

ANNUAL EVIDENCE-BASED SCHOOL COUNSELING NATIONAL CONFERENCE

Award Winning Project Design: + Grant Writing Tricks n Tips ...

Carol RobinsonZañartu
Trish Hatch
Jack Bariales

*Providing school counselors
with critical information about
successful practice, evaluation,
and relevant research to create
dynamic and powerful school
counseling programs*

March 18, 2013
and
March 19, 2013



*Providing school counselors
with critical information about
successful practice, evaluation,
and relevant research to create
dynamic and powerful school
counseling programs*



Trish Hatch
San Diego State
University

Jack Barilles,
Humboldt Office
of Education



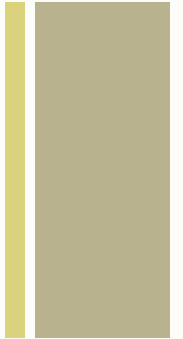
Carol
Robinson-Zañartu
San Diego State
University

**March 18, 2013
and
March 19, 2013**

**Award Winning Project
Design: Grant Writing
Tricks n Tips ...**

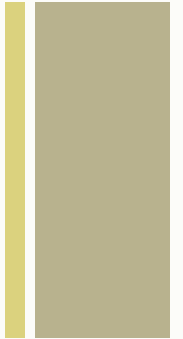


Understanding the Big Picture



- Conceptualization
- Content
- Continuity
- Consistency
- Commitment

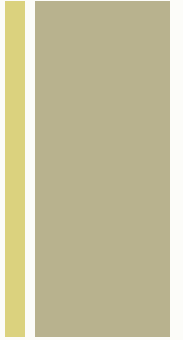
+ Consistency Overall ...



- Is your Project CONSISTENT with RFA?
- READ Absolute Priority
- READ Area of Focus
- Examine RFA and **Highlighter** in hand.
- Find out how many POINTS are in each area
 - Helps to budget time



Consistency: Overall Need ...



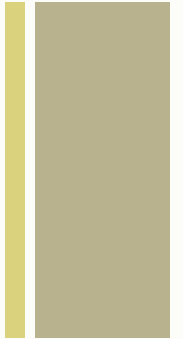
Need for the Project:

- Document shortages and gaps
- Document need for unique services
- Research needs in your region
- Ask for copy of District SARC or WASC
- Prepare reader for whole proposal

e.g., more school counselors who understand and can respond to the issues of rural poverty; know how to implement evidence-based practice

+

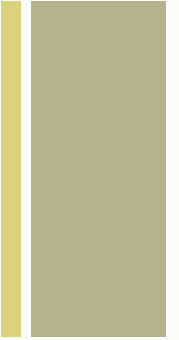
Need → Project Design → Management



- **NEED leads with continuity in PROJECT DESIGN**
 - What specific services will be provided to address data driven need?
 - How this project, specifically, respond to the needs?
- **DESIGN leads to MANAGEMENT OF PROJECT**
 - Who will be responsible to manage the implementation
 - How you will manage the various portions of the design?

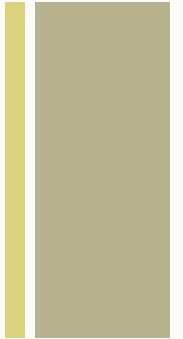


Evaluation:



- Measures delivery and effectiveness of all aspects of what you *said* you would do.
- Qualitative
- Quantitative
 - Process
 - Perception
 - Outcomes

+ Sequence of Preparation



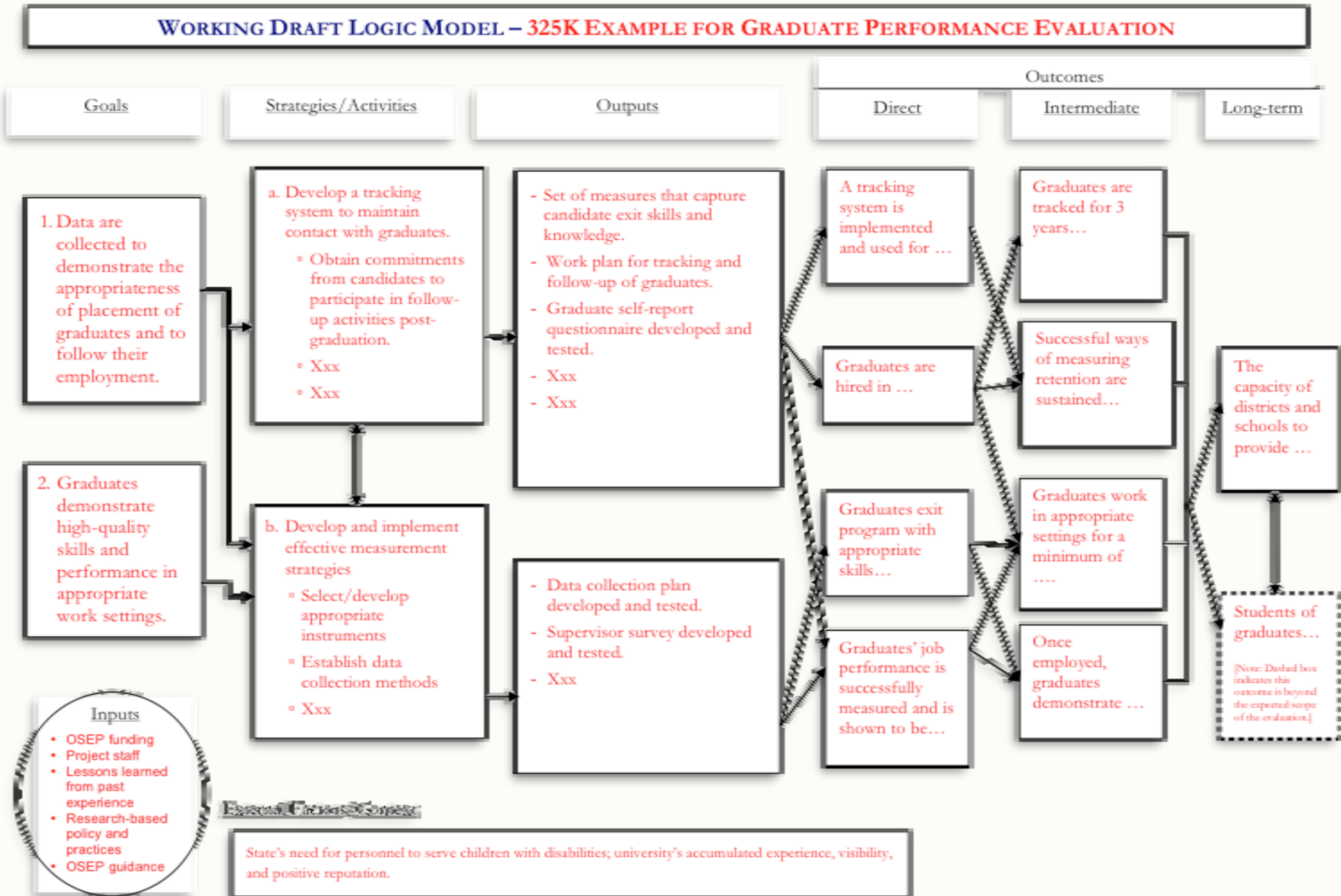
1. Develop working ABSTRACT: Major ideas intact
2. Carefully outline and begin to detail your PROJECT SERVICES
3. Begin work on the BUDGET (see if you can afford what you think you want to do and modify both as needed)
4. Secure Your PARTNERS
5. Outline Your LOGIC MODEL
6. Work for consistency with idea in NEED, PERSONNEL, RESOURCES, EVALUATION

Using a Logic Model: Two Versions

SITUATION	INPUTS	PROCESSES		OUTCOMES (measureable)		IMPACT Long Term
		Activities	Participation	Short and Mid-Term Results		Ultimate Impact
Needs & Assets	What we invest	What we do	Who we reach			
Needs Shortages & Gaps School Psychologist, School Counselors School SW - Clt'l Competence - Strength-based services to youth - Improved achievement and behavior	Two school counselors One school psychologist One school social worker School-wide PBIS training and coaching ASCA Model Training	Coordinated, tiered MH services Develop Teacher Counselor partnerships to effectively deliver services to students Guidance lessons and intentional guidance groups Individual/group counseling; behavior and academic intervention; Family outreach Consultation School-Wide PBIS Stakeholder feedback	All elementary students in 3 schools Teachers in district with rural poverty, high % diversity, including Native American and English Learners Administrators and policy makers RISE_UP Team Parents and community members	Close gap on student: mental health professional ratios (GPRA 1) Increased student skill in problem-solving, conflict resolution, pro-social skills (CHKS data; Pre-post tests) Increased study skills (Report Cards; Grades) Teachers skilled in PBIS (Survey evaluations; Training records)	Reduction in behavior referrals (GPRA 2) Decrease negative marks (N's & U's) on report card for citizenship/study habits Increase percentage of students reporting High on protective factors in school (CHKS data) Decrease truancy (Data Quest) Increase achievement scores (CST data)	Influence District Policy re: school counseling and mental health in schools Demonstrate positive outcomes with rural, high poverty American Indian, Latino District; serve as model for similar districts Reaffirm reach of PBIS to influence change Sustain program through ongoing coaching; and Trainer of Trainers



Logic Model to Support Evaluation





Helping Your Readers: Table of Contents

PROJECT RISE_UP:

Resilience Initiative for Student Engagement through Unity and Partnership

Table of Contents

Project Narrative	Page
I. Need for the Project	1
a. Underserved Youth and Youth Living on Indian Lands	1
b. Need for Greater Academic Proficiency	2
c. Need for Cultural Proficiency and Advocacy	3
d. Need to Address Behavioral Barriers to Achievement	3
e. GPRA 2 Baseline	4
f. Need for School-Wide Preventive Approach for Resilience/PBIS	4
g. Need for Comprehensive Integrated Team of MH Professionals	5
h. GPRA 1 Baseline	6
II. The Project Design	7
III. The Management Plan	16
IV. The Evaluation Plan	20
Appendices (Separate File)	
A. Guide to Priorities	
B. Curriculum Vitae for Project Director Ann Pierce	
C. ASCA Conceptual Design and Action Plans	
D. Letters of Support and Collaboration	
E. References	



Helping Your Readers: List of Appendices

Mountain Empire Unified School District (MEUSD)

Project RISE_UP:

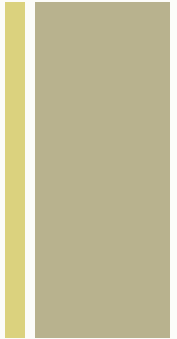
Resilience Initiative For Student Engagement Through Unity And Partnership

List of Appendices

- A. Guide to Priorities (Absolute, Invitational, GPRA)
- B. Curriculum Vitae for Project Director Ann Pierce
- C. ASCA Conceptual Design and Action Plans
- D. Letters of Support and Collaboration (Separate Attachment)
 - Ralph Goff, Tribal Chair, Campo Band of Mission Indians
 - Marianna Dyche, Title VII American Indian Parent Committee Chair and
Education Director, Campo Education Center
 - Leon Altamirano, Supervisor, Southern Indian Health Council
 - Steve Van Zant, Superintendent, Mt. Empire School District
 - Walter Philips, CEO, San Diego Youth Services
 - Carol Lewis, Chair, Mt. Empire Collaborative
 - Judith Shaplin, COE, Mountain Health and Community Services
 - Mona Noren, Director of Special Education, Mt. Empire School District
 - Supervisor Diane Jacob, 2nd District Board of Supervisors
- E. References



Helping Your Readers: Requirements



GUIDE TO APPLICATION REQUIREMENTS

Application Requirement	Location in Grant Proposal
a. Be comprehensive in addressing the counseling and educational needs of all students	Pages 2, 3, 4, 7, 10
b. Use a developmental, preventive approach to counseling	Pages 4, 9
c. Increase the range, availability, quantity, and quality of counseling services in the elementary schools and secondary schools of the local educational agency	Pages 7, 8, 9
d. Expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists	Pages 7, 8, 9
e. Use innovative approaches to increase children's understanding of peer and family relationships, work and self, decision making, or academic and career planning, or to improve peer interaction;	Pages 11, 12, 13
f. Provide counseling services in settings that meet the range of	Pages 11, 12, 13

+ Helping Your Readers: Guide to Priorities

GUIDE TO ABSOLUTE, INVITATIONAL AND GEPA PRIORITIES

Priority or GEPA Requirement	Key Location in Grant Proposal
GEPA 1. Closing the gap between actual and recommended student/mental health professional ratios	Pages 6, 7, 8, 9
GEPA 2. Decreasing numbers of referrals for disciplinary reasons	Pages 4, 10, 12, 21, 23
Absolute Priority 1. Establish or expand counseling programs in elementary schools	Pages 7, 8, 9
Absolute Priority 2. Design to collect, obtain, analyze and use high quality and timely data, including data on program participant outcomes to improve instructional practices, policies and student outcomes in elementary schools.	Pages 4, 8, 9, 10, 18, 19, 20, 21, 22, 24, 25
Competitive Priority 1. Project serving students residing on Indian lands.	Abstract; Narrative, page 1

Helping Yourself Plan: Budget Worksheets

Budget Category Description		Project Year 1	Project Year 2	Project Year 3
1. Personnel	Project Director (.21 FTE)	16,000	16,000	16,000
	School Counselor 1 (1.00 FTE)	56246	56246	56,246
	School Counselor 2 (1.00 FTE)	50801	50801	50,801
	School Psychologist (1.00 FTE)	59276	59276	59276
	School Social Worker (1.00 FTE)	56246	56246	56,246
TOTAL PERSONNEL		238,569	238,569	238,569
2. Fringe Benefits	District fringe rate of 18.9%	45,090	45,090	45,090
TOTAL FRINGE BENEFITS		45,090	45,090	45,090
Budget Category Description		Project Year 1	Project Year 2	Project Year 3
3. Travel	Required Project director's meeting	1500	1500	1500
	Annual meeting of NOSCA or ASCA for (0; 1; 3 staff)	0	1500	4500
	Travel between sites for personnel; for SSW, PD, Team	3564	3564	3564
TOTAL TRAVEL		5,064	6564	9564
Budget Category Description		Project Year 1	Project Year 2	Project Year 3
4. Equipment				
TOTAL EQUIPMENT		\$0	0	0
5. Supplies	Training Materials for counselors	2125	2125	2125
	Laptop Computer	3500		
	Consumable supplies (printing, copying, general office)	942	614	614
TOTAL SUPPLIES		6,567	2739	2739

16000

21,500

0.21333333

13% stipend

National Office for School

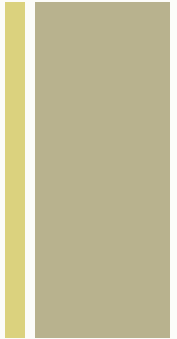
3744 "Destination

2 laptops with stat packag

dissemination of report hy



Help Yourself: Organized To Do Lists



TO DO: SDSU NACP PRODUCTION/OSEP The SDSU Native American Collaboration Project

	Index dividers	Status	FILED
I	Foundation Cover Sheet SDSU Cover Table of Contents Guide to Priorities (Absolute; Competitive)	NEED (Andrew) Done Done	
II	Budget Information Federal Budget forms Budget Overview Budget Justification	NEED (Andrew) Done Done	
III	Proposal NARRATIVE Abstract Narrative References	Done Done. Saskia working on	
IV	Assurances		
V	Appendices (list of appendices)	done	

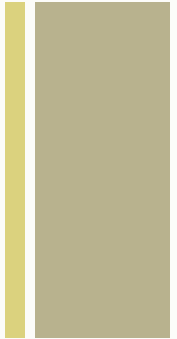


Help Yourself: Organized To Do Lists

TO DO: SDSU NACP PRODUCTION/OSEP The SDSU Native American Collaboration Project			
	Index dividers	Status	FILED
I	Foundation Cover Sheet SDSU Cover Table of Contents Guide to Priorities (Absolute; Competitive)	NEED (Andrew) Done Done	
II	Budget Information Federal Budget forms Budget Overview Budget Justification	NEED (Andrew) Done Done	
III	Proposal NARRATIVE Abstract Narrative References	Done Done. Saskia working on	
IV	Assurances		
V	Appendices (list of appendices)	done	
A	Vitae PI Robinson Zañartu NA Seminar Instructor M. Jacob NA Mentor, Institute Leader Emerson NA Rural SP Chadley NA Rural SC Deschenie NA Parent Collaborator Jones SP Director Ingraham SC Director Hatch NA Field Supervisor Howe PPS supervisor Treish PC Justice CSP Chair cook-Morales SP Director Ingraham SC Director Hatch	Done Done Done Done Done Done Done Done Done Done Done Done Done Done Done done	
B	Letters of Support COE Dean Ric Hovda, SDSU SP Director Ingraham SC Director Hatch CA Dept of Education: Canning-Digmon Principal, MTE High School Director SPED MTE Noran Principal, Campo elementary MTE Yops VCPUSD Special Ed Director Osugi Title VII Indian Parent Advisory Board Tribal Chair, Campo Kumeyaay Nation Tribal Chair, Pauma Band of Luiseno Indians	done done done done done done done done done Requested Requested	
C	Course of Study School Psychology Program School Counseling Program	Done Done	
D	Accreditation NASP Approval, SP CCTC Accreditation SC & SP	Done Done	
E	Service Obligation Acknowledgement & Agreement	Done	



Help Yourself: Organized To Do Lists

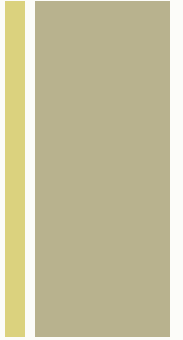


TO DO: SDSU NACP PRODUCTION/OSEP The SDSU Native American Collaboration Project

	Index dividers	Status	FILED
I	Foundation Cover Sheet SDSU Cover Table of Contents Guide to Priorities (Absolute; Competitive)	NEED (Andrew) Done Done	
II	Budget Information Federal Budget forms Budget Overview Budget Justification	NEED (Andrew) Done Done	
III	Proposal NARRATIVE Abstract Narrative References	Done Done. Saskia working on	
IV	Assurances		
V	Appendices (list of appendices)	done	
A	Vitae		



Time and Time Management



- You will not have enough time to start from scratch when the RFA comes out.
- Therefore, develop ways now to:
 - Pace your progress and writing
 - Begin collecting related research and data sets
 - Develop partnerships and collaborations way ahead
 - Start NOW and fine tune THEN