**Appendix 4**

**Abstract and Narrative Form 2021-2022**

Click on the text control beneath each required response to respond to each required section of this Abstract and Narrative Form. You can access this text control by clicking or tapping on the words, “**Click or tap here to enter text”**, and beginning typing**.**

**Abstract**

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

Click or tap here to enter text.

**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.

Click or tap here to enter text.

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

Click or tap here to enter text.

**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), rather select which grade levels would be most appropriate based on your school needs. Typically, a child associate (individual who works directly with identified students) who works 15 hours per week will serve approximately 12 students per cycle (fall and spring) or a total of 24 students per year. Therefore, you are 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?

Click or tap here to enter text.

How many students do you anticipate being in those grades in fall 2021? This is the number of students to be screened.

Click or tap here to enter text.

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

Click or tap here to enter text.

Estimate the number of child associate hours needed to serve the number of students in the previous question. (Typically, a 15 hr. /wk. child associate can see 12 students per cycle or 24 students per year. The formula for estimating how many students a child associate might see is:

 # of child associate hours divided by 15 times 24.)

Click or tap here to enter text.

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

Click or tap here to enter text.

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 students are learning virtually, the Parent-Child Rating Scale (P-CRS) could be used for screening.) However, it is an optional measure.)

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.

Click or tap here to enter text.

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

Click or tap here to enter text.

***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?

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

***2.3 Staffing (The document, Duties of Key Staff, (Appendix 11), is in the Application for Funds document.)***

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.

Click or tap here to enter text.

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. Primary Project paraprofessionals are typically school employed staff members.

Click or tap here to enter text.

**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 Primary Project supervisor training.)

Click or tap here to enter text.

***2.5 Space and materials***

Describe the space to be used as the play space for the duration of the project. In the event of virtual sessions, what considerations will be taken into account for the intervention to take place remotely? Describe how the child associate will coordinate space in the home environment for the intervention, following your district’s policies.

Click or tap here to enter text.

Describe general, expressive materials made available for students’ use in the playroom. In the event of virtual sessions, what items would you recommend that parents make available?

Click or tap here to enter text.

***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.

Click or tap here to enter text.

***2.7* Ongoing program evaluation**

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

* Children’s Institute offers on-line measures to capture input from: 1) the teacher (Teacher-Child Rating Scale which is also used as the screener), 2) child associate (Associate-Child Rating Scale; Child Log), and 3) mental health professional (Professional Summary Report). For continuous program improvement, the evaluation, including outcomes, is conducted annually. (Additionally, the Parent-Child Rating Scale is available, but not required. It could be used as a screening/post measure, if students are learning virtually.)

Click or tap here to enter text.

Note: We are required to report de-identified, group outcome data on program evaluation measures in our report to the state, so you will be required to use the aforementioned evaluation measures. The Electronic Data Collection Sheet (COMET) (Appendix 7) is used to calculate the cost of the measures to include in the budget.