

Budget

Deer Park Community City (043851) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (142)

U.S.A.S. Fund #: 466

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		4,800.00	0.00	0.00	5,900.00	0.00	0.00	10,700.00
Support Services		0.00	0.00	14,400.00	15,000.00	0.00	0.00	29,400.00
Governance/Admin		0.00	0.00	36,000.00	0.00	0.00	0.00	36,000.00
Prof Development		0.00	0.00	30,000.00	0.00	0.00	0.00	30,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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
Indirect Cost							0.00	0.00
<b>Total</b>		4,800.00	0.00	80,400.00	20,900.00	0.00	0.00	106,100.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-106,100.00

Application

Deer Park Community City (043851) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (142)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Building Strong Character to Build Strong Learners

2. Project Summary: Please limit your responses to no more than three sentences.  
Building Strong Character to Build Strong Learners: An innovative blended learning program to increase motivation, well-being & performance.  
*This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	11	12	

Year 1				
Pre-K Special Education	K	1	2	3
4	98 5	112 6	95 7	96 8
9	10	11	12	

Year 2				
Pre-K Special Education	K	1	2	3
4	107 5	98 6	112 7	95 8
96 9	10	11	12	

Year 3				
Pre-K Special Education	K	1	2	3
4	104 5	107 6	98 7	112 8
95 9	96 10	11	12	

Year 4				
Pre-K Special Education	K	1	2	3
4	97 5	104 6	107 7	98 8
112 9	95 10	96 11	12	

Year 5				
Pre-K Special Education	K	1	2	3
4	100 5	97 6	104 7	107 8

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.*

The Building Strong Character to Build Strong Learners initiative will acquire 100 new students each year as students enter 5th grade. Once a strong foundation is established in grades 5 - 8, we will expand the program into high school through the launch of a peer-to-peer mentoring program during the 2016-2017 school year. The character strengths language established in the Thriving program will serve as the anchor for our new mentoring program. Teachers serving grades 3-4 at Amity Elementary will be exposed to the Thriving program in August 2016 along with their colleagues teaching 5-6th grades. They will introduce the character strengths language to their students during the 2016-17 school year and will fully implement the Thriving Classroom curriculum with students in 2017-18. By year five, all students in grades 3-12, approximately 1,000 students, will have a deep understanding of their unique strengths and how they can be used to develop their social and emotional competencies.

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

First and last name of contact for lead applicant  
Jay Phillips

Organizational name of lead applicant  
Deer Park Community City School District

Address of lead applicant  
4131 Matson Ave., Cincinnati, OH. 45236

Phone Number of lead applicant  
513-891-0222

Email Address of lead applicant  
phillips.j@dpcsd.org

*Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.*

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

Yes

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.*

a. The current state or problem to be solved; and

Reflecting a growing national concern, Deer Park schools has been impacted over the last three years by an increasing number of students with social, emotional and mental health issues. We are a small district, comprised of two square miles with a student population of only 1,400 students. Over the last 18 months, we have lost three students to suicide. Additionally, we are seeing an increase in behavioral referrals due to bullying, racial insensitivity, and a lack of respect among students. We are also experiencing an increased numbers of students requiring mental health support from counselors. These challenges have undoubtedly impacted multiple performance areas in our district, including student achievement and attendance. In October 2015, 320 students in grades 6-11 took the Developmental Assets Profile (DAP) to help us understand the current social and emotional state of our student body. Results of the survey revealed that while 42% of our youth scored in the Adequate or Thriving levels, 16% of our youth scored in the lowest category - Challenged. Furthermore, both our External Asset score (20) and our Internal Asset score (19) - measuring our students' internal and external strengths and resources - were classified

as "vulnerable." This data strongly indicates all of our students require intervention and additional support. Based on DAP data and the indicators noted, we named character development as one of our district's top goals. We began collaboration with multiple partners including a mental health provider to identify students at risk and provide intensive services. It is critical we expand on these initial steps and implement a comprehensive preventative approach that will have a lasting impact on our students. The Thriving Learning Communities program offers an innovative approach to character development and social emotional learning that will enable all our students to reach their fullest potential.

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

The Straight A Grant will help us achieve our district goal of increasing students' social and emotional competency. By implementing the Thriving Learning Communities (TLC) program, developed by Mayerson Academy, along with a co-developed community partnership component, we will increase student motivation, wellbeing, learning and performance and build a replicable model for schools that is seamless to implement. Our initiative is comprised of four critical elements: the science of character; social and emotional learning; online games; and community partnerships. The first element, the science of character, serves as the foundation for the program. As the exclusive education partner of VIA Institute on Character, the global leaders in the research and application of character strengths, the Academy's work is grounded in cutting-edge research on the impact of character strengths on well-being, learning and performance. The exercise of individual character strengths has been linked in more than 240 research articles authored by leading experts such as Peterson and Seligman in 2004 to positive outcomes related to mental, emotional, and/or physical well-being. One of the largest implementations of a character strengths program was proven to have significant long-term impact on students' social skills (empathy, cooperation) and engagement in school (curiosity, engagement in learning). Participation by students in core (non-Honors) language arts classes was linked to improved achievement. (Gillham et al., 2013; Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). The second program element utilizes the appreciative lens of character strengths to address social and emotional learning (SEL) in five interrelated sets of cognitive, affective, and behavioral competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning (CASEL), 2005). Greenberg et al., 2003, identified that student competency in these five areas results "in more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades." These dramatic outcomes last a lifetime, as evidenced in a new 20-year study conducted by researchers from Pennsylvania and Duke Universities showing statistically significant associations between young children displaying strong social and emotional skills and positive outcomes in life across multiple domains of education, employment, criminal activity, substance abuse and mental health (Jones, Greenberg & Crowley, 2015). The third element provides an online learning experience creatively designed to engage our 21st century learners. Expert game designers at Happify, creators of the most well-known game-based well-being site in the US., have created user experiences that show impressive results. In just 8 weeks, 86% of participants show marked improvement in their happiness and well-being. Because we know that systemic solutions are required for sustained efforts, the fourth component of the work is engagement of the extended community, including parents, clergy leadership, mental health providers (Talbert House), and afterschool program providers. Studies highlight that students' social-emotional development is accelerated through the establishment of safe, caring learning environments involving peer and family initiatives (Cook et al., 1999; Hawkins et al., 2004; Schaps, Battistich, & Solomon, 2004.) To ensure success, the TLC program will be deployed using three research-based approaches: delivery of high quality professional learning and job-embedded support with coaching; and provision of high quality, flexible resources.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

*Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.*

The implementation of Thriving Learning Communities, addressing students' social and emotional learning through the lens of character strengths, will have many positive outcomes for our district. First and foremost, we look to increase our students' overall sense of self-worth and empathy for others. Through these positive changes in student self-perception (self-awareness) and understanding of others, we will see fewer unexcused student absences in grades 5, 6, 7, and 8, and fewer student discipline incidences, specifically students being suspended out of school in grades 5, 6, 7, and 8. As a result of more involvement in the classroom, we also expect to see increases in student achievement through an increase in performance on state standardized tests in grades 5, 6, 7, and 8. Student development of social emotional skills will be measured through observation and self-report tools completed by staff and students. We will pair these qualitative measures with the following quantitative measures: \* An increase of 5% per year in students' scores on the internal assets categories (commitment to learning, positive values, social competencies, positive identity) measured by the DAP. \* A decrease in the number of students' unexcused absences by 5% each school year. \* A decrease in discipline incident referrals and a reduction in the number of out of school suspensions by 5% each school year. \* Improved performance on state assessments with students scoring at the 3, 4, or 5 performance levels increasing by 2% per year.

ii. What assumptions must be true for this outcome to be realized?

*Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.*

Research, as well as Mayerson Academy's experience in the field, validate that social and emotional learning programs implemented with a high level of fidelity provide increases in student motivation, well-being, learning and academic performance. High levels of fidelity occur when schools provide research-based, sustained professional learning, job-embedded support and quality resources. For professional learning to transform teacher practice and impact student outcomes, educators need ample time to learn new content and processes, apply new learning in the classroom and reflect on their practice. Mayerson Academy's experience implementing Thriving Learning Communities (TLC) in 42 urban schools in Ohio has provided the following best-practices for ensuring effective program integration and fidelity: \* Teachers implement the flexible curriculum and establish a strength-based classroom learning environment, as evidenced by the integration of strengths into the core curriculum, classroom language, routines and processes. \* Students experience classroom activities on a weekly basis, both face-to-face and online in Happify. \* Administrators participate with staff in professional learning, support program deployment and use strength-based language with staff, students, parents and community partners. \* Students and staff have equitable access to technology and adequate network bandwidth. \* Evaluators are provided data required for monitoring and analysis on a quarterly basis.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

In the 2014-15 school year, Mayerson Academy launched a partnership with Cincinnati Public Schools, implementing the Thriving Learning Communities program at five elementary schools, reaching approximately 600 students and more than 40 educators. The Academy provided professional learning experiences and ongoing support through a series of four professional learning workshops and ongoing, job-embedded coaching. This professional learning delivery model was deemed highly effective with more than 83% of participants accomplishing each of the learning objectives for each workshop, 100% of participants agreeing that the program resources were high quality, and 100% reporting that facilitators were prepared and knowledgeable. Educators also internalized the skills necessary for ongoing implementation. At the end of the year, 94% of teachers indicated that they have "High" or "Very High" knowledge/skill level in the content of the course, and 80% of participants reported their skill level for implementing the skills learned during the program as "High" or "Very High." After experiencing and internalizing the program through the lens of their own practice, participating educators leveraged the Thriving Learning Communities program to establish a strengths-based classroom community and culture with their students. Results from the first year of implementation are very promising. All participating students demonstrated growth in both T-scores and overall percentile on the Devereux Student Strengths Assessment-Mini (DESSA-mini), which monitors progress of social-emotional competencies in children. In addition, one principal reported he was able to eliminate their in-school suspension program after implementing the strengths-based curriculum. These initial results confirm the research supporting the positive impact of social and emotional learning (SEL) and character strengths-based school interventions on student outcomes. CASEL reviewed 317 research studies that examined the impact of SEL programs on elementary and middle-school students. The report indicates that SEL programming improves student achievement on test scores by 11 to 17 percentile points. In addition to impacting academic performance, SEL programs have a positive impact on students' social-emotional skills, social behaviors, conduct problems, and attitudes towards self, school and others. The impact of these programs was consistent across all grade levels and for racially and ethnically diverse students from urban, suburban and rural settings (Payton, Weissberg, et al., 2008). Furthermore, in one of the largest ever randomized control group studies of the implementation of a character strengths program, students showed improvement in social skills, engagement in school, and learning strengths (increased levels of curiosity and love of learning). In addition, for students in core (non-Honors) language arts classes, participation in the program was linked to improved achievement. All of these outcomes held for at least two years post-intervention (Gillham et al., 2013; Seligman, Ernst, Gillham, Reivich, & Linkins, 2009).

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

In addition, by reducing costs for in home school instruction by 50%, we will save approximately \$2,000 per year. This combined with our savings from retaining students will save us a total of approximately \$25,200.00 per year over the life of the grant. \* Self-Management \* Self-Awareness \* Social Awareness \* Relationship Skills \* Responsible Decision-Making Lastly, we will measure outcomes related to student performance over the life of the grant in the following areas: \* Students scoring at the 3, 4, or 5 performance levels on the annual state assessments will increase scores by 2% per year. \* Students in grades 5 - 8 will have 5% fewer unexcused absences, as measured by district attendance data. \* The number of out-of-school suspensions will be reduced by 5% each year. \* The number of discipline referrals will be reduced by 5% each year. Based on both research and field experience, growth in the indicators listed will lead to increased student motivation, well-being, learning and performance.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Baseline data to be used for future comparison is from the 2014-15 school year. Student achievement data on annual state assessments: Grade 5: Math: 80.2% passing, Reading: 72.5% passing, Science: 77.7% passing Grade 6: Math: 81.6% passing, Reading: 73.9% passing, Social Studies: 68.2% passing Grade 7: Math: 69.8% passing, Reading: 82.1% passing Grade 8: Math: 38.2% passing, Reading: 51.5% passing, Science: 51.5% passing Student attendance: Grade 5: 192.5 total unexcused days of absences Grade 6: 100 total unexcused days of absences Grade 7: 243 total unexcused days of absences Grade 8: 469.5 total unexcused days of absences Student discipline: Grade 5: 15 total days of out of school suspensions Grade 6: 47 total days of out of school suspensions Grade 7: 30.5 total days of out of school suspensions Grade 8: 97.5 total days of out of school suspensions Grade 5: 9 referrals Grade 6: 15 referrals Grade 7: 49 referrals Grade 8: 147 referrals Student scores on the Developmental Assets Profile: All students scored in the vulnerable range on the internal assets categories of the Developmental Assets Profile.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

From their experience implementing the TLC program in 42 urban schools, Mayerson Academy consultants are adept at making quick and effective program adaptations to meet the changing demands of educators in the field. The TLC program is robust and flexible, with the proven ability to meet the needs of over 6,000 students and 300 teachers, all at one time. The existing Deer Park advisory group, formed to review mental health services provided to Deer Park students will be expanded and will include central office and school administration, guidance counselors, a representative from Talbert House, teacher representatives, parent representatives and the Mayerson Academy project coordinator. This advisory group will make adaptations to ensure program fidelity, taking into account data collected to monitor the program and variables impacting the delivery of the program that were not initially considered. Meetings will be held on a quarterly basis to analyze data, monitor progress and make adjustments to the program.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

As the Building Strong Character to Build Strong Learners initiative is implemented, we will retain more students in the district who have traditionally left Deer Park to enroll in programs and schools outside the district. District funds previously allocated to outside programs will be reallocated internally. These dollars will help to support programming, resources, and the overall financial health of the district. In addition, we will experience reduced costs associated with students placed on home instruction in lieu of expulsion. On average, Deer Park utilizes 150 hours of home instruction at a cost of \$20 per hour for home instruction services. This is a total of \$3,000.

ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

Research, as well as Mayerson Academy's experience in the field, validate that SEL programs increase student motivation, well-being, learning and academic performance, resulting in a decrease in the number of discipline incidents in schools, as well as improved attendance and school climate. According to research, SEL programs enhance student behavior in the form of increased prosocial behaviors and reduced conduct and internalizing problems (Durlak and Weissberg, 2011). Furthermore, positive school climate impacts student engagement and attendance, leading to increased retention over time. A review of student climate research by AERA suggests that positive school climate improves attendance, reduces suspensions and decreases at-risk behavior (Thapa et al. 2013). In our first year of implementation in Cincinnati Public Schools, one of our partner principals reported that he was able to eliminate the in-school suspension program in his building as a result of the positive impact of the character strengths program. We are confident that we can achieve similarly remarkable results in Deer Park Schools. Effective program integration and fidelity is critical for achieving strong results. Based on our previous experience implementing this program in 42 urban Ohio schools, we know that the following assumptions about program implementation must be true: \* Teachers implement the flexible curriculum and establish a strength-based classroom learning environment, as evidenced by the integration of strengths into the core curriculum, classroom language, routines and processes. \* Students experience classroom activities on a weekly basis, both face-to-face and online in Happify. \* Administrators participate with staff in professional learning, support program deployment and use strength-based language with staff, students, parents and community partners. \* Students have equitable access to technology and the time to experience games in Happify at their own pace.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

The Center for Benefit-Cost Studies of Education at Columbia University's Teacher College published a recent study entitled "The Economic Value of Social and Emotional Learning." According to this study, the average return on investment for effective SEL programs is 11 to 1 - for every dollar invested, there is a return of 11 dollars. The specific program-related results for the study suggest: \* Benefits in terms of reduced aggression (e.g. reduced medical resources required to address physical aggression): \$388,000 per 100 participants \* Benefits from reducing the number of at-risk youth: \$711,000 per 100 participants While the specific ROI varies among the programs included in the study, each program demonstrates a considerable return, relative to the cost. It is also critical to note that while many benefits of SEL interventions are readily quantifiable, many are not easily converted into monetary measures. For example, increased levels of student achievement translate into increased economic sustainability for students in the future - a clear benefit, but one that is difficult to quantify in the immediate (Belfield, Bowden, et al. 2015).

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

*These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).*

During the 2014-15 school year, Deer Park Schools lost 83 students in grades 3-12 to schools/programs outside of the district at a cost of \$5,800 per student. Over the 6 year life span of the Straight A Grant, Deer Park Schools will reduce the number of students exiting the district by 5% per year. By the end of the sustainability period, this will result in a total reduction of 30% and a total savings of \$116,000. In addition, by eliminating costs for home instruction we will save approximately \$3,000 per year. This combined with our savings from retaining students will save us a total of approximately \$26,200.00 per year over the life of the grant for a grand total of \$131,000.

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

Each year an average of 83 students enroll in programs outside the school district at a total cost of approximately \$5,800.00 per student, totalling \$481,400 per school year. Baseline data from 2014-15 shows that the following number of students exited Deer Park School District for other programs/schools: 13 students in grades 3-6 70 students in grades 7-12 While not all students receive home instruction during suspension, it provides a baseline for the potential cost savings if suspensions and subsequent home schooling costs are reduced. Baseline data from 2014-15 show the following number of students were suspended: Grade 5: 15 total days of out of school suspensions Grade 6: 47 total days of out of school suspensions Grade 7: 30.5 total days of out of school suspensions Grade 8: 97.5 total days of out of school suspensions Lastly, we will use 2014/2015 as a baseline for home instruction costs. We had 150 hours of home instruction at a cost of \$20 per hour equalling a total of \$3000.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The Deer Park advisory group, including principals and guidance counselors, will make adaptations to ensure program fidelity, taking into account monitoring data and variables impacting the delivery of the program not initially considered. Meetings will be held on a quarterly basis to analyze cost reduction data, monitor progress and make adjustments to the program so that outcomes can be achieved.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

The TLC program will not only impact student motivation, well-being, learning and academic performance, but will also result in a greater utilization of resources in classrooms fully implementing the program. This shift in resource utilization will occur using these strategies: \* Students will be engaged, motivated, and invested in their learning, resulting in fewer behavioral issues, thus allowing teachers to spend less time disciplining students, writing incident reports and contacting parents for negative purposes. This will increase time for instruction and fostering positive relationships with students and parents/guardians. \* Administrators will have increased time to engage in instructional leadership activities as they spend less time dealing with discipline referrals, truancy referrals, suspensions, etc. \* Increased collaboration with community partners will open up a variety of opportunities to enlist additional human capital in support of the district's mission and programs. For example, additional community partners will provide support for our career academies, open up opportunities for career counseling or mentoring, and/or provide additional resources/materials for our teachers. \* Teachers will have access to a flexible curriculum, print resources and an online game platform with pre-created student activities, saving them time in seeking out and creating their own social and emotional learning activities and experiences for students. \* Access to Happify, the online gaming platform, will ensure students are using technology in a more ethical and responsible manner as they practice writing and commenting on peer's posts

in a safe, online community.

ii. What assumptions must be true for this outcome to be realized?

*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

Research, as well as Mayerson Academy's experience in the field, validate that social and emotional learning programs implemented with a high level of fidelity provide increases in student motivation, well-being, learning and academic performance. High levels of fidelity occur when schools provide staff with administrative support, sustained professional learning, job-embedded coaching and high quality tools and resources. Mayerson Academy's experience deploying Thriving Learning Communities (TLC) in 42 schools indicates the following assumptions will result in a greater share of district resources being directed back into the classroom. \* The TLC program, when implemented with fidelity, results in an increase in students' social emotional competency, resulting in fewer discipline issues in the classroom and school, freeing up instructional time for staff. \* Teachers that are provided adequate time for professional learning leads to efficient and thoughtful use of curriculum and resources. \* School administration invested and actively involved in the program leads to full school adoption, thus maximizing results. \* Students with access to Happify a minimum of 20 minutes per week realize full benefits of the program. \* Community partners engaged in the work leads to the allocation of additional resources to benefit schools.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

There is considerable research to support the connection between SEL program implementation and reductions in discipline incidences. In a study by CASEL, they examined the impact of social emotional learning on kindergarten - 8th grade students and reported that students participating in SEL programs demonstrated more positive attitudes toward self and others, more positive social behaviors, fewer conduct problems and lower levels of emotional distress (Payton, Weissberg, et al. 2008). For teachers to realize additional instructional time in the classroom, the program must be easy to implement with fidelity. It is critical that adequate upfront professional learning and SEL curriculum and resources are well-designed and easy for teachers to integrate into their existing curriculum and classroom practices. The Collaborative for Academic Social and Emotional Learning (CASEL), concludes that "Effective program implementation is associated with better results" (Payton, Weissberg, et al. 2008). Throughout the pilot program year in Cincinnati Public Schools, participants consistently gave very high marks for the quality of the professional learning experiences, coaching and support provided by Mayerson Academy. According to survey data collected: 94% of participants achieved very high/high skill level around implementation; 100% reported that the program materials are high quality; and 100% agreed that the program facilitators were knowledgeable and prepared. This data suggests that Mayerson Academy's curriculum and program implementation expertise, combined with Deer Park's deep investment and commitment to social and emotional learning, will result in smooth program implementation and high program fidelity. Lastly, we must enlist the support and active involvement of community stakeholders. According to research, SEL programming fosters students' social-emotional development through the establishment of safe, caring learning environments involving peer and family initiatives, improving classroom management and teaching practices, and whole-school community-building activities (Cook et al., 1999; Hawkins et al., 2004; Schaps, Battistich, & Solomon, 2004). Together these components promote personal and environmental resources so that students feel valued, experiencing greater intrinsic motivation to achieve, and developing a broadly applicable set of social-emotional competencies that mediate better academic performance, health-promoting behavior, and citizenship (Greenberg et al., 2003). Engaging parents, clergy, and various existing partners in the Deer Park community through this work will lead to stronger outcomes and greater resources for our classrooms.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

The Building Strong Character to Build Strong Learners initiative has both tangible and intangible benefits. Tangible benefits include the reduction of discipline issues over the life of the grant, resulting in increased resources allocated back into the classroom. In addition, increased student motivation, well-being, learning and performance will result in fewer students exiting Deer Park schools for programs and schools outside the district. Deer Park's instructional spending percentage is currently 57.9%. As a result of decreased home instruction hours and increased student retention, we expect to see an increase of 0.15% in our instructional spending percentage per year.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

Qualitative data will be gathered on a yearly basis to monitor: \* Administrator time spent in instructional leadership activities. \* Teacher satisfaction with curriculum, print resources and Happify, saving time in lesson preparation and increasing time for instructional delivery. \* Additional community partners will provide support for our career academies, open up opportunities for career counseling or mentoring, and/or provide additional resources/materials for our teachers. \* Student usage of Happify, the online game platform, will indicate 100% of the students have completed the writing activities provided.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

In Mayerson Academy's experience working with 42 schools in an urban setting, they found that no two schools operationalize the Thriving Learning Communities program alike. As our teachers deploy the program at Amity Elementary and the Junior High, the Advisory group will monitor progress and recommend adaptations to ensure program fidelity.

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

ii. What assumptions must be true for this outcome to be realized?

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

*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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

106,100.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

*Responses should provide a 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.*

Purchased services were negotiated on a contingency basis pending award of the Grant utilizing licensing and detailed service contracts for the entire grant period. Provisions were made to ensure that Straight A Grant funding provided through June 2017 will cover the following costs: professional learning provided for new staff as part of their onboarding; professional learning for staff and students developing and deploying the Secondary Campus mentoring program; a train-the-trainer program to ensure sustainability; implementation fees and Happify subscription costs through June 2017; additional TLC Classroom Resource Kits including replacement kits and kits for 3rd-4th grade teachers. Funds requested for salaries include substitute teacher costs and summer planning days for staff. \* May 2016, Substitute Teachers - 20 subs at \$100/day totalling \$2,000. \* June 2016, Curriculum Planning - 2 counselors and 2 teachers @ \$150/day for a two day total of \$1,200. \* July 2016, Continued Curriculum Planning - 2 counselors and 2 teachers @ \$75/hr at a total cost of \$600. (2 hrs) \* Fall of 2017, Professional Learning Continued - 10 subs @ 100/day for a total of \$1,000. Funds requested for purchased services includes program evaluation, project coordination, professional learning and instructional coaching/support. Details are provided below: Evaluation: (\$12,000) Principal Investigator, R. McGrath, Ph.D. \* Process, procedure, analysis of full year of implementation in June 2017 Project Coordination: (\$24,000) \* Consultant, Mayerson Academy - Responsible for day-to-day project operation and liaison to schools - 30 days over the 6 year life of grant x 800.00/day Professional learning Services: (\$30,000) \* Consultant, Mayerson Academy - Conduct 8 full day, 6 partial day workshops \* April 2016 - June 2022 (Includes train the trainer in Yr. 2) \* Materials, supplies, travel included Ongoing Instructional Support (\$14,400.00) \* Instructional Coaching and support/ Monitoring Happify Community \* First semester 2016, 1 day per wk., 6 hrs. X 100.00/hr. x 16 wks. \* Second semester 2017, .5 day per wk., 3 hrs. X 100.00/hr. x 16 wks. \* Technical support for Happify Funds requested for Supplies includes the cost for Thriving Learning Community Classroom Resource Kits and the online gaming platform, Happify. Instructional Supplies: Classroom Kits @150.00 each x 35 = 5,200 \* 20 kits

for classroom teachers and guidance, year one \* 5 kits - Administration \* 5 kits, Replacement, new hires \* 5 kits, Grades 3 - 4 Classroom Posters \$15.00 each x 30 = 450.00 Consumables - Charts, Spotting Cards - 250.00 Support Services: Happify \* 5,000 Start-up Cost per Building = 10,000 \* 2,500 per building = 5,000.00

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

3,000.00 a. Sustainability Year 1

3,000.00 b. Sustainability Year 2

3,000.00 c. Sustainability Year 3

3,000.00 d. Sustainability Year 4

3,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.*

Deer Park designed Building Strong Character to Build Strong Learners as a self-sustaining initiative. The costs of the program through the 5 year sustainability period will be \$3,000 per year for maintenance/support of Happify. However, these costs will be offset by the \$25,200 per year in costs saving from the retention of students who would traditionally leave Deer Park Schools for other schooling programs and from the cost savings associated with home instruction. The project will have a 5-year sustainability aggregated cost savings of \$116,000. Increased ongoing spending is offset by expected savings as outlined in the Financial Impact Table (FIT).

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

*Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.*

17. Please explain how these cost savings will be derived from the program.

*Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.*

We will measure the costs of home instruction hours. We will do this in collaboration with our district EMIS coordinator and our district treasurer.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table  
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

*Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.*

During the 2014-15 school year, Deer Park Schools lost 83 students in grades 3-12 to schools/programs outside of the district at a cost of \$5,800 per student. Over the 6 year life span of the Straight A Grant, Deer Park Schools will reduce the number of students exiting the district by 5% per year. By the end of the sustainability period, this will result in a total reduction of 30% and a total savings of \$116,000.

## D) IMPLEMENTATION

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

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

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

21. Planning

a. Date Range February - April 2016

b. Scope of activities - include all specific completion benchmarks.

1. Advisory team will be expanded to include teacher, student and parent representation. 2. Thriving Leaders session will be scheduled and conducted with the Advisory team and additional administrators. 3. Advisory team will meet to review proposed timeline, metrics, evaluation process. The will also explore how the program can be integrated into existing work. 4. Staff will receive an introduction through a short learning experiences at staff meetings. 5. District communication will be sent out through community channels sharing the benefits of the Straight A Grant for students and staff.

22. Implementation (grant funded start-up activities)

a. Date Range May 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

1. Conduct meetings with community partners to provide an overview of the program/outcomes and brainstorm points of integration. 2. Deliver a Thriving Educator session to administrators, guidance and teachers in grades 5-8 (early May). 3. Select one 5th/6th grade and one 7th/8th grade educator to launch the program in late May with students, serving as a demo classroom. Gather teacher and student video testimonies and parent feedback. 4. Advisory team will meet in June to monitor initial reactions, feedback and make adjustments as needed. 5. A curriculum planning team will convene for 2 days in the summer. Utilizing feedback received, appropriate implementation strategies will be developed and plans put in place for an August rollout. 6. Deliver summer professional learning sessions for community partners. 7. During August inservice days, provide a 2 hr. Thriving Teacher session to grade 3-4 educators and a full day Thriving Classroom session to 5-8 grade educators. 8. Amity Elementary teachers will implement the program throughout the school year. The guidance counselor will provide in-depth lessons once a month. 9. Junior High teachers will implement activities as part of their Xbell period each week. The guidance counselor will provide in-depth grade level sessions. The Wild Cat of the Week program will be revised to include strengths recognition. A student mentoring program will be developed. 10. An instructional coach will provide a .5 day of support per week to teachers in each school. In the 2nd semester, coaching will be reduced to .5 day per week across the district. Assistance with monitoring the online community in Happify will be provided. 11. Community partners will meet biannually to receive program updates & assess progress on integrating the strengths language. Ideas will be documented to share with other districts implementing TLC. 12. The Advisory team will meet quarterly to monitor data and make mid-course corrections to ensure program fidelity.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range July 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks

At the conclusion of the first full school year of implementation in June 2017, the following activities will be implemented to ensure sustainability: 1. A student-led mentoring program incorporating the language of strengths will be fully implemented on the secondary campus. Students will assist in the planning and implementation of the program in 2016-17, assuming critical leadership roles as it is deployed. 2. Thriving Classroom professional learning sessions will be provided to 3rd and 4th grade staff, introducing the student curriculum and support resources to be implemented in the fall of 2017. 3. Community partners will continue to meet annually, receiving progress reports and exploring plans for expansion. 4. The Advisory group will continue to meet on a quarterly basis, assessing progress and making adjustments to unforeseen challenges. 5. A train the trainer session will be held for identified school leaders, equipping them with the knowledge, skills and resources to perpetually maintain the program. 6. Parents new to the district will receive introductory sessions provided by the school leaders that participated in the train the trainer session. 7. New staff will receive introductory professional learning sessions delivered by the train the trainer team to ensure continuity of the program. 8. Program outcomes will be shared through traditional district communication channels and published to wider audiences through publication of print and video case studies.

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Receiving the Straight A Grant will help us Build Strong Character to Build Strong Learners! As students' social and emotional competencies increase, their motivation, well-being, learning and academic performance will soar. Fewer students will experience social, emotional and mental health issues and we will see a decrease in the number of behavioral referrals due to bullying, racial insensitivity, and a lack of respect among students. As a result, our students' DAP scores will improve and student attendance and achievement will steadily increase. As this innovative, blended learning, strengths-based approach is infused throughout our schools and community, students, staff and parents will be impacted, resulting in stronger self-perceptions and understanding of others. While the immediate focus of this grant is to directly impact 18 classrooms, 20 staff and 401 students, the Building Strong Character to Build Strong Learners initiative will create a replicable model for schools that addresses the needs of our 21st century learners.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

*Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have*

the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

The Mayerson Academy will be contracting with Dr. Robert McGrath, School of Psychology at Fairleigh Dickinson University, to serve as the program evaluator for the 2015-16 and 2016-17 school years. Dr. McGrath has been lead testing consultant for the VIA Institute on Character since 2010. In that time he has authored a series of publications and presentations on the measurement and enhancement of character strengths. He is also the author of several textbooks in the area of research methodology and statistics. He is also the lead researcher for the 2015-16 Thriving Learning Communities initiative in Cincinnati Public Schools, investigating the impact of a social and emotional learning program based on character strengths on student motivation, collaboration and performance as measured by grades, achievement scores, discipline and attendance. Evaluation measures will be refined in year 1 & 2 and will be sustained by Mayerson Academy staff and district personnel for the remaining 5 yrs.

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

*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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.*

Dr. Robert McGrath will serve as the lead researcher for this initiative in Deer Park Schools. The analysis will investigate the impact of this program on student motivation, well-being and performance as measured by the Developmental Assets Profile (DAP), discipline, attendance, and student achievement data. Outcomes of Dr. McGrath's evaluation will include a summative report and article that will be submitted for publication. Dr. McGrath will conduct a multivariate analysis, which will allow us to look at connections between and among different data sets and variables. These variables include 1) Student Level Data: Happify usage data, student demographics, and student/class/teacher associations 2) Teacher/Classroom/School Level Data: use of coaching support by Mayerson Academy staff, teacher commitment, and teacher learning at workshops. Our comprehensive program evaluation plan will assess the impact of priority variables through the multiple measures indicated below: Outcome Category 1: Student Achievement Student skill development will be assessed in the following five areas of social and emotional learning on a quarterly basis through Happify-administered student and staff surveys, classroom observations and analysis of student public posts in Happify: Self-Management Self-Awareness Responsible Decision-Making Relationship Skills Social Awareness Rationale: Research suggests that SEL interventions impact these 5 areas of student skill development. Student growth in these areas will be a critical factor in affecting all other areas of measurement (e.g. academic performance, discipline, attendance, etc.) We will pair these qualitative measures with the following quantitative measures. An increase of 5% per year in students' scores on the internal assets categories on the DAP A decrease in the number of students' unexcused absences by 5% each school year. A decrease in discipline incident referrals and a reduction in the number of out of school suspensions by 5% each school year. Improved performance on state assessments with students scoring at the 3, 4, or 5 performance levels increasing by 2% per year. Rationale: Research shows that SEL interventions have a positive impact on academic performance, attendance, discipline and social emotional well-being. Outcome Category 2: Cost Savings We will assess cost savings annually through the following measures: The % of students not retained in grades 3-12 in Deer Park Schools compared to previous years. The amount of hours for in-home instruction, compared to previous years. Rationale: As a result of program implementation, a reduction in the number of suspensions and expulsions will reduce costs associated with home instruction. In addition, improvements to school climate will allow us to retain more students who otherwise leave our district to attend other schools. Outcome 3: Greater Share of Resources in the Classroom We will assess the impact of the program on the distribution of resources in the classroom on an annual basis. Qualitative data will be gathered to monitor: Administrative time spent in instructional leadership activities. Teacher satisfaction with curriculum, print resources and Happify, saving time in lesson preparation and increasing time for instructional delivery. Student usage of Happify, the online game platform, will indicate 100% of the students have completed the writing activities provided. Additional community partners will provide support for our career academies, open up opportunities for career counseling or mentoring, and/or provide additional resources/materials for our teachers. Rationale: Reductions in discipline issues will increase instructional time; leadership will spend less time dealing with discipline referrals, truancy referrals, suspensions; engaging partners in this work will connect them with additional opportunities to support classrooms.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

*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 this 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 noted here.*

This project addresses a growing national concern in regards to mental health. By improving mental health through social/emotional learning using character strengths, we are tackling this issue head on. This project could easily be replicable in other districts if the funds to purchase the program and the technology existed. It will take a small team of teachers, counselors, and administrators to plan project rollout and implementation. We would be more than happy to share our successes and challenges with other school districts or consortiums. In Deer Park, we have a strong foundation to help move this project forward. We have already started by creating a strong partnership between school staff & administration, the community, local clergy leadership, and local business leaders. By utilizing these resources and building a strong network of supports to help move character strengths forward, we feel like this project will have the strength to be sustainable and lasting. This will be true for other districts as well.

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.

Consortium

Deer Park Community City (043851) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Lynn	Ochs	513-475-4101	ochs.lynn@mayersonacademy.org	Mayerson Academy	140939	2650 Highland Ave, Cincinnati, OH, 45219-2302	

Partnerships

Deer Park Community City (043851) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Jillian	Darwish	513-475-4101	darwish.jillian@mayersonacademy.org	Mayerson Academy	140939	2650 Highland Ave, Cincinnati, OH, 45219-2302	
Robert	McGrath	201-692-2445	mcgrath@fdu.edu	Fairleigh Dickinson University		1000 River Rd., , Teaneck, New Jersey, 07666	

Implementation Team

Deer Park Community City (043851) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

**Implementation Team**

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Robert	McGrath	Ph.D. Director, Integrated Care for the Underserved of Northeastern New Jersey; M.S. Program in Clinical Psychopharmacology; Certificate Program in Integrated Primary Care, Fairleigh Dickinson University	Evaluation	Dr. McGrath is the lead researcher for the 2015-16 Thriving Learning Communities initiative in Cincinnati Public Schools, investigating the impact of a social and emotional learning program based on character strengths on student motivation, collaboration and performance as measured by grades, achievement scores, discipline, and attendance. In 2013, Dr. McGrath was awarded the New Jersey Psychological Association Psychologist of the Year.	Dr. Robert McGrath, is a professor in the School of Psychology at Fairleigh Dickinson University. Dr. McGrath has been lead testing consultant for the VIA Institute on Character since 2010. In that time he has authored a series of publications and presentations on the measurement and enhancement of character strengths. He is also the author of several textbooks in the area of research methodology and statistics.	Ph.D., Clinical Psychology, M.S. Clinical Psychology, B.A., Psychology	05	
Dave	Bergan	Principal, Amity Elementary, Deer Park Schools	Coordinate implementation in grades 3-6, monitor fidelity	Principal of Amity Elementary, holds Principal License from ODE	Dave has served on Deer Park's task force in charge of improving mental health services in the district. He works directly with district counselors, and oversees the district's partnership with Talbert House. Dave has nine years of experience as a school administrator.	Education: M.A. in Educational Leadership, University of Cincinnati, B.S. in Middle Childhood Education, Miami University	10	
Stace	Orso	Ed.D., Principal, Deer Park Secondary Campus	Coordinate implementation in grades 7-12, monitor fidelity	Principal of Deer Park Jr./Sr. High School, holds Principal license from ODE	Stace has 7 years of administrative experience and has worked extensively with at-risk youth. She completed her dissertation on how	Ed.D., Urban Educational Leadership, Univ. of Cincinnati M.A., Curriculum & Instruction, Univ. of Cincinnati B.S., Biology, Arizona State	10	

					environmental risk factors affect academic self-efficacy in students. Stace's regular practice includes meeting bi-weekly with the secondary guidance counselors and a Talbert House therapist to discuss student needs and arising concerns.			
Jay	Phillips	Assistant Superintendent, Deer Park Community City School District	Jay Phillips, Asst. Supt., Deer Park Community City School District will oversee grant implementation.	Assistant Superintendent in charge of curriculum, instruction, and assessment.	Jay has over 14 years of experience in education as both a teacher and an administrator. Jay has led the implementation and evaluation of many curricular and extracurricular programs; including co-authoring multiple funded grants.	Education: M.A. in Educational Administration and Supervision, Ball State University, B.S. in Middle Childhood Education from Mt St. Joseph's	05	
Laurie	Sharp-Page	MS, LPCC, NCC, Clinical Supervisor Talbert House School Based Services	Supervising the Talbert House school based therapists based in Deer Park City Schools District	Licensed Professional Clinical Counselor, Nationally Certified Counselor	Prior school based therapist working with Deer Park, as well as Southwest School District and Cincinnati Public School District.	Education: Masters of Science, Northern Kentucky University; Bachelors of Philosophy Miami University	05	
Lynn	Ochs	Senior Learning Designer, Mayerson Academy	Project Coordinator, Delivery of Professional Learning Services	Lynn is currently serving as the Senior Learning Designer at Mayerson Academy, responsible for the development of the Thriving Learning Communities program including the Classroom Curriculum Guide, Resource Toolkit and professional learning services. She serves as a content and game track editor as well as oversees the evaluation of all programs and services.	Lynn is a widely acknowledged leader in the field of education technology, having won numerous awards throughout her career. Through her many leadership roles in school districts and regional service centers, Lynn has designed and delivered professional development to thousands of educators across the country. Beginning her career as a classroom teacher, Lynn is passionate about	Education: M.S., Educational Management, B.S., Elementary Education	20	

					developing and facilitating the delivery of innovative solutions that impact educators and deliver positive results for students.			
Karen	Graves, Ph.D.	Learning and Engagement Designer, Mayerson Academy	Delivery of Professional Learning Services	Karen is currently managing the rollout of the Thriving Learning Communities program to 5-6 grades in 42 schools in an urban setting. She was instrumental in writing the core curriculum for the Thriving Classroom Curriculum Guide, and the student game tracks in Happify.	Karen is an experienced psychologist with more than 20 years of distinguished service to children, adolescents and their families. She is an experienced facilitator who has designed and led highly regarded professional learning experiences for parents, teachers and clinicians, and is a sought-after expert in online coaching. Karen is passionate about the potential of nonprofit organizations and has served as a consultant to develop nonprofit leaders' capacity in strategic planning, efficiency management and team building.	Ph.D. Clinical Psychology, M.A., Education/Community Counseling, B.A., Human Services	10	
Connie	West	Thriving Learning Communities Instructional Coach, Mayerson Academy	Instructional Coaching, Happify Online Moderator, Delivery of Professional Learning Services	Connie is currently a facilitator for Thriving Learning Communities, supporting teachers in a mid-size urban school district who are responsible for implementing the curriculum. Connie is also a contributing content writer for the Thriving Classroom Curriculum. In addition to her Thriving work, Connie works with teachers and principals across the country	Prior to her work at Mayerson Academy, Connie spent her career in K-12 public education as a classroom teacher, instructional coach, and administrator in Forest Hills Schools and at Hamilton County ESC. More recently, she was a national staff developer and writer for the Marzano Center of Learning Sciences International.	M.Ed, Miami University; B.S. Ed, Miami University; advanced post-graduate work	10	

providing staff development and instructional coaching for the Marzano Center. She is passionate about the social and emotional well-being of students and believes that teachers play a crucial role in their development. Connie makes connections in schools through her genuine respect for classroom teachers, and her deep understanding of pedagogy and pragmatics of school life.

Connie draws on knowledge and experience gained through a broad spectrum of teaching and leadership roles, including classroom instruction, gifted education, new teacher induction, school improvement, instructional coaching, curriculum and teacher evaluation.