

**Appendix 4**  
**Abstract and Narrative Form 2020-2021**

Use the text box below each part of the application to respond to that section.

**Abstract**

The abstract is a brief description of the purpose for bringing this program to the school, the students who will be served, and a summary of the activities to achieve the goals of Primary Project.

## **Program Narrative**

This section demonstrates an understanding of the six core components and how the core components will be implemented at the site(s).

### **1.0 Characteristics of the School(s)**

Help us better understand your school community.

Describe how Primary Project fits within the continuum of existing social emotional programs at your school (**Integration**). If other schools in your district implement Primary Project, please provide information on how activities will be coordinated across the district.

Describe what activities have been employed to introduce Primary Project to school personnel (**Integration**).

## **2.0 Program Implementation**

### *2.1 Screening and student selection process*

**General Information:** Schools are **not** required to serve students in each of the four grade levels (K, 1, 2, 3). Typically, an associate who works 15 hours per week will serve 12 students per cycle or 24 students per year.. Therefore you're encouraged to identify what is the greatest need for specific grade levels. Generally, 10-15% of the total number of students screened may qualify for program participation.

What grades will you serve?

How many students do you anticipate being in those grades in fall 2020? This is your number of children to be screened.

Approximately 10-15% of the number screened will be served. How many children do you anticipate serving?

Estimate the number of child associate hours that will be needed to serve the number of children in the previous question. (Typically, a 15 hr./wk. child associate can see 12 children/cycle or 24 children a year. The formula for estimating how many students a child associate might see is:  
**# of child associate hours divided by 15 times 24.**)

Describe the **screening** measure(s) which will be used to support the selection process.

Note: Psychometrically sound, online **screening** measures are available through Children's Institute. The Teacher-Child Rating Scale (T-CRS) has been used as a universal screener to measure student's social-emotional adjustment. Teachers will need computer access for online completion of measures.

If a screening tool other than the T-CRS will be used, identify the name of the assessment tool. Describe how the measure will identify areas of need and differentiate at-risk vs. high-risk students.

Describe how determinations for student **selection** will be made and who will be involved in these decisions.

## ***2.2 Intervention***

Describe your understanding of the one-on-one, nondirective, child-led play **intervention**, including the frequency (one time per week) and duration (12-15 sessions). What does the intervention look like, how will the time be spent in the play sessions?

Expand on how the relational and expressive value of play is connected to young children's learning and social-emotional well-being.

Describe how services will be culturally and linguistically appropriate for the students served.

***2.3 Staffing [The document, Duties of Key Staff, (Appendix 10), is in the application.]***

**Professional Staff:** Identify the mental health professional staff who will assume specific program responsibilities: include areas of focus, such as program coordination, selection of students, training, and ongoing **supervision** of the child associate(s). Indicate the full-time equivalent anticipated for this project. (Supervisors must have a minimum of a Master's Degree in a mental health field, such as social work, school psychology, or school counseling.) Please note that the mental health professional and the Project Coordinator may be the same person. A critical factor for the success of this program is support from both the mental health supervisor and school principal.

Paraprofessional Staff: Define the process for recruiting and hiring the child associate(s). Outline the roles and responsibilities of the child associate(s). Indicate the number of positions and full-time equivalents anticipated.

**Note:** Applications submitted by a community agency will describe roles and responsibilities both within the applying agency, as well as within the site of implementation. **Attach a letter from the school district indicating an understanding of the project and how the district will support its implementation.**

#### *2.4 Supervision*

Describe **supervision** of the child associate, the mental health professional who will be responsible, the frequency, and what will occur during this time. (Primary Project supervisors must participate in a two-day Primary Project supervisor training.)

### ***2.5 Space and materials***

Describe the space to be used as the playroom for the duration of the project.

Describe general materials to be made available for students' use in the playroom.

## ***2.6 Sustainability***

Highlight strategies to sustain the program as funding declines in years two and three and after funding ends. One example might be to present the program overview and outcomes to community stakeholders, such as the Board of Education members.

## **2.7 Ongoing program evaluation**

Describe the measures to formally **evaluate** student progress.

Note: Children's Institute offers on-line measures to capture input from: 1) the teacher, 2) child associate, and 3) mental health professional. For continuous program improvement, the evaluation, including outcomes, is conducted annually.