### Budget

Sheffield-Sheffield Lake City (044768) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (160)

#### U.S.A.S. Fund #:

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

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**Adjusted Allocation** | 0.00

**Remaining** | -146,500.00
### A) APPLICANT INFORMATION - General Information

#### 1. Project Title:
Building Bridges

#### 2. Executive summary: Please limit your responses to no more than three sentences.

The Building Bridges program seeks to provide comprehensive prevention and intervention 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 and $50,000 per year due to decreased placement spots in the behavioral academy. 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, connecting families to systems of care, creating a support network for students with educational needs and provide tools and techniques for educators to more effectively address the educational needs of at risk and emotionally wounded students and families.

*This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.*

#### 3. Total Students Impacted:
1360

*This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

#### 4. Please indicate which of the following grade levels will be impacted:

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#### 5. 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
- **Address of lead applicant**: 555 Kenilworth Avenue Sheffield Lake, Ohio 44054
- **Phone Number of lead applicant**: 440-949-4237
- **Email Address of lead applicant**: gloper@sheffield.k12.oh.us

#### 6. Are you submitting your application as a consortium? - Select one checkbox below

- [ ] Yes
- [x] No

*If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.*

[Add Consortium Members]
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes
- No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The applicants for this grant proposal are building principals and a district teacher 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.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The Building Bridges program was created to raise student achievement. By meeting the basic needs of students and families, and educating parents on skills needed to help raise 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 academies which can cost the district up to $40,000 a year. We are also planning on eliminating 3 of our 6 placements at the behavioral academy at a savings of $50,000 per year. The Building Bridges program would link families to systems of care and offer comprehensive support to both the family unit and the student.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

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 to community support systems. The social worker would provide invaluable support to educators' K-12 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 academic achievement greatly. With social and emotional needs met, research has proven that a student's academic gains will increase. A district employed school social worker will provide a common thread among all components of family stabilization: home, school, and community. Further, this type of intervention allows for the development of a positive classroom environment where newly learned tools and techniques can be implemented by both students and staff.

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Prevention and intervention measures implemented through the social work unit will reduce spending greatly. Many times high-risk and intense behavior students are placed in outside and specialized schools at the cost of almost $40,000 per student. Currently we have twenty-one students in various schools such as Positive Education Program, Spectrum, and Eleanor Gerson, Educational Alternatives, or the Lorain County Academy. Establishing a school social work unit would provide the prevention and intervention tools, and allow for placements to decrease. Early intervention and family-based care has a direct relationship to school success. Reducing out-of-traditional-school placements will dramatically reduce purchased service cost each year. If the 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. We are also planning on saving $50,000 a year due to the decrease in placement spots at the behavioral academy, as well as incurred transportation costs for these students for a total savings of $850,000 to the district. 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...
10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

146,500.00 State the total project cost.

* Provide a brief narrative explanation of the overall 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) -- $88,500? 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 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 not 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. These forums would also provide an opportunity to initiate the "Start Talking" program in regards to addiction which is an epidemic across the state of Ohio. 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.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

**Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.**

- **Yes** - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

  New/recurring costs of your innovative project will continue once the grant has expired? The cost of personnel and professional development would continue, however these costs would be offset by district savings. The district is vested in this program and realizes that this program must be sustainable and will continue long after grant funds are utilized.

- **No** - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

- **Yes**

- **No**

**Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.**

600,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

15. Provide a brief explanation of how the project is self-sustaining.

**All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.**

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 09/2014-06/2015

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

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: Prior to the start of the school year? Interview and hire school social worker? Collaborate with area colleges and enroll interns September/October? Work with personnel regarding struggling students and students needing referral for intervention? Student conferences, referrals for assessments, consultation with guidance counselors/psychologists; home visits (as needed, ongoing)? Parent-teacher conferences (as needed, ongoing)? Meetings with community based organization? Professional Development/Outreach Training November/December? Student conferences, referrals for?

* Anticipated barriers to successful completion of the planning phase

None

18. Implementation - Process to achieve project goals

* Date Range 09/2014-06/2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Implement: Prior to the start of the school year? Interview and hire school social worker? Collaborate with area colleges and enroll interns September/October? Work with personnel regarding struggling students and students needing referral for intervention? Student conferences, referrals for assessments, consultation with guidance counselors/psychologists; home visits (as needed, ongoing)? Parent-teacher conferences (as needed, ongoing)? Meetings with community based organization? Professional Development/Outreach Training November/December? Student conferences, referrals for?

* Anticipated barriers to successful completion of the implementation phase.

The major barrier in implementing this portion of the grant will be gathering data from community mental health partners of organizations and reporting data. In effort to mitigate this barrier, releases of information will be signed by identified families during the school’s initial involvement, and documents will be gathered in an ongoing nature

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range 06/2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

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, results of the RTI process, implementation of professional development programming, the decrease of repeated need for crisis intervention, and survey results of needs assessment.

* Anticipated barriers to successful completion of the summative evaluation phase.

None

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:

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 21st 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.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches
to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Andrew Smith, Teacher, Sheffield School IRN# 044768 1919 Harris Road Sheffield, OH 44054 asmith@sheffield.k12.oh.us 440-949-4228. Internal evaluation

* 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 project's progress).

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). We are planning on saving $50,000 a year due to the decrease in placement spots at a behavioral academy, as well as incurred transportation costs for these students for a total combined savings of $850,000 to the district. 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

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

n/a

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The Building Bridges program was created to raise student achievement. By meeting the basic needs of students and families, and educating parents on skills needed to help raise 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 academies which can cost the district up to $40,000 a year. We are also planning on eliminating 3 of our 6 placements at the behavioral academy at a savings of $50,000 per 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. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* 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 to community support systems. The social worker would provide invaluable support to educators’ K-12 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 academic achievement greatly. With social and emotional needs met, research has proven that a student's academic gains will increase. A district employed school social worker will provide a common thread among all components of family stabilization: home, school, and community. Further, this type of intervention allows for the development of a positive classroom environment where newly learned tools and techniques can be implemented by both students and staff.

* Spending Reduction in the five-year fiscal forecast

Prevention and intervention measures implemented through the social work unit will reduce spending greatly. Many times high-risk and intense behavior students are placed in outside and specialized schools at the cost of almost $40,000 per student. Currently we have twenty-one students in various schools such as Positive Education Program, Spectrum, and Eleanor Gerson, Educational Alternatives, or the Lorain County Academy. Establishing a school social work unit would provide the prevention and intervention tools, and allow for placements to decrease. Early intervention and family-based care has a direct relationship to school success. Reducing out-of-traditional-school placements will dramatically reduce purchased service cost each year. If the 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. We are also planning on saving $50,000 a year due to the decrease in placement spots at the behavioral academy, as well as incurred transportation costs for these students for a total savings of $850,000 to the district. 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 a 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.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

h/a

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

☐ Yes

☐ No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

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 who could also supervise interns to work within the district. Further, procedures and processes could be implemented to help bridge the relationship between home, school, and community. This ultimately enhances the academic, emotional and social development of students.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree
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