

Budget

Tiffin City (044891) - Seneca County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (12)

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		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		34,000.00	17,440.00	0.00	3,000.00	165,000.00	5,000.00	224,440.00
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
Total		34,000.00	17,440.00	0.00	3,000.00	165,000.00	5,000.00	224,440.00
							Adjusted Allocation	0.00
							Remaining	-224,440.00

Application

Tiffin City (044891) - Seneca County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (12)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

1. Healthy Habits, Healthy Students, Healthy Schools, Healthy Community!

2. Project Tweet: Please limit your responses to 140 characters.

2. To create mental and physical health and treatment options to help our students have a strong mind and strong body.

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				
56 Pre-K Special Education	92 K	93 1	121 2	122 3
115 4	116 5	94 6	94 7	94 8
65 9	64 10	64 11	64 12	

Year 1				
56 Pre-K Special Education	92 K	93 1	121 2	122 3
115 4	116 5	94 6	94 7	94 8
65 9	64 10	64 11	64 12	

Year 2				
56 Pre-K Special Education	92 K	93 1	121 2	122 3
115 4	116 5	94 6	94 7	94 8
65 9	64 10	64 11	64 12	

Year 3				
56 Pre-K Special Education	92 K	93 1	121 2	122 3
115 4	116 5	94 6	94 7	94 8
65 9	64 10	64 11	64 12	

Year 4				
56 Pre-K Special Education	92 K	93 1	121 2	122 3
115 4	116 5	94 6	94 7	94 8
65 9	64 10	64 11	64 12	

Year 5				
56 Pre-K Special Education	92 K	93 1	121 2	122 3
115 4	116 5	94 6	94 7	94 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.

The numbers input above reflect our free and reduced students from each building level. The numbers could increase or decrease over time. The numbers are aligned to the research which states that there is a correlation between students of poverty and mental and physical health issues.

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

First and last name of contact for lead applicant

Vicki Wheatley

Organizational name of lead applicant

Tiffin City Schools

Address of lead applicant

244 S. Monroe Street; Tiffin, Ohio 44883

Phone Number of lead applicant

(419) 447-2515

Email Address of lead applicant

vicki_wheatley@tiffincityschools.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

We brought counseling services in to provide the counseling needs for our students through a grant and we will continue to do so. However, for students with more severe needs, we refer to Firelands Counseling. We are also working on an agreement with Mercy Health to provide medical services for our students. We will provide the space and they will provide the services for our students. Our poverty population is currently at 45% and broken down reflect 1008 free and 201 reduced in the lunch program. Research indicates that there is a strong correlation between students of poverty and mental and physical health issues. In order to provide the needed supports for our students, Tiffin City Schools would also like to add services during the summer for our students. We have parents, staff, and community members who need awareness, strategies to assist students, and de-escalation training. These opportunities are needed to help our students with academic success.

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

Tiffin City Schools would like to expand our current practice of treating students who display signs of physical and mental illness by taking it a step further and have a mental health professional provide a diagnosis and place the students on an appropriate treatment plan that carries through the summer months. In addition, we feel it is necessary to have a medical facility on site to have easy access for parents to get the help their children need. In addition, we would like to help the community understand the needs of our students by removing the stigma and

negative connotations of physical and mental illness. Most importantly we want to provide professional development and training for our staff to assist with ways to keep our students in the classroom by teaching them strategies to cope and de-escalate behaviors. We want to include coping mechanisms and parenting tips by having parenting training sessions as well. We currently have (as of March 31, 2016) 262 students who have been seen by Wellness Counseling Solutions. This is an increase over last year where the total for the 2014-15 school year was 262. In addition, school counselors meet to discuss social and emotional issues with our students too. These numbers have increased over the years as well and the shift from career counseling to social and emotional counseling has changed the scenery of a school counselor's role. We meet the needs of most but at times it is set up like triage, meeting with the students whose needs are most severe first. With the decrease in funding and potentially the elimination of grant funding in the future, our students will be without the vital supports needed to not only assist with academic success but to be able to cope with the many stressors they encounter. We also see a need to counsel students on such emergencies as suicide prevention, violence, poverty, human trafficking awareness, narcotic and alcohol prevention, cyber and social media threats, and health-care. Currently, there have been times when students have had outbursts and they have been immediately placed in the juvenile court system. Our goal is to bridge that gap and provide staff with strategies for students to deescalate and return sooner to the classroom. We would also like to provide strategies for students to use to prevent themselves from getting to a point where they may have to be removed from the classroom. We would also like to see an in-house clinic for our students to get the basic needs to prevent and remain healthy to keep them in the classroom. We see the first year as a year to set up our procedures, provide training, develop curriculum, and set up and furnish offices. We feel we will be able to improve on the current state by providing the additional services for our students, staff, and community. Mental and physical health is important and necessary for academic success. Students need to be healthy physically, emotionally, and socially in order to learn. Research indicates when students are appropriately treated, they do better in school, at home, and in the community. We would also like to purchase a mobile unit to set up throughout the community for different events and provide different locations to break the barrier of transportation difficulties for our families.

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.

- Improvement in attendance for current students who have attendance issues and new students who are struggling with a transition to TCS. Creating an attendance plan to provide supports for improvements, which may include counseling and/or health assessments. - Keeping students in the classroom who may have anger or outburst concerns. Creating a behavior plan to provide de-escalation strategies, mentoring supports and that may include counseling and/or health assessments. - Transition supports services for students returning from incarceration or hospitalization. Creating a crisis plan, which may include counseling and/or health assessments. - Create wellness awareness for healthy lifestyle and living for all students. This will include having our medical clinic within our schools to provide assessments and recommendations for treatments. We will help students manage stress, anger, anxiety, identify triggers to problems and at-risk behavior, and strengthening their support system.

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.

The assumption is that when students have preventative health and/or on-going health care measures, their physical and mental health issues will improve, dissipate or become manageable. Early diagnosis and proper treatment for health issues will permit students to be in the classroom and permit them to have the supports needed for success. Continuing the supports throughout the summer will provide all-year coverage for students despite school not being in session. Additionally, by providing training to our staff on how to de-escalate and provide strategies to help students remain in the classroom will be necessary. Parental training will also help with strategies to help with illnesses and teach them the importance of early and preventive health care. Diagnosing early will provide students with a treatment plan that will help them return to the classroom sooner or stay without interruption of instruction and in some cases, may prevent them from being pulled into the court system.

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 have provided mental health services for our students. Our service provider, Wellness Counseling Solutions and our District counselors have worked with our students on a variety of issues. They provide one-on-one counseling however, the diagnosis and treatment piece is missing. The poverty rate is significant as well and the numbers are higher in the elementary grades. We have 76% at our Pre-K, K-1 we have 53%, 2-3 we have 58%, 4-5 we have 55%, 6-8 we have 43%, and 9-12 we have 32%. Studies indicate a close relationship between poverty and mental illness, mental disorders are twice as frequent among the poor. Children living in poverty have toxic stress as a common occurrence and these children face neurological repercussions from exposure to stress. Numerous studies have shown that by providing programs that give children an early start work and have a high rate of return. Bridging the gap with pediatrics will benefit as well. Primary care is a solution that may help. We are in the discussion stages with Mercy Health and have been offered a clinic where Mercy provides everything, Tiffin City will provide the space. The location is ideal too as we will place the clinic in the area that has a high rate of poverty however, is within walking distance. The effects of poverty on children's health and well-being are well-documented. Poor children have increased infant mortality; more frequent and severe chronic diseases such as asthma; poorer nutrition and growth; less access to quality health care; lower immunization rates; and increased obesity and its complications. We believe that by having a clinic within walking distance and within our District, will assist families in getting the physical health treatment they need

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).

- Number of students treated for mental health issues - Number of students seen in the medical clinic - Number of people contacted in the mobile outreach program - Number of parents trained To help parents improve their parenting of and communication with their children, with the goal of reducing the risk of child abuse and neglect and/or reducing disruptive behaviors. We would like to focus on skill building,

"knowing how" - Number of staff members trained To help staff members learn to de-escalate by using verbal or non-verbal techniques to reduce the intensity of threatening behaviors before a crisis situation occurs. In addition, teach more about a functional behavior assessment where as to collaborate problem solving and to create a behavior plan that will promote the likelihood of success for students.

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

The first year will be the measurement period and since we are dealing with individual children, we will need to evaluate the success rates of keeping them in the classroom, whether that is an increase in attendance, providing wellness treatments, or by de-escalation techniques that keep students in the classroom. We will also measure the success of a wellness program by getting students involved in different activities. The student achievement is an assumption that being in a classroom correlates with increased achievement. Progress monitoring is the culture at Tiffin City Schools so each individual child will be monitored academically as well.

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

It is my goal to form an Advisory Group to oversee the operation of the grant funding, counsel on programs, and review progress. In the event the outcomes are not met, we will review what we have been doing and make recommendations for an improvement plan.

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.

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.

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 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.

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.

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

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.

224,440.00 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.

Based on our current salary schedule, top of the scale is \$34,000 for a secretary to schedule mental health visits and get the necessary paper work (Medicaid) or insurance completed. The Fringe for this position is at the high end at \$17,440 that includes healthcare. The \$3,000.00 in supplies would be for the office space/patient meeting room at the middle school. The \$165,000 is for the mobile unit (\$160,000.00) and \$5,000.00 for the upgrade to create an office and waiting room for the Mercy Health clinic at the transportation department. The \$5,000.00 in the other 800 account is for promoting, marketing and educational pamphlets.

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.

56,440.00 a. Sustainability Year 1

56,440.00 b. Sustainability Year 2

56,440.00 c. Sustainability Year 3

56,440.00 d. Sustainability Year 4

56,440.00 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 sustainability costs are for the secretary salary and fringe and for promoting, marketing, and educational pamphlets.

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.

N/A

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.

On Jan. 27, 2016, the Ohio Department of Medicaid (ODM) announced that Ohio's Medicaid School Program (MSP) is out of compliance with the federal requirement for Ordering, Referring and Prescribing (ORP). Specifically, ODM has specified that, based on the federal ORP requirements for compliance, Ohio law and Ohio's State Medicaid Plan would allow only physicians, physician assistants or advanced practice nurses to serve as ORP providers for the MSP eligible services. This new requirement would be effective Aug. 1, 2016. Our Medicaid reimbursement settlement from 2013-2014 was \$166,002.00. We will use the reimbursement funds for our sustainability. Additionally, with the potential for a partnership with Mercy Health, we will have access to meet the federal requirement for ordering, referring, and prescribing (ORP)

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 September 1-30, 2016

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

Identify Advisory Group members Create group norms, roles, goals, action steps, and group meeting dates Create a marketing/promotion plan Order the Mobile Unit Create a role out for staff training Identify training materials for parents Create a mental health referral process for students Order pamphlets, office supplies, program promotional materials Set up Community dates for Mobile Unit outreach Post Secretary position

22. Implementation(grant funded start-up activities)

a. Date RangeOctober 2016 - May 2017

b. Scope of activities - include all specific completion benchmarks

Hire Secretary - by October 7, 2016 Update Mental Health Office at Tiffin Middle School for the Counselors by October 7, 2016 Update Medical Offices at Tiffin Transportation Department for Mercy Health (if we are fortunate enough to partner with them) by October 21, 2016. Notify staff and complete professional development training. October - December 2016. Identify Parents of upcoming parental training dates, implement training. January -May 2017 Promote the programs to various groups throughout the community (with the mobile unit) - Seneca County Chamber, Rotary, Kiwanis, City of Tiffin Events such as parades, Heritage days, Summer Farm Markets. Ongoing 2016-2017. Meet with Mental Health Counselors to share expectations and referral process. The 2016-2017 school year, funding will be provided by the Mental Health and Recovery Services Board of Seneca, Sandusky and Wyandot Counties. During this initial year, we will switch to a Medicaid reimbursement process to help sustain costs and to have a back-up plan in the event grant funding is reduced or ends. Mercy Health Medical Staff to begin setting up appointments (if we partner). There is no cost to TCS for this medical health opportunity, we provide the space. We would also like to use the mobile unit to visit schools. On-going

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

a. Date RangeJune 2017 - life of sustainability and beyond

b. Scope of activities - include all specific completion benchmarks

On-going training with staff and parents - as new staff members are hired, they will be trained. As some staff members may need a refresher or update, this will take place too. On-going As new children are identified, parents will be offered parental training. On-going By this time, we should have a fully operational mental health facility with counselors being paid through insurance or Medicaid. Treatment will continue during the summer months. On-Going Mercy Health (if we partner) will be scheduling and seeing patients. On-going A continuation of marketing and promoting our programs will take place. On-going The advisory group will meet quarterly to evaluate the programs, analyze the progress (or lack thereof), review the goals and make sure they are being met. Annually, the goals will be reviewed and updated.

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:

The change we anticipate is that our children will receive the health services that they desperately need. They will have a professional mental health counselor to diagnose and treat mental illness. We will teach staff members how to de-escalate situations with students to prevent issue from becoming a crisis. We will teach parents how to relate to their children respectfully and with care and with boundaries - to be parents first, not their friend. Removing obstacles in our students lives will create room for their education without worrying about other issues. We need to share with our community that we have a crisis occurring in our community. We have children who live in generational poverty and are not receiving the health care they need. We also need to educate our community that there should be no stigma attached to mental illness.

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:

Vicki Wheatley

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 outcomes of our programs are simple: 1) We want to provide services for our students 2) Provide training to our staff and parents 3) Provide awareness to our community The data collection will be how many students received services. How many opportunities for TCS to share with our community that we have an issue with poverty and along with poverty are children who need basic needs of mental and physical health care. We need to help remove the stigma attached with mental illness by educating our community. We need to help our community understand that more people are faced with less and we need to help them, especially our children. The Advisory Group members will analyze all program functions and receive a report on the number of students who were provided with services as well as how

many outreach events we attended on a quarterly basis.

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.

When our program is in place and successful, Tiffin City Schools would welcome the opportunity to share our planning steps and how we went about making it a successful program. We will provide guidance and any share any downfall or issues we faced that could be corrected when duplicated. Our goal is to make this a successful program and then scale-up by bringing in additional services for our families. Our goal would be to have a one-stop shop by providing dentistry and eye-care, eventually. Utopia would be to have a pharmacy so families truly have multiple barriers removed. We believe that the solution to academic achievement is to first meet the basic needs of our children and that is to assure that they are healthy, physically, mentally, socially, and emotionally. Our assumption is when their basic needs are met, they will perform better in the classroom and will be able to spend more time in the classroom.

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 with the program assurances. Vicki Wheatley

Consortium

Tiffin City (044891) - Seneca 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

Tiffin City (044891) - Seneca County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Tiffin City (044891) - Seneca 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
Michelle	Tuite	Director of Instruction and Personnel	Assistance with entire project.	Director of Instruction and Personnel	Elementary School Principal for Elmwood Local Schools Elementary Principal for Toledo Public Schools Elementary Teacher for Toledo Public Schools	Master's Degree in Administration and Supervision	10	
Vicki	Wheatley	Superintendent	Oversight of the entire project.	Superintendent of Tiffin City Schools	Assistant Superintendent of Eastland Fairfield Career and Technical Schools. High School Principal Wickliffe City Schools Assistant Director of Polaris Career Center Classroom Teacher for Maple Heights City Schools	Ed.D in Leadership Studies	10	
Jeremy	Koppus	Pre-Kindergarten Principal and Special Education Supervisor	Assistance with entire project.	Pre-Kindergarten Principal and Special Education Supervisor	Special Educaiton Teacher for Lakota Local Schools	Master's Degree in Educational Administration Pre-K through 12	10	