources within school and community systems and serve to assist educators with addressing challenges that interfere with educators' ability to deliver the curriculum in their classrooms". As we push our students to become competitive in the century we need the support of a school social work program to help address the complex issues that our student and families are facing. Schools need to enhance their outreach program and offer resources to families; "school social workers can assist teachers to greater efficiency by assisting with problem-solving, educating families on classroom needs and processes, making referrals, facilitating home visits and parent conferences, providing individual and small group counseling, networking and providing consultation and assisting with attendance and truancy issues" (Dente 2011). Building bridges is designed to lend that support not only to educators but to families as well and as a result make our children competitive to achieve their goals in the 21st Century.

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

Yes

No

22. If so, how?

22. Districts could replicate the project. Social Worker units could be implemented following the same timeline as stated above. Districts could hire an ODE licensed social worker a school social worker and supervised interns to work within the district. Further, procedures and processes could be implemented enrolling families/students within the program and assigning responsibilities to enhance the academic, emotional and social development of the students.

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

23. The Building Bridges program was created to raise student achievement. By meeting the basic needs of students and families, and educating them in raising healthy children we know that more focus is able to be given on the academic development of the student. The second goal was to reduce cost for the district in the next five years. By providing both prevention and intervention school wraparound service to our families who are struggling with issues such as poverty, drugs, and other life crises and transitions, we are hoping to eliminate placing students into specialized schools such as Positive Education Program, Spectrum, Gerson, and other alternative academics which can cost the district up to \$40,000 a year. The Building Bridges program would link families to systems of care and offer comprehensive support to both the family unit and the student.

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 easily benchmarked.

Raise Student Achievement Short term measures - At risk students are placed on data boards which are based on their OAA results from last year. The district benchmarks (three times a year) and progress monitors (monthly) through Aimes Web. Results are monitored. At risk student progress should be documented through these means. There should be an increase in scores after the implementation and enrollment of these at risk families within the social work unit. Progress would also be conducted through grades in subject areas. Long term measures - There should be an increase in their state testing scores of the following year. Spending reduction in the five year forecast - There will be fewer placements in specialized schools that cost \$40,000 per student per year (documented monthly). Meeting the needs of families and community - Measures - A survey would be conducted for families that will be enrolled in the social work unit program. This survey would be a needs assessment and determine a comprehensive support plan that would provide intervention and prevention services. Growth of the families from connections with systems of care would be documented. In addition, a survey (Ohio Scales) of needs assessments would be administered throughout the process to document family and student progress. Utilization of a greater share of classroom resources Measures - the members of the social work unit would provide professional development and resources for the educators for our at risk families. Measurable objectives include the cost savings of sending staff to professional development, implementation of techniques used in the classroom, amount of contact time with the teachers and implementation of professional development.

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 outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

25. Method to measure Student Achievement n Benchmarking results n Progress monitoring results n Comparison of state testing from previous years to current year n Academic grades Spending Reduction n Comparison of students placed in specialized schools Utilization of classroom resources n Professional development conducted within the building-documentation of the reduction of professional development costs (documented monthly) n Needs Assessment from teachers and administration

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

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.

I Accept, Linda Bertsch Uveges, PhD Director of Curriculum & Instruction Sheffield-Sheffield Lake CSD 10/25/2013