

Budget

East Palestine City (043927) - Columbiana County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (110)

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      |             | 52,000.00    | 18,000.00                      | 0.00                   | 3,500.00     | 255,000.00         | 0.00                       | 328,500.00  |
| Support Services |             | 0.00         | 0.00                           | 20,000.00              | 0.00         | 0.00               | 0.00                       | 20,000.00   |
| Governance/Admin |             | 0.00         | 0.00                           | 0.00                   | 0.00         | 0.00               | 0.00                       | 0.00        |
| Prof Development |             | 0.00         | 0.00                           | 7,750.00               | 0.00         | 0.00               | 0.00                       | 7,750.00    |
| Family/Community |             | 0.00         | 0.00                           | 1,500.00               | 12,550.00    | 0.00               | 0.00                       | 14,050.00   |
| 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         | 170,000.00         | 0.00                       | 170,000.00  |
| Indirect Cost    |             |              |                                |                        |              |                    | 0.00                       | 0.00        |
| <b>Total</b>     |             | 52,000.00    | 18,000.00                      | 29,250.00              | 16,050.00    | 425,000.00         | 0.00                       | 540,300.00  |
|                  |             |              |                                |                        |              |                    | <b>Adjusted Allocation</b> | 0.00        |
|                  |             |              |                                |                        |              |                    | <b>Remaining</b>           | -540,300.00 |

**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 Brighter Bulldogs

2. Project Tweet: Please limit your responses to 140 characters.  
Building Brighter Bulldogs: Helping children become successful learners through school and community partnerships beginning at birth.  
*This is an ultra-concise introduction to the project.*

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                 |      |      |      |      |
|----------------------------|------|------|------|------|
| 32 Pre-K Special Education | 90 K | 90 1 | 90 2 | 90 3 |
| 90 4                       | 5    | 6    | 7    | 8    |
| 9                          | 10   | 11   | 12   |      |

| Year 1                     |      |      |      |      |
|----------------------------|------|------|------|------|
| 32 Pre-K Special Education | 90 K | 90 1 | 90 2 | 90 3 |
| 90 4                       | 5    | 6    | 7    | 8    |
| 9                          | 10   | 11   | 12   |      |

| Year 2                     |      |      |      |      |
|----------------------------|------|------|------|------|
| 32 Pre-K Special Education | 90 K | 90 1 | 90 2 | 90 3 |
| 90 4                       | 5    | 6    | 7    | 8    |
| 9                          | 10   | 11   | 12   |      |

| Year 3                     |      |      |      |      |
|----------------------------|------|------|------|------|
| 32 Pre-K Special Education | 90 K | 90 1 | 90 2 | 90 3 |
| 90 4                       | 5    | 6    | 7    | 8    |
| 9                          | 10   | 11   | 12   |      |

| Year 4                     |      |      |      |      |
|----------------------------|------|------|------|------|
| 32 Pre-K Special Education | 90 K | 90 1 | 90 2 | 90 3 |
| 90 4                       | 5    | 6    | 7    | 8    |
| 9                          | 10   | 11   | 12   |      |

| Year 5                     |      |      |      |      |
|----------------------------|------|------|------|------|
| 32 Pre-K Special Education | 90 K | 90 1 | 90 2 | 90 3 |
| 90 4                       | 5    | 6    | 7    | 8    |

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

*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*

Other students that will be indirectly impacted throughout the life of the project are the children from ages birth to two. The purpose of the grant is to not only support our K-4 student population and parents, but also those parents of newly born children within our district. Providing parents with resources and supports will empower parents to make appropriate educational choices for their children; setting the stage for positive and successful school careers.

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

First and last name of contact for lead applicant

Traci Hostetter

Organizational name of lead applicant

Superintendent

Address of lead applicant

200 W. North St

Phone Number of lead applicant

3304264191

Email Address of lead applicant

traci.hostetter@epschools.k12.oh.us

*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

Students in East Palestine are entering kindergarten lacking the prerequisite skills needed to be successful in their educational years. These deficits are a result of our changing community which continues to experience an increase in low income housing availability, teen pregnancy, family fragmentation, and a decrease in area job opportunities. We currently partner with the Columbiana County ESC for preK services, servicing 32 students, with an extensive waiting list. In the beginning of the 15-16 SY, readiness trend data was analyzed based on if and where students attended preK. It has been determined that the number of students not ready for kindergarten has increased by more than 30%. There is a need for additional preK opportunities for our at-risk students that align with Ohio's Learning Standards, a research based preK-4 aligned curriculum, job embedded professional development for all staff, and partnerships with family/community/county agencies from birth through fourth grade

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

East Palestine City School District will take preschool to a whole new level. Beginning at birth & continuing through grade 4, our district will work with local agencies, hospitals, & families to "Build Brighter Bulldogs." Our partnership with hospitals will allow us to make infant home

visits within a few weeks of birth for all families who have experienced a birth in our school district. These home visits will occur on Fridays and will be completed by the elementary school counselor, the preschool teacher, and preschool aide. At the initial visit, families will be presented with a basket that contains: "Building a Brighter Bulldogs" onesie, developmental preK toys, & literature from our partners (hospitals, Help Me Grow, WIC, etc). According to the Help Me Grow National Center (2013), "Intervention studies demonstrate that enhancing children's cognitive & social competence, influencing parenting behaviors, & changing patterns of interactions in the family can have long term, cumulative protective effects that lessen the likelihood of poor developmental outcomes." Thus, time will be spent educating parents on what they can do to help their children be successful in school as well as scheduling a follow up appointment of the next home visit (if deemed at-risk). At-risk children will be based on the following criteria: age of mother, parental involvement in child's development, education of parents, & socio-economic status of the family. Our preschool teacher, aide, and school counselor will visit homes of at-risk families monthly to offer educational and developmental guidance and supplies (books, toys) during the first year of life and quarterly during the second year of life. During the 3rd year of life, we will provide at-risk children preschool opportunities. During the third and fourth year of life, we will work to transition parents into the school through classroom involvement and community outreach activities. Their children will be exposed to a reading & math curriculum appropriate for ages 3 and 4 that also supports the curriculum used in K-4. Once these students enter kindergarten, we will be collecting school age data on readiness, development as compared to their peers and the state expectations, reading and math levels, frequency of IEP referrals, Reading Improvement Monitoring Plans information, and Third Grade Reading Guarantee information. The expectation is for the parents who have been nurtured by the district, will display a higher velleity to be involved through the elementary years. Support will continue for families through grade 4. In the 13/14 school year, 81% of incoming kindergarten students participated in preschool, leaving 19% of students without preschool experience. Of the 19% who did not have preschool, 20% were not on track on the KRAL. In the 14/15 school year 83% of kindergarten students participated in preschool, with nearly half of these students requiring additional testing on the KRA. Of the remaining 17% of students without preschool experience, 38% were not on track. Moreover, during the 15/16 school year, 84% of all kindergarten students received preschool services. Forty eight percent (half) of the total students receiving services were deemed not on track according to the KRA. Of the remaining 16% of students not receiving preschool services 54% percent were considered off track. It can be noted that although the percentage of students who did not receive preschool service decreases, the percent of these students not deemed on track increases. Research has shown that the return on early investments in education is substantial. According to Deborah Stipek, (2012), "the cost is paid back many times over in reduced grade retentions, special education services and in lower expenditures for incarceration. Returns also come in the form of the increased productivity that results from higher levels of academic achievement and high school completion rates."

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 process. - (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.*

We will meet the student achievement goal by seeking the following desired outcomes: Increased readiness for school Increased understanding of kindergarten state standards Increased on-track, grade level performance Increased understanding of content by teachers Decrease in retention Decrease in special education identification Increase in graduation rate Increase in parental participation Increased success for district Increase in families attending East Palestine City School District Increase in revenue for district Increase in property values Increase in enrollment Increase in job opportunities

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.*

Students who have participated in this program are ready for kindergarten and will be higher achievers throughout their school career. Parents must be receptive to assistance, guidance, and our presence in their homes. Parents must also recognize that it is okay if they need help or guidance and not be afraid to ask for it. All teachers preK-4 must take an active role in both participating in and applying the professional development they receive. With this said, all teachers preK-4 must utilize the aligned curriculum. Clear consistent communication between staff will need to be ongoing in order to decrease the amount of student need for special education services. Showing greater success on State Report Card data and school/community culture will encourage homebuyers to purchase homes in the area, increasing property value, and enrollment.

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

We began the 15/16 school year by analyzing trend data and determined that each year, approximately 82% of our students have participated in preschool. While the number of students accessing preschool has increased slightly over the last three years, the percentage of students on-track has decreased. When analyzing the data, we kept in mind that the KRAL was in place during 13/14, then the KRA was in place in 14/15, with modification made to the KRA in 15/16. Many believe that the KRA administered in 15/16 was far less rigorous that of the original KRA, yet student performance was lower than the previous years. Approximately half of all students entering kindergarten did not exhibit readiness skills. 2013-14 81% of kindergarteners had preschool 89% of these students were on track on the KRAL 19% of kindergarteners did not have preschool. 20% of these students were not on track on the KRAL 2014-15 83% of kindergarteners had preschool 39% of these students were on track on the KRA 40% required additional testing on the KRA 17% of kindergarteners did not have preschool 38% of these students were not on track on the KRA 2015-2016 84% of these students had preschool 52% of these students were on track on the KRA 16% of these students had preschool 54% of these students were not on track on the KRA When looking at the decrease in kindergarten readiness, one might ascertain that the decrease in readiness despite the increase in participation may be a result of missed opportunities to intervene prior to age three and work with families on providing structured, developmentally appropriate activities to aide in their child's development during those crucial months. According to The World Bank(2011), "A vast body of research has demonstrated that Early Child Development (ECD) programs benefit children, families, and communities. The reduced dropout and repetition rates, improved school achievements, greater adult productivity, and higher levels of social and emotional functioning encouraged by ECD programs make them a highly cost-effective means of strengthening society as a whole by ensuring that its individual members live up to their full potentials." This research, combined with the findings of the RAND Corporation, demonstrates the importance of intervention during the first few years of life and partnerships with families. Our

Superintendent has been in the district for 9 months and has made preschool a priority. We have collected data from new kindergarten families to help us understand the family dynamic and intervene with our at-risk student population. The following information was gathered for analysis: Age of parents Number of children each parent has Who is raising the child Marital status Educational history of parents Number of family members in the home Annual household income We determined that students were at risk if they met three of the five following criteria: age of parents below 28, someone other than parent raising the child, 'never been married' marital status, didn't graduate from HS, annual household income at or below poverty level. Of the 73 students given a survey, only 42 were returned. Of those 42, 29% met our "at-risk" criteria. One may presume that the 31 unreturned surveys may in itself be an early indicator of parental disassociation with the child's educational well being. Furthermore, our District Leadership Team has monitored student achievement through SFA (vertically and horizontally aligned curriculum utilized in K-4) and has seen marked improvement in student achievement on state standards. We have also been monitoring the impact of aligned strategies K-12 in our teacher based teams. Although we have been focusing on instructional strategies we have found it is remarkably difficult to progress without ongoing job embedded professional development and an aligned math and writing curriculum.

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).*

Teacher and/or school counselor will make contact with 100% of new parents that live in East Palestine City School District within the first three months of life and welcome them with our developmental basket 100% of teachers preK-4th grade will be implement strategies embedded in the math series as measured by TBT minutes 100% of teachers in preK-4th grade will be implement strategies embedded in the writing series as measured by TBT minutes Teacher and/or school counselor will meet monthly with at-risk families (up to age three) to provide ideas, strategies and books to aide in their children's development and support kindergarten readiness skills 75% of parents will report utilizing books, toys, & strategies with their children Teacher and/or school counselor will meet at least quarterly to provide at-risk families with scaffolded support and guidance from ages 3-8

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

We will use indirect and direct measures to collect qualitative and quantitative data to measure the impact on our project goals. The data points listed below will provide baseline, short term, and longitudinal data for analysis. These include: KRA scores Percentage of students deemed "on track" in each grade K-4 Number of students requiring RIMPS (Reading Improvement Monitoring Plans) Number of referrals for special education identification Number of Parents participating: birth to age 3 Parental participation percentage preK-4rd grade Percentage of students deemed "at risk" according to parent survey given upon birth. Increase in Teacher reporting of specific strategies/practices Kindergarten enrollment numbers

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

Below are the assumptions from above and how each would be altered if the assumptions prove false. The team will be monitoring progress of each assumption regularly so complete failure is not an option: Increased readiness for school: If students are not showing increased readiness for school based on KRA scores, the team will analyze the amount of time spent with families, the interventions applied, and parental involvement. Additional time/resources may need allocated to increase success. Increased understanding of kindergarten state standards, increased on-track/grade level performance, and increased understanding of content as measured by common assessments and benchmarks: teachers progress monitor monthly and provide intervention immediately upon analysis for any student not proficient. Decrease in retention and special education identification: provide specific, scaffolded professional development for teachers to teach utilizing multiple modalities and strategies. Increase in teachers utilizing effective instructional strategies identified by informal non evaluative walkthroughs and lesson plans: If teachers are not implementing best practices time will be adjusted and pd provided during teacher based teams. Increase in parental participation: If there is not an increase in parental involvement, the program will be adjusted by spending more time with our at risk families in their homes. One of the purposes of the birth to age 3 home visits is to establish a comfortable relationship with parents on their own territory and to build trust so they feel more welcome in the district when their child enters school.

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.*

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.*

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

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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

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.*

Utilizing an early intervention community connection model, parents will be serviced by local community programs: Help Me Grow, WIC, EP Public Library, Akron Children's Hospital, KSU Early Childhood Interns, & district personnel prior to preK and throughout their formative years. We will operate an am/pm preschool, provide a vertically & horizontally aligned curriculum and professional development to all teachers in preK-4 in ELA & Math which allows for greater impact on implementing Ohio's Learning Standards and student learning. By identifying the needs of typical and atypical young children, non-academic barriers to success will be lessened. Investing early in student's education, research supports a reduction in grade retention, special education services, and an increased level in high school completion. In 5 years we expect to increase collaboration between community partners, parent involvement, and an increase in student success on the KRA and the 3rd Grade Reading Guarantee.

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.*

Providing parents with essential information about childhood development, nutrition, social emotional needs, will increase parent's ability to meet their child's needs & increase student success. Continued individualized support throughout the child's formative years allows the school to foster a positive relationship with the family & provide individual supports to students and families. High quality curriculum & job embedded professional development will give teachers the time and resources to collaborate & provides them with a confidence to successfully implement the curriculum. KSU preschool interns will be placed in preK classrooms to assist the teacher in meeting the needs of all students, with a return benefit of developing local preservice teachers. Partnering with the local library will provide opportunities for parents to support each other through offering playgroups/reading time.

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

According to the National Early Childhood Technical Assistance Center(2011) ..."Decades of rigorous research show that children's earliest experiences play a critical role in brain development. The Center on the Developing Child at Harvard University(2008,2010) has summarized this research: Neural circuits, which create the foundation for learning, behavior and health, are most flexible or "plastic" during the first three years of life. Over time, they become increasingly difficult to change. Persistent "toxic" stress, such as extreme poverty, abuse and neglect, or severe maternal depression can damage the developing brain, leading to lifelong problems in learning, behavior, and physical and mental health. The brain is strengthened by positive early experiences, especially stable relationships with caring and responsive adults, safe and supportive environments, and appropriate nutrition. Early social/ emotional development and physical health provide the foundation upon which cognitive and language skills develop. High quality early intervention services can change a child's developmental trajectory and improve outcomes for children, families, and communities. Intervention is likely to be more effective and less costly when it is provided earlier in life rather than later." The RAND Corporation(2005) has also studied the impact of intervention from birth and has concluded that, "Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains." Their research also details that, "Well-designed early childhood interventions have been found to generate a return to society ranging from \$1.80 to \$17.07 for each dollar spent on the program." According to the World Bank(n.d), there is a tremendous amount of longitudinal data that supports the assumption that Early Child Development programs benefit children, families, and communities because of: Reduced dropout and repetition rates Improved school achievements Academic success in early years is a strong predictor of HS completion Greater adult productivity Higher levels of social and emotional functioning Their research has proven that, "well-conceived programs designed to foster early development demonstrate that children who participate in these programs tend to be more successful in later school, are more competent socially and emotionally, and show better verbal, intellectual and physical development during early childhood than children who are not enrolled in high quality programs. Benefits of ECD interventions can be found in the following areas: Higher intelligence scores Higher and timelier school enrollment Less grade repetition and lower dropout rates Higher school completion rates Improved nutrition and health status Improved social and emotional behavior Improved parent-child relationship Increased earning potential and economic self-sufficiency as an adult Research also supports the impact of a horizontally and vertically aligned curriculum. A report from EdSource as published in the Fresno Bee(2005), an independent non-profit policy organization, indicates that there is a strong correlation between a vertically and horizontally aligned curriculum and achievement for at-risk students. Additionally, District Administration's (2004) website discusses a notable increase in student achievement when an aligned curriculum is in place, "...implementing and monitoring an aligned curriculum to result in a measurable impact (31 percentile points) in student achievement. Several studies show that alignment "cancels out" more traditional predictors of student achievement such as socioeconomic status, gender, race and teacher effect

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.*

According to the state report card for East Palestine Elementary, our instructional spending percentage is 64.4%. The district's per pupil spending is \$5043. With the purchase of preK-4 instructional curriculum resources, there will be an increase in per classroom instructional expenditures of \$2540.00.

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.*

Quarterly programming for parents to aide in the instruction and development of young learners, Outcome: parents will participate in scheduled home and schools visits. Sponsorship of at least four trainings for parents utilizing our partners, Outcome: parents are aware of and utilize agency programs Open a preschool, Outcome: servicing three and four years olds; half day with 28-32 students including the students we deem most at risk Provide a minimum of four professional development opportunities in preK-4 for teachers, Outcome: teachers understand and utilize the newly adopted curriculum; Build community partnerships with at least for community partners, Outcome: collaboration with outside agencies Utilizing three to five interns from the KSU early childhood program, Outcome: preservice teacher development

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

If we do not meet the desired goals of utilizing a greater share of resources in this project, we will meet as a committee to discuss changes that will need to be made so the desired goals can be met. We will examine what we have accomplished and determine the areas needing refinement and improvement to ensure our program meets the desired outcome.

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.*

540,300.00 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.*

Instruction: Salary: Teacher: \$52000., Fringe Benefits for Teacher \$18000, Supplies: \$3500 for classroom set up, Capital outlay- \$225,000 for

Lucy Calkins Writing Units of Study and Math Curriculum for grades PreK-4, \$15,000 for 7 tables, 30 chairs, sand/water table, book display shelf, \$10,000 for 1 interactive board, 3 computers, 1 listening center, 20 iPads and cart. Support Services: Purchase service \$20000 for cost of para pro through the ESC. Professional development: Purchase Services- \$3750 for Preschool collaborative technology and instruction professional development 15 days @\$250/day, Family and Community:Purchased Services- \$500 for child care, \$1000 for monthly parent training for speakers, Supplies: \$10,400 for developmental materials for babies in the district, \$150 for postcards for hospital partners, \$2000 for handouts, prizes, activities and materials for parent training Transportation: Capital Outlay \$110,000 for a handicap accessible bus to use to transport SWD and parents to activities and trainings, \$50000 for a handicap accessible van for use for home visits by the teacher, para and school guidance.

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.

67,000.00 a. Sustainability Year 1

68,000.00 b. Sustainability Year 2

69,000.00 c. Sustainability Year 3

71,500.00 d. Sustainability Year 4

72,000.00 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.*

The partnership with KSU Early Childhood program will allow preservice teachers to intern in the program the first year of the grant. In sustainability year 1, the preschool teacher will loop into kindergarten and a new teacher will be hired for the preschool class. The new teacher would be hired from the candidates in the KSU program. The candidate would have a 2 year degree and would be hired at a reduced pay rate. The partnership will continue throughout the life of the program allowing for opportunities to hire teachers familiar with the program and the partnership. Money budgeted for supplies will be used to print/purchase current information for parents, handouts and books for parent trainings and activity nights. Capital outlay moneys will be used for repairs and/or replacement of technology purchased through the grant.

0 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.*

The purchase of a new handicap accessible bus will eliminate an older less efficient bus in the fleet. A new 72 passenger handicap accessible bus will get 2-3 more miles per gallon. The average fuel cost savings will be approximately \$6000 a year. The cost savings of maintenance and repairs will average approximately \$2000 a year. Totalling an approximate savings of + \$8000.

100 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.*

By the elimination of 5 para professionals at the elementary, middle and high schools, the district will save \$74,000.00 and this money will be redirected for use for sustaining the cost of the preschool program and the parent and community outreach. The cost savings in replacing an 18 year old bus will provide the district with funds to maintain the cost of the van used for community outreach and visitation. It will also allow for extended use of the new bus for use for transporting parents and students to activities and trainings to support parent's role in their child's development and relationship with the school.

## 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 Team Key Personnel information by clicking the link below:

## Add Implementation Team

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 July 2015-Present

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

The current Superintendent was hired in July. During the interview process in early April, the school board as well as the newly appointed Superintendent identified the need to make early learning a priority. In August, a committee consisting of the Superintendent, Special Education Director, kindergarten teacher, preschool teacher, CCESC Preschool Consultant, CCESC Curriculum and Instruction Consultant, and the CCESC Occupational Therapy Coordinator met to identify needs of the kindergarten. This committee initially identified the following areas to research: kindergarten student enrollment, kindergarten student enrollment based on prior preschool experience/no experience, current and prior years Kindergarten Readiness Assessment (Language) data. After discussion, the committee then identified benchmark areas to analyze: current KRA data, student "off track" data and student report card data. In October, after the initial identification meeting, the Superintendent, Special Education Director, kindergarten teacher, CCESC Curriculum Consultant, and CCESC Preschool Coordinator met to discuss the means in which to identify the current preschool operated by the CCESC in East Palestine as a level 5 in the Step up to Quality improvement system. Upon discussion and through direction of the CCESC Preschool Coordinator, it was determined that the district would need to apply for a license to operate their own preschool as well house the CCESC preschool. From this point, the Superintendent, the kindergarten teacher, and the CCESC Curriculum Consultant contacted a district with many three/four year old preschool classrooms. These classrooms consisted of both full day and half day programs. A plan of structure for a preschool classroom was created. Lastly, in December the initial committee identified and began contacting partners in support of the "Building Brighter Bulldogs" program. In January, the team began researching possible grant options.

### 22. Implementation (grant funded start-up activities)

a. Date Range July 2017- June 2018

b. Scope of activities - include all specific completion benchmarks

July: formal meeting with partners, district members, & CCESC. The partners will provide resources to be included in the welcome baskets. The committee will establish dates for quarterly parent fairs showcasing students on the following topics: High Achievement, Good Health, Social Emotional Needs, & Community Connectors. August: welcome baskets will be created and ready for distribution to the families of newborn babies in the community. The gift baskets will include 2 children's books, a developmental appropriate toy, an East Palestine "Building Brighter Bulldog" onesie, and a variety of brochures from local partners addressing child nutrition, health, social emotional development, etc... The local hospitals will be provided with postcards to have on hand for the new parents of the community. July: hire preschool teacher and aide. August: preschool classrooms will be determined by identifying registered preschool students. The preschool teacher will contact parents and begin to make a calendar of parental visits to the school; once per quarter for each student which will include community partners. September: contact will be made to those parents who respond to the website or to the hospital postcard they received. The preschool teacher, aide, and school counselor will schedule home visits to the new families to welcome their baby to the East Palestine community. Consecutive visits may be made based on the need of the family &/or the risk of the child. Quarterly activities will include: gathering data on the following: incoming kindergartners as per the KRA, enrollment, prior or lack of prior preschool experience, reading & math levels, and frequency levels of IEP referrals, and developmental data on students who were not on track according to the KRA. Other activities will include: committee meetings, basket making, data reviews, and student achievement fairs. The culmination meeting will take place at the end of May to determine the effectiveness of our efforts.

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

a. Date Range 2018-2022

b. Scope of activities - include all specific completion benchmarks

2018- Preschool class- AM/PM for 3 and 4 year olds, Monday- Thursday , Friday community outreach. Quarterly family activity nights at the school, continued partnerships with local agencies and hospitals. Evaluate and compare data from KRA 2017 & 2018, use collected data to make adjustments to the program where needed, provide ongoing job embedded professional development for PreK-4 teachers in the new curriculum. Evaluate parent surveys from 2017 home visits and school activities for successful programing. A 2 year degreed teacher will be hired to teach the preschool and the 2017 teacher will loop into kindergarten with the students. The previous preschool teacher will mentor the new teacher. TBTs will monitor the use of the new math and writing curriculum and common assessments will provide data and the effectiveness of the curriculum. Continue partnering with KSU Early Childhood program to provide interns to work in the preschool classes and to work with the staff to provide home visits and outreach. 2019- Continue with the preschool class, home visits, and quarterly events. Provide ongoing PD for PreK-4 grade teachers. Analyze the KRA data from 2017, 2018 and 2019. Evaluate for weaknesses in the program, make adjustments where needed to correct. Continue partnership with KSU Early Childhood program. Evaluate the district report card data to determine areas of growth and possible weaknesses. 2020-2021-2022- Continue with the program, begin in 2021 to evaluate the RIMP data compared to prior years to determine if outcomes of the grant have been met. The internal and external evaluators will monitor the programs: preschool, curriculum, home visits, agency partnerships, and determine where changes are required to meet the desired outcome of the program. Through out the life of the grant, the committee will meet at a minimum of 2 times a year to evaluate the program for fidelity and success.

## 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:

Building Better Bulldogs represents a significant change in how East Palestine accomplishes early intervention/education. It is expected that students entering kindergarten will be better prepared, as parents of these kindergarten students will have had ample visits from school staff inside the home and school, interaction with local agencies, and parental support from not only the school and community but from each other. Furthermore, the long term expectation is that more students will read at or above grade level throughout their elementary years, requiring less students to be placed on a Reading Improvement Monitoring Plans. The teacher work week will be different in that the preschool teacher will have the opportunity to help train preservice teachers from the local university by having them as student teachers/volunteers. The preK teacher will teach four days a week and make home visits one day a week. In addition, the preschool teacher will be provided the opportunity to make contact will all families of children birth to four in the community. Parents will gain a sense of community prior to the start of preschool, transitioning into kindergarten, monitored/supported throughout the primary years until grade 3. The fourth grade year will then serve as a transition year prior to middle school. The impact this will have on families and the school will be immense. Parents will receive the support/resources they need and the teacher will get to know the parents and children prior to entering school and maintaining that same relationship throughout the primary years. Thus, supporting parents to be active participants in their child's education. All teachers grades K-4 will utilize a common shared curriculum allowing all teachers to gain confidence in the standards they are teaching. Ongoing, high quality job embedded professional development provides teachers with the opportunity to communicate and learn from each other.

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:

Internal Evaluator: Kim Russo, Elementary Principal, East Palestine Elementary, kim.russo@epschools.k12.oh.us, 330-426-1601 External Evaluator: Sheila Palombo, Columbiana County Preschool Coordinator, spalombo@ccesc.k12.oh.us, 330-424-9591

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.*

The RAND Corporation (2005) studied the impact of intervention from birth and has concluded that, "Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains." Thus, the data that will be collected for monitoring and evaluation include State reported data on the KRA and Third Grade Reading Guarantee, EMIS reporting on enrollment, classroom data recorded through Teacher Based Team 5 Step Process form for Math and Writing benchmarks, SLO pre assessment and post assessment data, and district referral data forms. The preschool teacher will also utilize a predetermined/pre created document for gathering data on home visits and parental visits to the school. This document will include the areas that may deem a child at risk as well as length of visit, needs of parents, needs of child, questions and concerns, next steps, contact information, etc...The teacher will record a narrative of the meeting. Professional development participation sign in sheets will be collected. Professional development exit tickets will include the strategies teachers will be utilizing throughout the year, and can be found in TBT minutes and lesson plans. Measurement Timelines: Data will be gathered quarterly with reviews to take place quarterly. An annual review will take place in May-reviewing program data and setting goals for subsequent years. Methods of Analysis: The preschool teacher along with the CCESC preschool coordinator will review the data document on home visits and parental visits to the school. Based on the data, the CCESC preschool coordinator will make the appropriate phone calls to the outside agencies if more support or resources need provided to the families/schools. Teacher Teams will analysis grade level Math and Writing benchmark data using the Five Step Process. The TBTs will also identify and write Reading Improvement Monitoring Plans for those students requiring plans. These same teams will review the exit tickets, compiling the strategies that they as a team will be utilizing throughout the quarter based on the most recent professional development. These strategies will be the strategies the principal can look for in informal walkthroughs, lesson plans, and TBT minutes during the quarter. As stated early in this application, research supports the impact of a horizontally and vertically aligned curriculum. A report from EdSource as published in the Fresno Bee(2005), an independent non-profit policy organization, indicates that there is a strong correlation between a vertically and horizontally aligned curriculum and achievement for at-risk students. Additionally, District Administration's (2004) website discusses a notable increase in student achievement when an aligned curriculum is in place, "...implementing and monitoring an aligned curriculum to result in a measurable impact (31 percentile points) in student achievement. Several studies show that alignment "cancels out" more traditional predictors of student achievement such as socioeconomic status, gender, race and teacher effect."

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.*

If this project is successful, the project can be scaled up, expanded and replicated. Local districts can replicate providing they have the resources to implement such a program. If districts do not have the resources or would rather, the program could become a consortium program in that local school districts work together to provide services among interested districts through shared resources: preK teachers, aides, busing, school counselors, classrooms, etc...The amount of time to replicate this program would be minimal. Districts would need to determine if they can do this independently, contact local agencies, create baskets, order supplies, and compose a schedule. Upon success our district can expand the program by adding an additional preschool, preschool teacher, and aide. With this said, finances would need to be reviewed. The program can be scaled up to include all day programming, by both mixed aged classrooms and same age classrooms, preschool classrooms could implement learning centers involving technology, and the community resources/student fairs could extend to all students and families in the district. Publication: A program description including expenditure of the funds, as well as outcomes of the grant will be made public through the use of newspaper articles locally and statewide. The district will gather longitudinal data. This data will include but is not limited to: amount of births per year in the district, number of home visits made, average time district personnel spends with families, percentage of families utilizing services, preschool enrollment data, amount of families attending Student Achievement Fairs, and State report card data. At the end of year six the program will be reviewed, the successes we experience and the lessons we have learned will be shared through educational publications.

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 accept. Mrs. Traci Hostetler, Superintendent East Palestine City School District, May 6, 2016.

Consortium

East Palestine City (043927) - Columbiana County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

## Partnerships

East Palestine City (043927) - Columbiana County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

## Partnerships

| First Name | Last Name | Telephone Number | Email Address                             | Organization Name                                 | IRN | Address                                      | Delete Contact |
|------------|-----------|------------------|-------------------------------------------|---------------------------------------------------|-----|----------------------------------------------|----------------|
| Tamra      | Hess      | 330-426-4950     | eastp.admin@gmail                         | East Palestine Library                            |     | 309 N Market St, , East Palestine, OH, 44413 |                |
| JoAnn      | Stock     | 3307469122       | jstock@chmca.org                          | Akron Children's Hospital                         |     | 6305 Market St, , Boardman, OH, 44512        |                |
| Ereka      | Johnson   | 3304247293       | ejohnson@portageco.com                    | WIC                                               |     | 7876 Lincole Pl, , Lisbon, OH, 44432         |                |
| Julie      | Shea      | 3304240288       | jshea@ccesc.k12.oh.us                     | Help Me Grow                                      |     | 34947 State Rte. 172, , Lisbon, OH, 44432    |                |
| Rachel     | Ketterman | 3304266610       | columbiana_children_services@jfs.ohio.gov | Children Services                                 |     | 7989 Dickey Dr Suite 2, , Lisbon, OH, 44432  |                |
| Lori       | Colian    | 3304249591       | lcolian@ccesc.k12.oh.us                   | Family and Children First Council                 |     | 38720 Saltwell Rd, , Lisbon, OH, 44432       |                |
| John       | Hersh     | 3304262147       | ozerministries@att.net                    | Ozer Ministries                                   |     | 407 N Market St, , East Palestine, OH, 44413 |                |
| Anna Marie | Vaughn    | 330-424-9591     | avaughn@ccesc.k12.oh.us                   | Columbiana County Educational Service Center      |     | 38720 Saltwell Rd, , Lisbon, OH, 44432       |                |
| Stephen    | Nameth    | 3303374205       | snameth1@kent.edu                         | Kent State University Salem/East Liverpool Campus |     | 2491 State Rte 45, , Salem, OH, 44460        |                |
| Cindy      | Linger    | 3304246693       | headstart@ccjheadstart.org                | Columbiana County Head Start                      |     | 7880 Lincoln Pl, , Lisbon, OH, 44432         |                |

## Implementation Team

East Palestine City (043927) - Columbiana County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

| Implementation Team |            |                                               |                                                                                                                                                                                                                                                                                   |                                                                      |                                                                                                                                                                                                                                |                 |                  |                |
|---------------------|------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|----------------|
| First Name          | Last Name  | Title                                         | Responsibilities                                                                                                                                                                                                                                                                  | Qualifications                                                       | Prior Relevant Experience                                                                                                                                                                                                      | Education       | % FTE on Project | Delete Contact |
| Kim                 | Russo      | Elementary Principal                          | Responsible for overseeing the evaluation of the program, reviewing data, co-planning parent activities, supporting preschool teachers, supporting staff development with the new curriculum                                                                                      | Licensed Principal<br>Licensed K-12 Intervention Specialist          | Intervention Specialist,<br>Elementary principal                                                                                                                                                                               | Masters Plus    | 15               |                |
| Carol               | Vollnogle  | Special Education and Improvement Coordinator | Responsible for professional development and allocation of resources, setting up parent training, establishing and maintaining partner contacts,                                                                                                                                  | Licensed Superintendent,<br>Licensed Principal,<br>Licensed teacher  | K-12 Intervention Specialist<br>Middle School Principal<br>High School Principal<br>Principal Assistant<br>Superintendent<br>Special Education and Improvement Coordinator<br>Federal Funds Coordinator<br>Testing Coordinator | Masters Plus    | 10               |                |
| Kendall             | Austin     | Licensed Teacher                              | Preschool teacher responsible for the day to day lessons and instruction in the classroom, data collection on student progress, parent contact and home visits. Meet quarterly with administration and review the data, provide interventions for students, work with KSU interns | Licensed Teacher                                                     | 8 years as a kindergarten teacher<br>Preschool teacher<br>Owner and operator of a community preschool                                                                                                                          | Bachelors       | 100              |                |
| Traci               | Hostetler  | Superintendent                                | Responsible for implementation of the project and project coordination, assignments of teacher and instructional aide, evaluation of data, reporting progress to the DLT and the Board of Education, meeting quarterly with the team,                                             | Licensed Superintendent,<br>licensed principal,<br>licensed teacher. | K-12 Intervention Specialist<br>Elementary Principal<br>Middle School Principal<br>Director of Teaching and Learning<br>Superintendent                                                                                         | Masters Plus    | 1                |                |
| Rick                | Ellis      | Treasurer                                     | Responsible for distributing project funds and purchases of project resources                                                                                                                                                                                                     | Licensed School Treasurer                                            | Over 20 years experience of being a school treasurer                                                                                                                                                                           | Bachelor Degree | 1                |                |
| Alaina              | Kilpatrick | Educational Service Center Consultant         | Responsible for professional development on identifying and mapping the blended standards                                                                                                                                                                                         | Licensed Teacher<br>Licensed Principal                               | 1-8 Teacher preK-12 Curriculum and Instruction Consultant                                                                                                                                                                      | Masters Plus    | 1                |                |

|          |       |                  | and creation of assessments as it relates to the Kindergarten Readiness Assessments |                                    |                                               |              |    |  |
|----------|-------|------------------|-------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------|--------------|----|--|
| Samantha | Kerns | School Counselor | Responsible for supporting family and student social emotional                      | Licensed Guidance/School Counselor | PreK-4 School Counselor High School Counselor | Masters Plus | 10 |  |