# Project Director's Management Guide

National Center for Mental Health Promotion
and Youth Violence Prevention

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# Introduction

## Purpose

The *Project Director's Management Guide* is intended as a brief overview and resource for new project directors. It may be considered a companion piece to the much more detailed *Project Resource Guide*. This guide provides a broad overview of project management, with basic tools, tips, and strategies for effective management of the complex and multifaceted Safe Schools/Healthy Students (SS/HS) Initiative.

Each section includes a list of references and resources for those who wish to explore a topic in greater depth, and recommends relevant sample documents from grantees. (These documents are included in their entirety in the appendices; see the list on page 20.) The sample documents may be particularly useful for new project directors seeking examples of how the SS/HS Initiative has been carried out in other sites. Further information and guidance can be obtained from your technical assistance specialist or Federal Project Officer (FPO)

## Roles and Responsibilities

The SS/HS project director (PD) is responsible for the overall outcomes of the Initiative and should be familiar with all of its processes, activities, and requirements. From bringing together diverse sectors of the community and schools, to guiding the management team and supervising project staff, to developing budgets and writing reports, each part of a PD's job is essential to the implementation of a successful project. In addition to managing these critical details, the PD must "connect the dots" of the various programs and functions, and take a leadership role in demonstrating the potential community-wide impact of the SS/HS Initiative.

Successful PDs are flexible, creative, and skilled at multi-tasking. It is also important for PDs to have experience working with or knowledge of school districts and other community organizations, and an understanding of the population being served.

> As a new PD, the first challenges may be knowing where to start, and gaining an understanding of both the federal requirements and expectations[1] and the policies and protocols of the local school district(s) and community partners. An organizational chart can provide a valuable map of how the SS/HS Initiative ties in to the district(s) and key community and partner agencies, and it is an especially critical tool when working with multi-district grant sites.

It may be helpful for newly hired PDs to look over the following list of roles and responsibilities and then work with their supervisors to expand the list to include additional, site-specific items.

PDs are generally expected to do the following:

- » Serve as liaison to the Federal Project Officer (FPO).
- » Initiate, coordinate, and facilitate community involvement activities.
- » Serve as liaison between members of the project team, the host organization, other cooperating organizations, and the community at large, such as the schools, mental health providers, and juvenile justice and law enforcement agencies that SS/HS projects are required to partner with (see the *Project Resource Guide* for further details).
- » Build relationships, use good communication skills with partners and staff, and negotiate various parties' proposals and agendas.
- » Recommend for hire, facilitate training of, and supervise project staff—ensure that all programs are implemented, staffed, and evaluated according to plan.
- » Prepare reports for federal grant contacts, and progress reports as dictated by the school district. SS/HS grants are required to prepare a logic model, an evaluation plan, and a timeline for implementation (see "A Plethora of Plans" in the *Project Resource Guide*).
- » Develop and produce marketing strategies and materials with the SS/HS Communication Team.
- » Work directly with superintendents, community education directors, principals, school staff, and community members to develop and implement policies relating to project issues (e.g., mental health, safety, school climate).
- » Develop and maintain project timelines.
- » Maintain records of program and staff policies, procedures, and activities.
- » Plan and develop the yearly budget proposal for the project, and work in collaboration with other partners and the FPO for overall grant financial reporting.
- » Work with business managers and administrators to facilitate processes related to the project.

1 For more information on these, see http://sshs.promoteprevent.org/project-resource-guide/project-resource-guide.

Although it is critical to perform these tasks well in order for projects to run smoothly, a PD's role is more than that of a program manager. As the leader of this Initiative, the PD must create and convey a vision of the big picture, engage project staff and community stakeholders, and communicate the impact that SS/HS can have for the long term.

## References and Resources—Roles and Responsibilities

1. "Leadership Qualities," *Professional and Leadership Development: Leadership and Teams,* Education Leadership Toolkit, NSBA's Institute for the Transfer of Technology to Education
   http://www.nsba.org/sbot/toolkit/LeadQual.html
   This section of the toolkit lists ways to identify a good leader.
2. "Leadership Self-Assessment," *Professional and Leadership Development: Leadership and Teams,* Education Leadership Toolkit, NSBA's Institute for the Transfer of Technology to Education
   http://www.nsba.org/sbot/toolkit/LeadSA.html
   Leadership ability may be determined using this self-assessment.
3. *National Center for Mental Health Promotion and Youth Violence Prevention* website
   http://sshs.promoteprevent.org
   This website contains several resources on leadership, team building, and what to look for in a PD.
4. *Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability* (Draft 2007), National Center for Mental Health Promotion and Youth Violence
   http://sshs.promoteprevent.org/project-resource-guide/project-resource-guide

   This guide reflects the experiences of more than 200 SS/HS sites in achieving program outcomes and creating systems change. The narrative discusses the unique phase of start-up and delineates its key tasks, concerns, partnerships, and events. Subsequent sections focus on implementation, partnership and collaborations, evaluation, and sustainability.

## Relevant Sample Documents from Grantees

The documents listed below are included in their entirety in the Appendices.

- *Sample Job Description for Project Director*
  This is a sample for creating a job description.
- *Project Director Advertising Sample*
  This is a sample announcement for a Safe Schools/Healthy Students PD opening.
- *Sample Organizational Charts*
  Included are examples of an organizational chart used in a single district SS/HS grant, a multi-district SS/HS grant, and an example of an organizational chart for dealing with the grant management of a project.
- *Sample Job Description: Director of Safe Schools/Healthy Students Partnership*
  This is a sample for creating a job description.

# Staff Management

This section outlines basic guidelines to help PDs better understand their role as managers of staff. It provides concrete tools for handling key functions of staff management, and offers tips for navigating the various complex relationships that are a necessary part of the SS/HS Initiative.

Being a PD for an SS/HS Initiative is a huge job. Hiring skilled and responsible staff and delegating some of these tasks enables PDs to handle their responsibilities most effectively.

## Hiring

While it is important to follow the policies and procedures of the school district or fiscal agent in regard to all decisions, this is especially true in regard to the hiring process. District policy may require that job openings are posted in certain places and for a particular length of time, and that the school board, superintendent, grant supervisor, or other administrators need to be involved in the process. Your FPO will identify which key positions require approval before hiring. The FPO can also provide valuable guidance in terms of the key qualities to look for in a candidate.

Keep in mind the following before beginning the hiring process:

- Know the policies and procedures
- Look to the contracts and budget to determine salary guidelines for staff to be hired
- Develop a clear and well-defined job description
- Obtain approval through the appropriate channels

Remember to follow the management guidelines of the school district(s)!

## Job Descriptions

The first step in hiring the appropriate people for the SS/HS Initiative is developing accurate job descriptions. Not only does the job description define the roles and responsibilities of the position, it also serves as a guide to where the position fits into the project and the organization. The job description can help to clarify who oversees the position, who the staffperson reports to, and who the staffperson can or cannot take directives from.

A job description should be clear and succinct. Be sure to include the following:

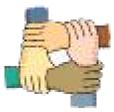
- Job duty—a single specific task
- Knowledge—information applied directly to the performance of a duty
- Skill—a present, observable competence to perform a learned activity
- Ability—a present competence to perform an observable behavior or a behavior that results in an observable product
- Credentials and experience—the minimal acceptable level of education, experience, and certification necessary for employment
- Other characteristics—duties, knowledge, skills, and abilities that do not have an obvious place in the job description but are nonetheless important to include

A job description template for a PD is included in the Appendices to this guide. Sample descriptions for several other key positions can be obtained from the SS/HS Technical Assistance Specialists.

## Processes

The organizational structure of the SS/HS Initiative is generally quite complex, with staff hired directly by the PD and contracting staff from outside agencies working side by side, in schools that are managed by principals who may not have an official relationship with the Initiative. It is important to establish clear procedures and protocols from the very beginning, so that project staff understand who has the authority to make requests of their time, and whom they should go to with particular questions or issues.

Ideally, all involved parties—school principals, mental health supervisors, and others who are not paid by the grant but work directly with grant-funded staff—will be included in the development of these protocols and structures. Administrators will be less likely to feel as if something outside their control is being implemented within their school building if they are part of the process.[2] Likewise, clinical supervisors should establish clear lines of communication with project staff, which is essential to building good relationships. Putting these structures in writing gives newly hired staff something to refer to if they are confused about how to address an issue or find a solution to a problem.



## Managing Relationships

Managing relationships among staff, administration, partners, and community members is central to the role of the PD. It is often the case that schools, mental health agencies, and law enforcement/juvenile justice partners have very different organizational cultures, as well as different views on the appropriate way to work with children and families. The PD must bring these divergent perspectives together in an effort to work toward a common goal.

Establishing lines of communication at the outset is a good first step for building positive working relationships. Some of these relationships may be governed by separate contracts, in which case PDs should familiarize themselves with the details of those contracts and what each party is committed to do under the contract's stipulations.

## Supervision

Considering that in most instances PDs supervise staff who are not located in the same office (or even the same building), it is important to establish both formal and informal channels for supervision and frequent communication. This may include weekly, bi-weekly, or monthly meetings for staff with similar positions working in different settings; regularly scheduled visits to schools and other sites for one-on-one or group meetings; frequent telephone or e-mail contact; informal "drop in" visits; and inclusion in meetings with staff, administrators, or clinical supervisors.

Again, it is important for all involved to have clarity regarding who has authority over whom and for what types of functions. This starts with an accurate job description and a good organizational chart, and is supported by regular communication between the PD and others with any control over the schedules or responsibilities of project staff.

## References and Resources—Staff Management

1. Team Building, *MeetingWizard.org*
   http://www.meetingwizard.org/meetings/team-building.cfm
   This webpage describes the importance of a team and provides suggestions for putting a team together.
2. Project Management Tools, *MindTools.com*
   http://www.mindtools.com/pages/main/newMN_PPM.htm

2 For more information on engaging administrators, see http://www.promoteprevent.org/Publications/ESAguide/index.htm.

This webpage explains some of the specific skills needed to run projects successfully, with minimum wastage of resources.

3. Free Basic Guide to Leadership and Supervision, *Free Management Library*
   http://www.managementhelp.org/mgmnt/prsnlmnt.htm

4. *Management by Objectives (MBO)*
   http://www.1000ventures.com/business_guide/mgmt_mbo_main.html
   MBO is a systematic and organized approach that allows management to focus on achievable goals and to attain the best possible results from available resources.

## Relevant Sample Documents from Grantees

The documents listed below are included in their entirety in the Appendices.

» *Description and Specifications for a Work Statement*

» *Sample SS/HS Biweekly Time Sheet for Salary Employee*

» *Sample Plan for Staff Performance Assessment*

# Basic Communication

The PD of an SS/HS Initiative must develop and manage relationships with staff, partners, and community members. In order to do this successfully, protocols for communication should be established early on, creating a steady flow of information from the PD to stakeholders and back again. This section outlines some basic communication principles and strategies, and suggests resources for further assistance in this important area.

Those who need to be included in any SS/HS communication strategy can be represented by concentric circles. The inner circle consists of project staff, the Core Management Team, and the local evaluator. The next circle is made up of key community partners, school administrators, and other stakeholders whose input will impact program decisions. The outer circle represents community members, parents, teachers, and others who have a stake in program outcomes. A fourth circle that intersects with the other three consists of the FPO, Technical Assistance providers, and anyone else who is outside the community but has a role in the Initiative.

## Communicating with Staff, the Core Management Team, and the Local Evaluator

Successful PDs make it a priority to establish a system of communication early on in the grant cycle. E-mail is the most efficient medium for scheduling meetings and sending information. It is helpful to set up several e-mail lists (e.g., mental health staff; school administrators; Core Management Team) for efficient group mailings. By setting up a regular calendar of meetings, participants can plan the rest of their schedules around their SS/HS commitments and will be more likely to attend. For project staff, it may also be desirable to arrange a regular schedule for supervision or check-in times.

Creating a template for memos and meeting invitations or using online scheduling software can save time. By keeping the subject line in e-mails consistent, recipients who receive a large number of e-mails each day will know what to expect and will be more likely to read what you send to them. E-mail is also an excellent way to get input from participants when planning a meeting agenda. If Core Management Team members or others need to be present in a decision-making capacity, it is good to let them know ahead of time what the expectations will be.

Most PDs spend a significant percentage of their time out of the office, traveling to schools and community sites and attending meetings. It is useful to establish a system or protocol for phone communication, which could involve being available by cell phone, leaving messages with office staff, or checking office voice mail on a regular basis.

It is particularly important to establish clear expectations for communication with the project's local evaluator. At a minimum, evaluators meet regularly with the PD and attend partnership meetings; most are involved with data collection on a frequent basis. It is best to establish a schedule early on and to include this as a deliverable in the evaluation contract, along with regular reporting of process and outcome measures. PDs sometimes have questions that need to be answered quickly, so evaluators should be clear about the best way to get in touch with them (e.g., phone or e-mail) and should let PDs know about travel, vacation schedules, and other things that might make them unavailable.

*One-on-One Interpersonal Communication Skills*

- Be responsive
- Be engaging
- Be pleasant
- Be patient
- Be clear
- Be positive
- Be realistic
- Be a problem solver

From *"Basic Communication Skills,"* Partnerships and Participation in Planning

## Communicating with Community Partners, School Personnel, and Stakeholders

The previous suggestions about developing e-mail lists, using a consistent format for meeting invitations, and planning a regular meeting schedule apply to this wider group as well. Partners have a key role in the success of the SS/HS Initiative, and their input and involvement is very valuable. It is important to be aware that each system involved in the Initiative—schools, law enforcement, community mental health, juvenile justice, etc.—has its own culture and its own particular way of doing business. For example, a police officer who is accustomed to "top down" pronouncements may not be used to a group decision-making process, and a mental health professional may have a hard time accepting the time limitations inherent in school schedules. Teachers and direct service providers may only be able to access their e-mail once or twice a day. PDs need to accommodate these differences and to base their expectations on the reality of partners' professional lives. Scheduling and program planning have to take into account such factors as school testing calendars, agency staff retreats, and district holidays.

When inviting partners or stakeholders to a meeting, it isn't enough to request their input or participation. PDs should communicate how the partners themselves can benefit from being a part of this Initiative, and be clear about "what's in it for them" if they attend a particular meeting. Busy school administrators, direct service providers, and community leaders will be more likely to give their time to an SS/HS partnership meeting if they understand how their agency or constituents can benefit from their participation.

> Keep in mind each **individual** or group brings with it their own **culture** and processes.

## Communicating with Parents, Teachers, Businesses, and Other Community Members

To successfully implement SS/HS programs, there should also be buy-in and input from these sectors of the community. As with all other groups, communication efforts need to highlight how participants will benefit from attending a meeting, answering a survey, or signing up for a family intervention. When conducting outreach, PDs should employ culturally competent strategies.

It is a good idea to keep sustainability in mind from the beginning and to think about how each of these groups can contribute to the future of successful SS/HS activities and initiatives. The Communications Team can help with strategies for publicizing program successes and gaining community support, which PDs should make use of beginning in the first year of grant funding.

## Communicating with FPOs and Technical Assistance Providers

In addition to playing a monitoring role, FPOs can provide assistance with program planning and implementation, so it is important to keep them informed when questions are raised or key decisions are being made. Often, this can be done simply by copying them on an e-mail to partners or fiscal managers. Similarly, it is a good idea to keep one's Technical Assistance Specialist and Communication Specialist "in the loop" when program announcements or changes are made. It is also useful to send an electronic copy of or link to any publicity that the project receives.

## References and Resources—Communication

1. "Basic Communication Skills," *Partnerships and Participation in Planning,* Department of Urban Affairs and Planning, Virginia Tech, College of Architecture and Urban Studies
   This site provides a guide to basic communication skills, including One-on-One Interaction, Writing Skills, Presentation Skills, and Facilitation Skills.
   http://www.uap.vt.edu/cdrom/tools/tools1.htm#One-on-one%20(interpersonal)%20skills

2. *Leading and Communicating: A Guide for Watershed Partnerships*
   http://www2.ctic.purdue.edu/KYW/Brochures/LeadingCom.html
3. *Meeting Wizard Online Scheduling Solutions*
   http://www.meetingwizard.com/
   This free Web-based program can be used to arrange and schedule meetings and other events.
4. TimeBridge
   http://www.timebridge.com/home.php
   TimeBridge is a free Web application for one-step scheduling with large groups or individuals across time zones, calendaring systems, and companies.
5. "Writing Guides: Email," Colorado State University
   http://writing.colostate.edu/guides/documents/email
   This website offers a writing guide and tips for effective use of e-mail.

## Relevant Sample Documents from Grantees

The document listed below is included in its entirety in the Appendices.

» *Communication Graphic to Explain the SS/HS Program Initiative*
  This is a graphic depiction of the SS/HS Initiative.

# Creating a Work Plan

A work plan is a standard management tool, used to organize and outline the tasks to be completed over the course of a project in order to achieve the project's objectives. With this in mind, it may help to start forming your work plan by listing the objectives or goals you want to achieve and then work backward, deciding on the methods, time, and resources needed to reach each goal.

As part of your original application for SS/HS funding, you created two documents that should form the basis for your initial work plan: the project timeline and the Logic Model. The timeline provides direction about the order and timing of tasks. The Logic Model, which SS/HS grantees are required to complete by the middle of their first year of funding, provides the "big picture" of your Initiative's goals and objectives and the logical links between resources, tasks, and outputs. It should serve as the foundation of your work plan and all tasks within your project. In particular, the columns designated "Activities" and "Partners" are an excellent source of information about what you are committed to doing and who is responsible for what.

## Getting Started

It's best to include the project management team in the process of revising your initial work plan. This helps to ensure that all members of the team are focused on the goals and the tasks at hand.

## Methods

There are several different ways to create a work plan:

- » A basic column chart can summarize the project and objectives and list project phases that connect the tasks, timeframe, resources needed, and responsible party to the objective to be achieved. This method works well if the goals of the project are clearly laid out, and the team has a method for accomplishing each of them.
- » Some projects or grants have clear goals, but the method to achieve them is left open for interpretation, making it more difficult to define a path to reach the project objectives. In this instance, the Logic Model is the best method for creating a work plan. (See the Tools Section of the *SS/HS Project Resource Guide* for more information on Logic Models.)

## References and Resources—Creating a Work Plan

1. *Creating a Work Plan,* Youth Action and Policy Association
http://www.yapa.org.au/youthwork/facts/workplan.php
2. *Guidelines for Preparing a Work Plan: A Key Tool of Participatory Management*
http://www.scn.org/cmp/modules/pm-pln.htm
3. "Work Plan," SBA Gopher: Handbook for SBIR Proposal Preparation, *U.S. Small Business Association, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability* (Draft 2007), National Center for Mental Health Promotion and Youth Violence Prevention
http://sshs.promoteprevent.org/project-resource-guide/project-resource-guide
This guide reflects the experiences of more than 200 SS/HS sites in achieving program outcomes and creating systems change. The narrative discusses the unique phase of start-up and delineates its key tasks, concerns, partnerships, and events. Subsequent sections focus on implementation, partnership and collaborations, evaluation, and sustainability.

## Relevant Sample Documents from Grantees

The documents listed below are included in their entirety in the Appendices.

» *Sample Implementation Timeline/Milestones, 2007 SS/HS Grantee Application*

» Logic Model Worksheet, Tools Section, *Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability*
http://sshs.promoteprevent.org/project-resource-guide/section-3-resources-tools-and-management-requirements

# Conducting Effective Meetings

With school-community collaboration at the core of the SS/HS Initiative, frequent meetings are inevitable, and it is the task of the PD to make sure that they are productive and engaging. Meetings can serve various purposes over the course of a project (e.g., staff meetings; planning meetings; problem-solving meetings; task force, partner, or coalition meetings) and can help a project run efficiently by addressing project needs and issues as they arise. This section outlines some key elements of effective meetings, including defining an agenda, inviting the right mix of participants, setting ground rules, managing the time, and facilitating a productive discussion.

## Agenda

When creating an agenda, it is important to consider the meeting's objectives and to be realistic about the time needed to accomplish each of them. How the agenda is arranged and what items are included can affect the pace of the meeting, the expectations of attendees, and the ultimate direction of the meeting.

When setting the agenda, be sure to include input from key partners and/or stakeholders. Agenda items should be specific and direct. Other recommendations:

» Have a time limit for each item.

» Begin with an activity to keep the participants active and engaged.

» Address important tasks early in the meeting.

» End the meeting with a summary of next steps.

*Tips for an Effective Meeting*

1. Start and end meetings on time.
2. Have an open agenda on the chalkboard or flip chart.
3. If an item isn't on the open agenda, reschedule it for discussion at a later time.
4. Give each item on the agenda a time limit.
5. Decide if an item can be discussed today or needs further action before a decision can be made. (Any delayed item should be the first item on the next open agenda.)
6. Write items that come up but are outside of your agenda on a "parking lot" (a flip chart paper).
7. Summarize and record action items before adjourning the meeting. Identify who is responsible for which action. Follow up on them at your next meeting.

*Excerpted from Susan Cullen's "Top 7 Steps on How to Conduct Effective Meetings,"* http://top7business.com/?id=876

## Attendees

Inviting the appropriate attendees to the meeting is as important as having a well-crafted agenda. In order to ensure good attendance and active participation, meetings should be mutually beneficial: Attendees should be able to see what they (or the school/agency/group they represent) can get out of being there. Meeting size and makeup will vary based on the agenda and objectives. For example:

» To plan programs or events, invite a small group of individuals who are actively involved in the Initiative and are willing to take on new tasks or responsibilities.

» To get support or buy-in for a new program, reach out to parents, teachers, and community leaders.

» To move forward with significant new interventions or to make changes to the way systems are functioning, include key decision makers (e.g., the superintendent, principal, chief of police, director of a local mental health agency).

Participants who are expected to attend should be notified in advance of the date, time, location, and purpose of the meeting and their expected role. It is helpful to send a reminder the day before.

## Ground Rules

A good strategy to set the tone of the meeting is to establish basic ground rules that all participants agree to adhere to. These guidelines, such as participate, get focus, maintain momentum, and reach closure should be used at each meeting and communicated to new participants when they join the group. Ground rules can also help the group deal with difficult participants. PDs can use the ground rules to guide the discussion back toward resolution of the agenda items.

## Time Management and Facilitation

Meetings can quickly become wasted time if they are not kept on schedule and on task. In order to do this, a start and end time for the meeting should be established beforehand, and each agenda item should have a time allotment. If the group tends to get off track, someone can be designated as timekeeper.

Note-taking responsibilities can be rotated among participants, though it's best if the PD/facilitator does not also take notes.

In order for a meeting to hold participants' interest, it is a good idea to vary the agenda items to include different types of presentations and multiple voices (e.g., PD report, PowerPoint presentation by evaluator about recent data, feedback from staff about recent activities, roundtable discussion).

All participants should have an opportunity to be heard. As facilitator, the PD should encourage participation and focus by having specific, directed topics and using targeted questions. Other tasks of facilitation include keeping the group on task, enforcing the ground rules, steering the conversation back to the agenda, and making note of non-agenda topics to be addressed at a later date.

## References and Resources—Conducting Meetings


1. Agenda Setting—Helpful tips, *MeetingWizard.org*
   http://www.meetingwizard.org/meetings/meeting-agenda.cfm?re=2
   This webpage discusses what should be included in an agenda and provides an example of a well-organized agenda.
2. *An Agenda for Agendas* by Rick Brenner
   http://www.chacocanyon.com/pointlookout/050525.shtml
   This article briefly covers the importance of a good agenda and tips to make an agenda effective.
3. Chairing a Meeting, *MeetingWizard.org*
   http://www.meetingwizard.org/meetings/chairing-a-meeting.cfm
   The skills needed to run a meeting are described in this webpage.
4. *Effective Meeting Facilitation: The* Sine Qua Non *of Planning* by Miranda Duncan
   http://arts.endow.gov/resources/Lessons/DUNCAN1.HTML
   This essay discusses how a well-planned and well-facilitated meeting can sustain participants' energy and allow them to contribute their best thinking to the endeavor.
5. Effective Meetings—Tips, *MeetingWizard.org*
   http://www.meetingwizard.org/meetings/effective-meetings.cfm
   Helpful before, during, and after tips for having an effective meeting.
6. *Have a Program, Not Just an Agenda* by Rick Brenner
   http://www.chacocanyon.com/pointlookout/070509.shtml
   This brief article suggests making the agenda into more of a program to accommodate different types of meetings, and provides a list of suggestions on how and why to do this.

7. *How to Build an Agenda,* Meeting Professionals International
http://www.mpiweb.org/CMS/uploadedFiles/Chapters/Chapter_Toolkits/Leadership_Development_Toolkit/How%20to%20Build%20an%20Agenda.doc
This document gives ideas on agenda building, outlines the purpose and elements of an agenda, and explains how to follow *Robert's Rules of Order.*

8. *How to Make Meetings Worth Attending* by Rick Brenner
http://www.chacocanyon.com/pointlookout/040818.shtml
Many of us spend seemingly endless hours in meetings that seem dull, ineffective, or even counterproductive. This article provides some insights to keep in mind that might help make meetings more worthwhile—and maybe even fun.

9. Managing Meetings, *Free Management Library*
http://www.managementhelp.org/grp_skll/meetings/meetings.htm
This webpage offers a list of guides, guidelines, tips, and tools for managing various types of meetings.

10. *MyCommittee.com*
http://www.mycommittee.com/QuickStart/tabid/1798/Default.aspx
Free software is available to help create an agenda, take minutes, and track tasks.

11. Running Effective Meetings, *Mindtools* website
http://www.mindtools.com/CommSkll/RunningMeetings.htm
Sections of the website include how to run an effective meeting, take notes, and plan an agenda.

12. Scheduling Meetings—Art or Science?, *MeetingWizard.org*
http://www.meetingwizard.org/meetings/scheduling-meetings-software.cfm
This webpage describes the issues and complexity of scheduling meetings, lists common problems in scheduling, and provides some helpful hints along with a link to MeetingWizard.org's meeting scheduling tool.

## Relevant Sample Documents from Grantees

The documents listed below are included in their entirety in the Appendices.

- *Gage County Coalition: Task Force Committee Convening* PowerPoint by Jennifer Kitson
This PowerPoint presentation gives tips and ideas for how to convene task force committees.
- *Sample Agenda for Core Management Team Meeting*

# Decision-Making

Having a clearly defined decision-making process that works and that all understand and agree to is an important component of ensuring that the project runs smoothly. A shared vision among the participants will aid in this process. Before or during their first meeting, PDs should establish how the Initiative will address the needs of the groups involved in the partnership and the clients the partners deal with. While beginning this process can be a daunting task, collaboration among project staff and stakeholders can ease the transition.

*Types of Decision-Making*

- **Autocratic**—one person
- **Collaborative**—one person with communal input
- **Democratic**—majority rules
- **Consensus**—collective agreement

*Excerpted from* Gage County Coalition: Task Force Committee Convening *PowerPoint by Jennifer Kitson*

For all decision-making teams, PDs must achieve a balance between having a sufficient number to represent the stakeholders' interests, yet not so many that nothing gets accomplished.

Effective groups are explicit about the type of decision-making they will use. Some decisions are made autocratically—the PD or superintendent makes the decision, with very little input from the rest of the group. Other decisions are made collaboratively—all group members have a voice and are asked for their opinions. Others are made democratically, by collective agreement of all members of the group; the issue is presented, the group is asked to vote, and the majority rules. Finally, the group can make decisions by consensus, in which they collectively agree, and the decision is shared by all team members.

## Considerations and Techniques

The PD should communicate clearly to the team how decisions will be made for the Initiative and be able to employ a variety of strategies to help guide the team through the decision-making process. For example:

» Ask and answer, What can I contribute? Engage the team in thinking about what each member can contribute to the discussion. Encourage them to consider strengths they bring to the effort from their home and community experiences, education or work, or particular talents and hobbies.

» Develop ground rules. Agree on a meeting time and place, team roles, and how to conduct the discussion (brainstorming, reflection time, go-arounds, "parking lot," etc.).

» Foster team development. One strategy for this is known as *forming* (define the task), *storming* (manage any general disagreement over the process), *norming* (get to the decision-making), and *performing* (problem-solve and reach a solution).

» Reach consensus. This is generally a seven-step process: (1) Present and define the issue. (2) Listen to the group's responses. (3) Generate options. (4) Post all options. (5) Identify the positives and negatives of each. (6) Agree on a solution. (7) Test for consensus.

## References and Resources—Decision-Making

1. *Communications Strategies for Engaging Businesses in School/Youth Violence Prevention Partnerships* (2002) http://media.shs.net/sshs_media/msdoc/Taking%20Communications%20To%20New%20Heights/4_02_Business%20Binder%20Manual.doc#_Toc5079356

Focus on the process in order to reach a solution that is amenable to all.

2. Handouts by Jane Bluestein, Instructional Support Services, Inc.
   http://janebluestein.com/handouts/directory.html

## Relevant Sample Documents from Grantees

The document listed below is included in its entirety in the Appendices.

- » *Core Management Team Roles and Responsibilities*
  This table lists the types of committees, teams, and workgroups that may exist within an SS/HS Initiative.

# Conflict Management

Once team members' roles and responsibilities have been defined and your work plan is being executed, clashes due to differences in working styles, cultures, and environments will inevitably arise among the various parties involved in the Initiative. This section addresses how to manage conflicts among the team in order to foster a productive partnership and a successful project.

Establish a shared vision of success.

Conflicts are often a result of a miscommunication or lack of understanding among the participants. With the various stakeholders involved in partnership with the SS/HS Initiative, PDs should understand and acknowledge that conflict will likely originate from differences in perspective (i.e., school vs. mental health, or law enforcement vs. school), in each team member's unique experience, and in the partner organization's purposes. It is important to understand the foundation for the disagreements, even as PDs encourage participants to work together to accomplish their common goals. PDs should work to establish a shared vision, feel free to contribute their own ideas, and be open to other processes and methods.

## Strategies for Managing Conflicts

Most conflicts can be resolved through open and clear communication processes, but it helps to have a variety of strategies on hand to guide the team through conflicts and get back on the path to meaningful participation. For example:

» Collaboration. All stakeholders contribute to a common outcome. This approach reduces bad feelings among team members and helps build commitment to the team. However, as the goal is to reach consensus, collaboration generally involves some time and effort.

» Compromise. Striking a balance between two or more opposing ideas—both sides give up a requirement in order to reach a mutually acceptable decision. This strategy is ideal for short-term or temporary solutions, when time constraints exist.

» Competition. This is a method of bargaining, generally used when basic rights are at stake or to set a precedent. To ensure that it does not cause the conflict to escalate, there should be a clear process that all team members are aware of, and all team members must agree to abide by the outcomes.

» Accommodation. Use this strategy to appease a stakeholder or team member when the decision is more important to that person than to the project as a whole. It is also an appropriate strategy when you recognize that you are wrong or have made an error.

*Five Steps to Managing Conflict*

- Analyze the conflict
- Determine management strategy
- Pre-negotiation
- Negotiation
- Post-negotiation

*Excerpted from "Managing Conflict: A Guide for Watershed Partnerships,"* Know Your Watershed, http://www2.ctic.purdue.edu/KYW/Brochures/ManageConflict.html

In time, a good PD will begin to anticipate conflicts and use these strategies to deflect them and to redirect the team's energy toward achieving its goals.

## References and Resources—Conflict Management

1. *Conflict Prevention & Conflict Resolution: Strategies,* Jane Bluestein, Ph.D. http://janebluestein.com/handouts/conflict.html

2. *The Community Toolbox. Part E: Leadership, Management, and Group Facilitation. Chapter 16: Group Facilitation and Problem-Solving. Section 2: Developing Facilitation Skills. Main Section: Introduction, what, why, when, who, and how. Dealing with disrupters: Preventions and interventions*
   http://ctb.ku.edu/en/tablecontents/sub_section_main_1154.htm
3. *Communications Strategies for Engaging Businesses in School/Youth Violence Prevention Partnerships* (2002)
   http://media.shs.net/sshs_media/msdoc/Taking%20Communications%20To%20New%20Heights/4_02_Business%20Binder%20Manual.doc#_Toc5079356
4. *Cultural and Linguistic Competence Toolkit*, National Center for Mental Health Promotion and Youth Violence Prevention
   http://sshs.promoteprevent.org/cultural-and-linguistic-competence-clc-toolkit/introduction-clc-toolkit
5. *Managing Conflict: A Guide for Watershed Partnerships*
   http://www2.ctic.purdue.edu/KYW/Brochures/ManageConflict.html
6. *Ten Strategies for Conflict Resolution*, developed by Wholistic Stress Control Institute, Inc., distributed by the State Wellness Program, a program of the Employee's Benefits Council
   http://www.ebc.state.ok.us/NR/rdonlyres/EF923A84-7FA8-4525-979A-2688DC5D0841/0/conflictresolution.pdf

# Working with Budgets and Contracts

PDs often create and manage the SS/HS budget and staff contracts, though their level of involvement in these tasks can vary. However, as the project leader, it is in every PD's best interests to be knowledgeable and aware of how budgets and contracts affect the day-to-day and overall tasks of the project. There can even be legal ramifications if the rules that govern the project are not clearly understood. Below are some tips—both strategies and lessons learned—around issues that may arise in regard to budgets and contracts.

## Things to Do

» Get to know the people in the business office who handle your project. It is important that you and the business office are clear on your respective roles in relation to the project. Make sure that the business office understands both your grant and the Education Department General Administration Regulations (EDGAR) guidelines, and knows who to contact if approval is required.

» Know who has contract and/or hiring authority. This may not lie with the PD.

» Get to know your organization's legal counsel. It's a good idea to set up periodic meetings with your legal counsel to review any liability issues that may arise and to go over contracts and invoices for services rendered.

» Maintain good processes and record keeping. This will help your project run more smoothly. Consider hiring a staff member with expertise in budgets, contracts, invoices for services rendered, and issues of confidentiality.

» Regularly review invoices. Track how much money is going in and out of the project and for what purpose.

» For SS/HS grants: Refer to the specific federally mandated requirements (EDGAR) while following the district procedures, policies, and procurements that govern your contract before committing your funds to a partner contract, materials, or other major purchase. (For federal regulations, visit http://www.ed.gov/fund/landing.jhtml?src=rt.)

» Consult your FPO regarding any questions or issues related to the project funding, budget, or contracts.

## Things to Avoid

» Do not assume that the business office will direct questions to you. Make sure that they know what issues you have the authority to sign off on.

» Do not sign or authorize a staff or partner contract without following EDGAR and your district's procurement policies and procedures. Remember that EDGAR supersedes your district's policies and procedures. It's also a good idea to have the legal department review these documents.

» Do not assume that a partner organization is taking care of a certain aspect of the project. Directly confirm each partner's responsibility. For example, SS/HS PDs should gain the assurance of the mental health authority that it will oversee the mental health aspect of the grant.

» Do not forget to review invoices. PDs are responsible for knowing what contracting services are being billed. By reviewing invoices, you can monitor to make sure that there is a proper paper trail for how services are being provided, and you will be able to address an issue as soon as it arises. For example, in an SS/HS grant, double billing may be an issue if the agency you are contracting with is billing Medicaid, private insurance, or parents *and is also* paying for it through the grant. SS/HS PDs should have monthly or quarterly billing, which allows you to monitor accountability and quality of service. In any case, consult with the FPO regarding the proper procedures for billing third parties.

While the PD may not have direct responsibility for creating or updating the budgets, ultimate responsibility lies with the PD if an issue arises, and he or she will be expected to know the ramifications for any decisions that are being made.

## References and Resources—Budgets and Contracts

1. *Budget Planning and Preparation*, University of Michigan
   http://www.research.umich.edu/proposals/budgets/budget_plan.html
   This document describes how to prepare a budget plan.
2. *Creating Your Project Budget: Where to Begin* by Shelly Doll
   http://www.builderau.com.au/strategy/projectmanagement/soa/Creating-your-project-budget-Where-to-begin-/0,339028292,320265341,00.htm
   This article discusses the basics of developing a budget and provides guidelines to help create a consistent, justifiable, and realistic budget.
3. *Developing and Managing Contracts: Getting the Right Outcome, Paying the Right Price*, Australian Government
   http://www.anao.gov.au/uploads/documents/Developing_and_Managing_Contracts.pdf
   This guide from the Australian government covers the phases of the procurement cycle, from selecting a preferred contractor to managing and ending the contract.
4. *Training and Technical Assistance: Unsure Whom to Contact?*, SS/HS website
   http://www.sshs.samhsa.gov/community/whotocontact.aspx
   This is a list of frequently asked questions and a guide to help SS/HS grantees with various aspects of the grant.

## Relevant Sample Documents from Grantees

The documents listed below are included in their entirety in the Appendices.

- *Master Budget Planning Checklist & Worksheet*, JUST GRANTS! Arizona
  http://www.azgrants.com/worksheets/budget.cfm
  This worksheet is a planning and management tool to guide you in developing and ultimately implementing a successful grant-funded project or program.
- *Sample Budget Narrative*
- *"Best Fiscal Practices" PowerPoint by Shonna R. Moore, HR/Fiscal Manager, SS/HS Bradley County Site*
  PowerPoint given at the 2009 Project Director Consortia, Washington, D.C.
- *Sample SS/HS Expenditure Template*

# Sample Documents from Grantees

The following documents are adapted from SS/HS grantees. These are samples, rather than models or templates. While you can certainly reference them as you develop your own tools, please consult your Technical Assistance Specialist for guidance in creating your own.

| Appendix | Title |
|---|---|
| A | Sample Job Description for Project Director |
| B | Project Director Advertising Sample |
| C | Sample Organizational Charts |
| D | Sample Job Description: Director of Safe Schools/Healthy Students Partnership |
| E | Description and Specifications for a Work Statement |
| F | Sample SS/HS Biweekly Time Sheet for Salary Employees |
| G | Sample Plan for Staff Performance Assessment |
| H | Communication Graphic to Explain the SS/HS Program Initiative |
| I | Sample Implementation Timeline/Milestones, 2007 SS/HS Grantee Application |
| J | Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability |
| K | Gage County Coalition: Task Force Committee Convening PowerPoint by Jennifer Kitson |
| L | Sample Agenda for Core Management Team Meeting |
| M | Core Management Team Roles and Responsibilities |
| N | Master Budget Planning Checklist & Worksheet, JUST GRANTS! Arizona |
| O | Sample Budget Narrative |
| P | "Best Fiscal Practices" PowerPoint by Shonna R. Moore, HR/Fiscal Manager, SS/HS Bradley County Site |
| Q | Sample SS/HS Expenditure Template |

# Appendix A:
# Sample Job Description for Project Director

## The Organization

Please describe your organization.

## The Position

Project Director

Reporting to ___________________________________________

## Responsibilities:

Strategic Planning:

- Review the strategic planning process and take an active role in defining, in conjunction with the __________, both short-term and long-term strategic imperatives for ensuring continued success as well as fulfilling the mission and the financial and operational health of the project.
- Provide transparency about, and measurement of, the project's performance against goals to the ________________
- Present "case" scenarios and contingency plans that have thoughtful analysis on cost, impact, and budget implications.
- Encourage and work with board members to take a public stance that will promote the mission of ____________

## Development and Marketing:

- Expand existing Development program to include: establishment of endowment fund; plan for obtaining government grants and enhanced individual and corporate giving programs.
- Develop and implement a branding strategy that will build brand identity, awareness and recognition for the __________________
- Guide all communications and public relations messages to consistently articulate ____________'s mission, and to support (and expand) the reach of the project.

## External Communications:

- Act as the key representative of the __________to all constituents.
- Effectively communicate and demonstrate the __________mission to be a totally successful partnership.
- Develop meaningful and effective relationships with the media.

## Operational Management:

- Balance the involvement and influence of ___________________members, sponsors and collaborators to ensure a true partnership that enhances the best qualities of the collective partnerships.

- Assist the __________Committee, ______________ and ______________to ensure that the objectives are met as planned: on schedule, within budget, with the utmost attention to detail and in a style consistent with the __________ vision.
- Attract, develop and retain high-performing team members committed to and passionate about the _______________and its vision.
- Review current budget processes, then suggest and implement improvements, providing tight oversight of the __________'s finances and budgets and maintaining strong cash management.

## Qualifications:

- Educational ________________
- If necessary: Bi-lingual (Spanish and English/ other languages).
- Demonstrated success building high-impact relationships, with culturally diverse constituents, including government officials, parents, principals, funders, teachers, business owners, students, between others.
- At least__________years of experience in one or more of the following areas: __________,___________________, __________________ and_____________
- At least ______ years of specific functional experience in fundraising and development, preferably in an educational setting.
- Mature, intelligent, poised, energetic and focused on quality results. A proven implementer with a highly collaborative style.
- Commitment and passion for the _________ and its mission.

The Project Director will be located _____________.

______________is an Equal Opportunity employer. Personnel are chosen on the basis of ability without regard to race, color, religion, sex, national origin, disability, marital status or sexual orientation, in accordance with federal and state law.

## Contact information:

Name __________________________

E-mail______________________________

Phone ________________________________

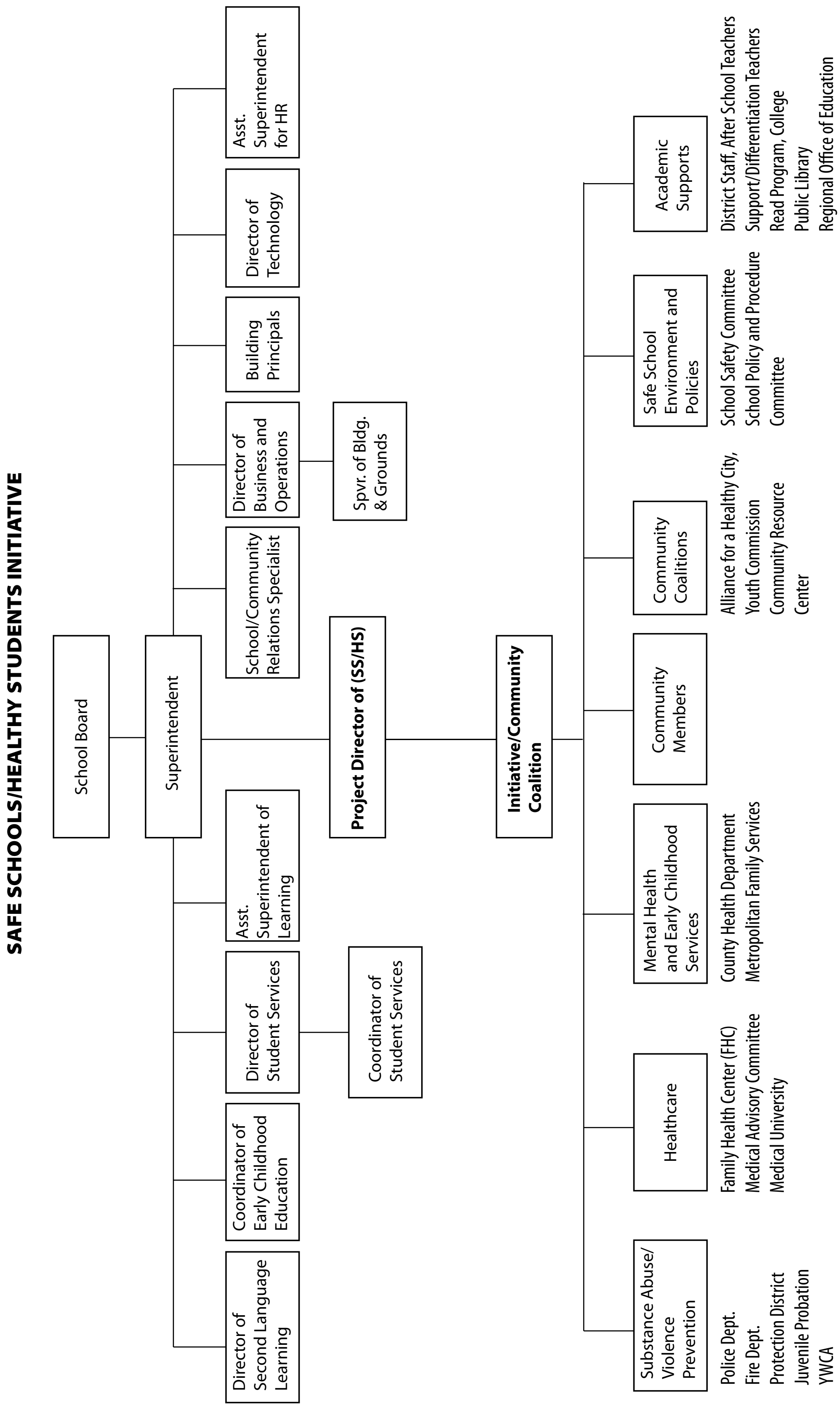
# Appendix B:
# Project Director Advertising Sample

The Project Director manages the day-to-day operations of the Partnership, including supervision of the central staff, and ensures that the project's goals and objectives are met. The Project Director reports to the Partnership's governing board, which includes the Superintendent of the school district. The Director's responsibilities include:

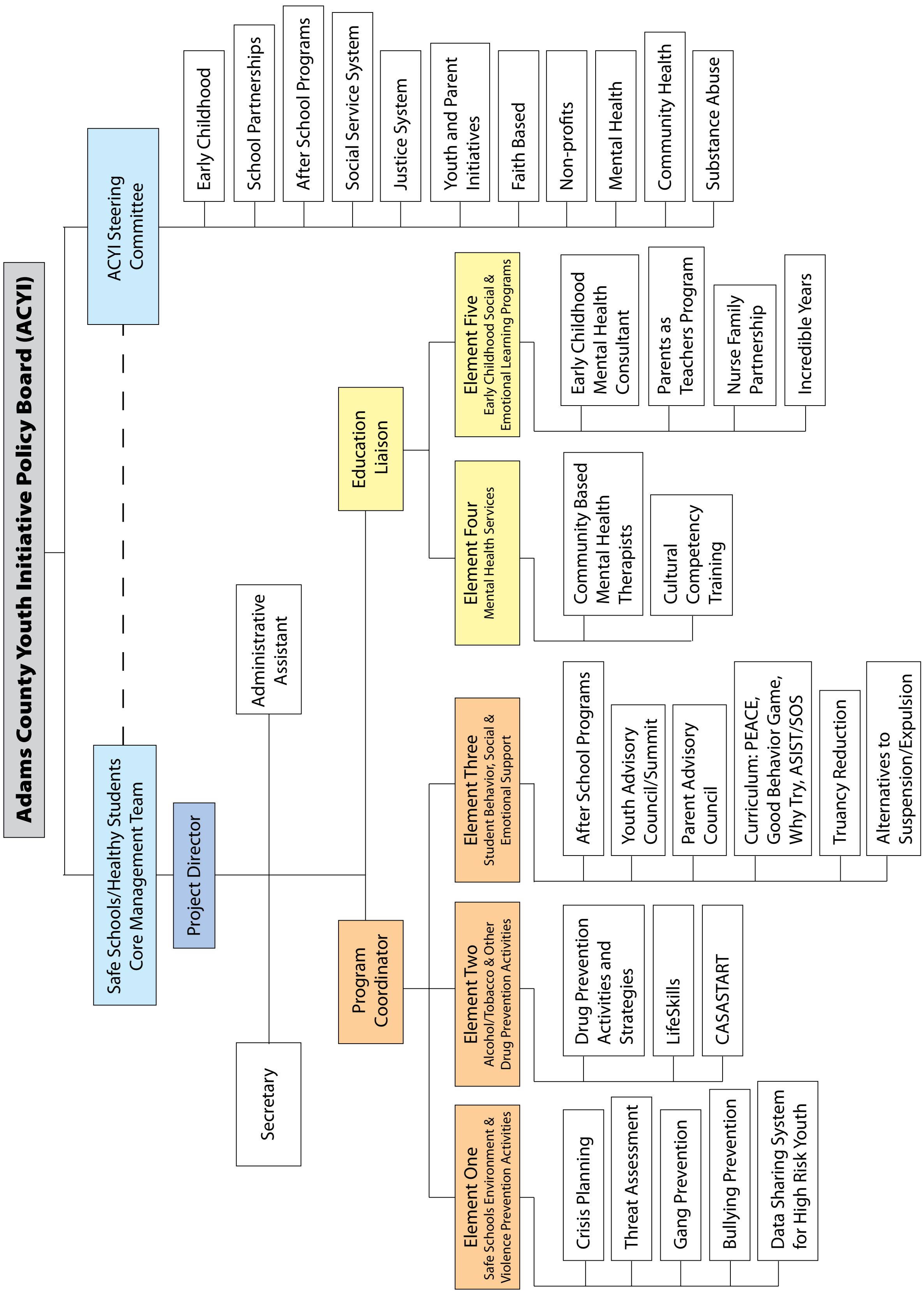
- coordination of the implementation of the project's evidence-based programs;
- coordination with the Executive Committee and partners and a Community Advisory Board;
- ongoing preparation of materials necessary for local and national evaluations;
- development of reports for various audiences, including residents of the City and the federal government

A master's degree in human services, criminal justice or related field is required. Experience in children and/or family services is preferred. Applicants should have a respected record of accomplishment in law enforcement, education, mental health or substance abuse. Applicants with five to seven years of experience in managing a child-focused program will be given priority.

# Appendix C: Sample Organizational Charts



## Appendix C: Sample Organizational Charts (continued . . . )



# Appendix D: Sample Job Description: Director of Safe Schools Healthy Students Partnership

## QUALIFICATIONS/EDUCATIONAL REQUIREMENTS

- Masters Degree preferred
- Evidence of effective networking and facilitation among diverse groups and agencies
- Experience working with local school districts (Duluth, Proctor, Hermantown), law enforcement and human service agencies toward common goals
- Experience with children and families with special needs, especially in school settings
- Familiarity with school safety initiatives, equipment
- Experience with, or knowledge of research based alcohol/drug abuse prevention strategies
- Experience with, or knowledge of mental health/public health needs, service and promotion
- Knowledge of minority populations/needs
- Ability to complete complex tasks and synthesize outcomes for concise reporting
- Adept with computer technology, Word, Excel programs
- Experience with effective public relations/marketing strategies
- Excellent problem solving and crisis management skills
- Excellent oral and written skills
- Evidence of successful experience in grant writing, grants administration, reporting and financial management
- Evidence of personnel management skills
- Flexible, adaptable, able to bring groups together for a common goal

## RESPONSIBILITIES

PROGRAM

- Facilitate thorough Safety needs assessment within all participating school districts
- Serve as liaison to Federal Project Officer
- Serve as liaison to the Proctor/Hermantown coordinator
- Initiate, coordinate and facilitate SSHS plan of community intervention activities focused on improving safety and health for youth in Duluth, Proctor and Hermantown public schools.
- Work with Duluth Public Schools (fiscal agent) to facilitate contract development for specified school-site service provision in mental health, prevention curriculum and peer mediation services
- Serve as liaison for communications between members of the SSHS Leadership Team, the Children and Families Collaborative, and the community at large regarding intervention activities.
- Manage relationship building, communication skills, and negotiate various parties' proposals and agendas.
- Recommend for hire, facilitate training, and supervise project staff; ensure that all programs are implemented, staffed, and evaluated according to plan.

- » Work with project evaluator to develop comprehensive Evaluation Plan; arrange for collection of all base-line information, disseminate surveys and administer evaluation tools; analyze and summarize results quarterly with evaluator.
- » Prepare reports for federal grant contacts, as well as school board and other community groups.
- » Produce and disseminate promotional materials for the program with assistance from staff and partners.
- » Work directly with Superintendents, Community Education Directors, Principals, School Staff, and community in development and implementation of policies relating to health, safety and discipline issues.
- » Implement and revise, as appropriate, program and staff policies, procedures and maintain staff folders with current information.
- » Serve as liaison to other community agencies that provide services to youth.
- » Work to imbed and sustain grant funded SSHS initiatives beyond grant funding.

FISCAL

- » Oversee funding and disbursement of SSHS grants funds with superintendent or designee approval, and submit GAPS requests.
- » Plan and develop yearly budget proposal; work in collaboration with other partners and Project Officer for overall grant financial reporting.
- » Assist Superintendents, business managers and administrators with facilitation of funding mechanisms including pursuit of 3rd party billing and grant applications to other funding sources for sustainability.
- » Provide quarterly report of activities to the Superintendents and School Boards and as requested by the Project Officer.
- » Submit payroll on a biweekly basis.

# Appendix E: Description and Specifications for a Work Statement

Independently and not as an agent of the School District, the Contractor shall furnish all the necessary services, qualified personnel, material, equipment, and facilities, not otherwise provided by the School District as needed to perform the Statement of Work below:

## Background Information

Provide background information that will help provide a clear understanding of technical requirements, e.g., agency statutory program authority, and relation to previous work.

## Objectives

The task order objectives are to:

## Specific Requirements

(Statement of technical requirements, specific methods or approaches to be used, and specific factors to be considered. Statement of precisely what the contractor is to deliver at specified points in time as the work progresses and upon completion of the task order.)

## Schedule of Deliverables and/or Reporting Requirements

(The deliverable items that are discussed in the description of work and all progress reports are to be listed in a schedule which specifies the required number of each deliverable and the date they are to be delivered. Due dates may be expressed as calendar date or as number of days/weeks/months after effective date of task order.

## Section M—Evaluation Factors for Award

| EVALUATION CRITERIA | ASSIGNED WEIGHT |
|---|---|

Your proposal will be evaluated on the likelihood of meeting the Government's objectives. The evaluation will be based on the technical and administrative capabilities in relation to the needs of the project/or task and the reasonableness of costs shown in relation to the work to be performed. The following criteria are those that will be applied in the evaluation of your technical proposal. The assigned weight of each factor is shown below.

| Evaluation Criteria | Weight |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| Subtotal | 100 Points |

## List of Potential Reviewers for this requirement:

(include names, address, phone numbers, affiliations, etc.)

Also include a skills matrix for the suggested reviewers.

Reviewers for the (project) should have familiarity with *conceptual and technical definitions of performance/accountability measures, experience with large data systems, including quality control measures and data manipulation and familiarity with the production of standing reports from data systems. Reviewers should also have expertise in training or familiarity in the use of data systems for data entry, program information and improvement and other management purposes and familiarity and/or experience in web development.* Fill in with the information you need, this is one example.

| Name | Experience with performance/ accountability measures | Experience with large data systems | Familiarity with production of standing reports | Training or familiarity in use of data systems | Experience with web development |
|---|---|---|---|---|---|
| | | | | | |
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| | | | | | |

FYI: The SAMHSA Guidelines for Review of Contract Projects.

- » Objective Review Requirement: "#15. expert review of technical merit where the review committee includes a minimum of three (3) members, with no more than 49% of the members from the Sponsoring Division/Office/Branch.
- » Peer review: "#16. Peer review – in keeping with Section 504 (b), the expert review of technical merit by a review committee that includes no more than 25% Federal Government employees. No member of the review committee may be from the initiating Branch."

# Appendix F:
# Sample SS/HS Biweekly Time Sheet for Salary Employee

Safe Schools Healthy Students

Biweekly Time Sheet

123 Main Street
City, State 12345
(555) 555-5555

Pay period end date: 7/8/07

Employee: ______________________ Employee phone: ______________________
Manager: ______________________ Employee e-mail: ______________________

| Day & Date | | Full Day | Half Day | Sick | Vacation |
|---|---|---|---|---|---|
| Monday | 7/9/07 | 1 | | | |
| Tuesday | 7/10/07 | 1 | | | |
| Wednesday | 7/11/07 | 1 | | | |
| Thursday | 7/12/07 | 1 | | | |
| Friday | 7/13/07 | 1 | | | |
| Monday | 7/16/07 | 1 | | | |
| Tuesday | 7/17/07 | 1 | | | |
| Wednesday | 7/18/07 | 1 | | | |
| Thursday | 7/19/07 | 1 | | | |
| Friday | 7/20/07 | 1 | | | |
| | | 10 | | | |

**10 Total Days This PayPeriod**

______________________ ______________________
Employee signature Date

______________________ ______________________
Approval signature Date

______________________ ______________________
Approval signature Date

NOTE: Please use the following format for entering days:

| | |
|---|---|
| For one day worked enter: | 1 |
| For a half day worked enter: | 0.5 |
| For full sick / vacation day enter: | 1 |
| For half sick / vacation day enter: | 0.5 |

***Salaried employees must claim either half or full days, not actual hours.

# Appendix G:
# Sample Plan for Staff Performance Assessment

The University of North Carolina at Chapel Hill
Office of Human Resources

**WORK PLAN**
**(PRINCIPAL FUNCTIONS AND PERFORMANCE STANDARDS)**

This Work Plan is for the Work Planning Period beginning ________________ and ending _______________

Employee's Name: ______________________________________________ _______________________
Last First MI PID #

Department: ______________________________________________ _______________________
Dept. Name Dept. #

Classification Title: ______________________________ Position Number: _______________________

Date Appointed to this Position: ______________________________________

Supervisor Completing this Form: ______________________________________

Date Work Plan was Completed: ______________________________________

**Instructions**

The Supervisor completes this form prior to the Work Planning Conference and discusses the Work Plan with the employee during the conference. As appropriate, revisions may be made to the Work Plan. The supervisor gives a signed copy to the employee and retains the original for the department file.

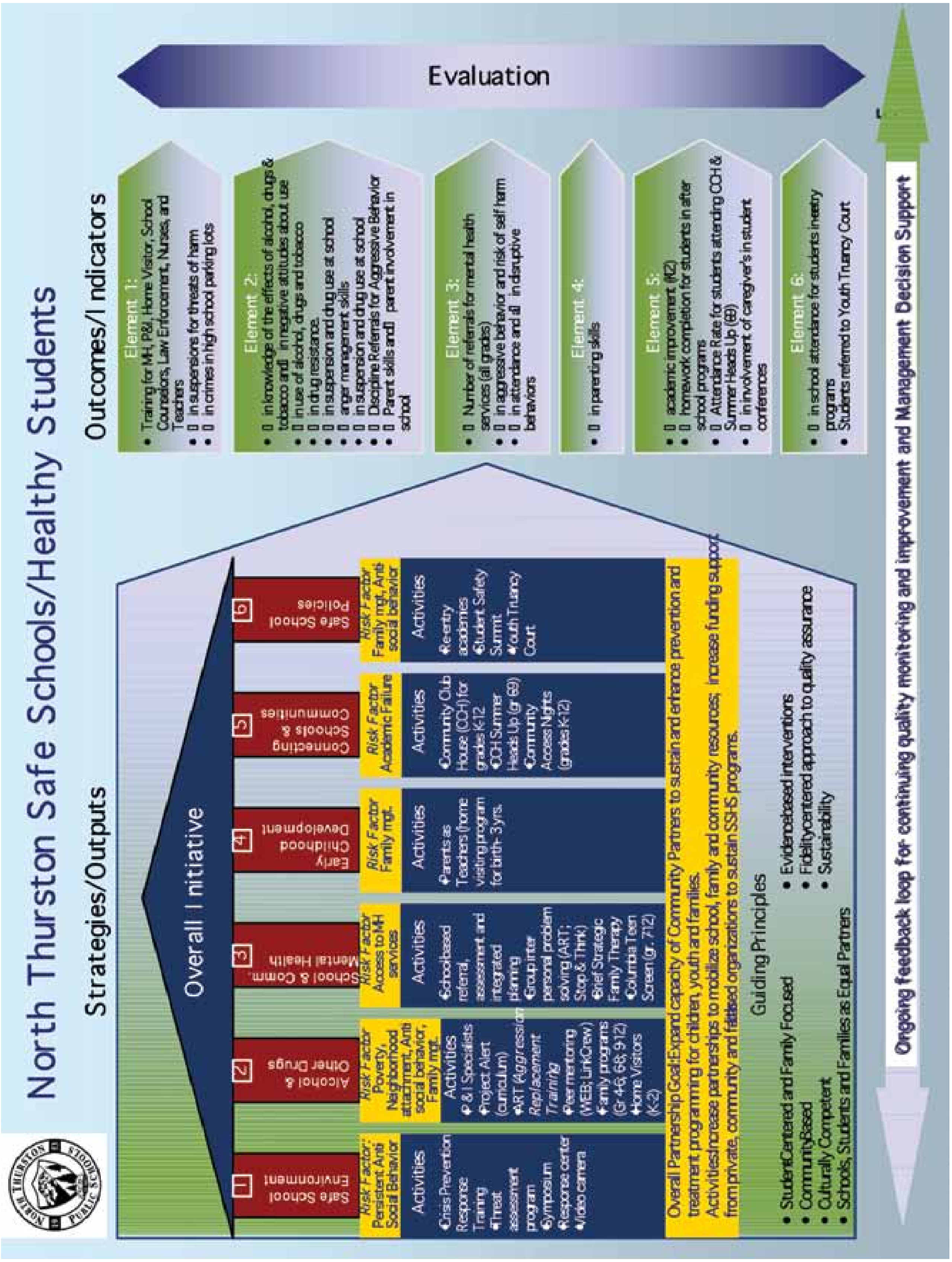
**Principal Functions and Performance Standards**

List Principal Functions for this position, beginning with the most important. Principal Functions can be identified by reviewing previous Work Plans and position descriptions, interviewing employees, or by conducting a job analysis to determine the current major duties and responsibilities of the position.

Under each Principal Function, the Supervisor indicates the Performance Standard(s), the Performance Indicator(s) at the "**Good Performance**" level, and the Source(s) of Data to be used in evaluation.

Space for six Principal Functions has been provided in the following table as a framework for entering this information consistently. You may add or delete table rows as needed. Cells will expand as needed.

# Appendix H:
# Communiciation Graphic to Explain the SS/HS Program Initiative



# Appendix I:
# Sample Implementation Timeline/Milestones, 2007 SS/HS Grantee Application

*Farmington Municipal Schools, New Mexico*

## Implementation Timeline/Milestones

### Project SAS—ASSISTS Timeline for Implementation
### 2007–2011

(Many activities are conducted just in year, while other activities are conducted during all four project years.)

| **Month of Year** | **8** | **9** | **10** | **11** | **12** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Recruit, Hire, and Train Key Staff** | | | | | | | | | | | | |
| Program Manager | | X | X | X | X | | | | | | | |
| Resource Coordinator | | X | X | X | X | | | | | | | |
| Administrative Assistant | | X | X | X | X | | | | | | | |
| RTI Coach/Second Step Manager | | X | X | X | X | | | | | | | |
| Project Venture Program Manager | | X | X | X | X | | | | | | | |
| Parents as Teachers Program Manager | | X | X | X | X | | | | | | | |
| PAT Specialists | | X | X | X | X | | | | | | | |
| After School Activity Staff | | X | X | X | X | | | | | | | |
| Hire SAS–ASSISTS Counselors and Case Managers: | | X | X | X | X | | | | | | | |
| Train in RTI, wellness, cultural sensitivity | | X | X | X | X | | | | | | | |
| **Finalize SS/HS Advisory Board** | | | | | | | | | | | | |
| Finalize member selections | | X | X | X | | | | | | | | |
| Oversee development and monitor implementation of project activities | | | X | X | X | X | X | X | X | X | X | X |
| **Review and Monitor District Policies** | | | | | | | | | | | | |
| Form policy review committee | | | | | X | X | X | X | | | | |
| Review policies each spring | | | | | | | | | X | X | X | |
| Make recommendations to Board of Education | | | | | | | | | | | X | |

## Appendix J:
## Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability

| Safe Schools/Healthy Students Program Logic Model | | | | | | | |
|---|---|---|---|---|---|---|---|
| SS/HS Program Logic Model—Putting It All Together | | | | | | | |
| Needs and Gaps | Goals | SS/HS Element(s) | Objectives | Activities | Partners | Process Measures | Indicators and GPRA |
| | | | | | | | |

# Appendix J: Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability (continued . . . )

**Safe Schools/Healthy Students Final Logic Model WorkSheet** (Revised 10-14-08)

## ➔ Safe Schools/Healthy Students Final Logic Model

| SS/HS Final Logic Model | | | | | | | |
|---|---|---|---|---|---|---|---|
| Needs and Gaps | Goals | SS/HS Element(s) | Objectives | Activities | Partners | Process Measures | Indicators and GPRA |
| | | | | | | | |

## ➔ STEP ONE: Defining the Needs and Gaps

The first step in developing your final logic model is to identify the underlying need, problem(s), or gaps that you are trying to address in your Safe Schools/Healthy Students project. This information will most likely come from the "Needs and Gaps" column of your preliminary logic model from your original application. **Need or problem statements** seek to identify information on the extent to which gaps or weaknesses in services, infrastructure, opportunities, and/or resources exist in your target area. The needs/problems that you are seeking to address should be <u>data driven</u>. That is, need/problem statements should be based on quantitative and/or qualitative data for the district, students, families, and the community. You must include baseline data for each of the objectives listed. As described in the GFA, you are expected to conduct two data collections in year one: the first to collect baseline data (prior to implementing the project) and the second to collect year one actual performance data for your annual performance report. Baseline data must either be included in the model, or you must identify when and how it will be collected prior to program implementation.

### Example

**Example Need/Problem Statement**: A local survey of middle grades youth (grades 6-8) in April 20XX shows higher levels of students reported being bullied, threatened, or pushed around in school or on the way to or from school (35%) than among students in a state survey (25%).

**Example Need/Problem Statement**: There is currently no bullying prevention program in grades 6-8 in our school district.

**Inappropriate Need/Problem Statement**: Bullying is a problem among middle grades students. **What's Wrong?** This statement is not supported by evidence, and is not specific to the local setting.

| Step One: Defining the Needs and Gaps | |
|---|---|
| **Needs and Gaps** | |
| 1. A local survey of middle grades youth (grades 6-8) in April 20XX shows higher levels of students reported being bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days (35%) than among students in a state survey (25%).<br><br>2. There is currently no bullying prevention program in grades 6-8 in our school district. | **Construction Tips**: The needs/problems section should identify the factors that you are ultimately trying to address. In this example, the needs/problems are higher levels of bullying in grades 6-8 in the school district than in the rest of the state, and the absence of bullying prevention programming in these grade levels.<br><br>You must include baseline data against which you will be measuring progress. Here, it is stated that 35% of students in grades 6-8 report being bullied, threatened, or pushed around in school or on the way to or from school. If baseline data are not available, you must identify when and how it will be collected prior to program implementation. Remember, you are required to have two data collection points in the first year of your grant – data from before program implementation, and data at the end of the year.<br><br>When determining the needs you will be addressing, try to be as succinct as possible and try to limit yourself to the needs that you have already identified in your proposal. |

# Appendix J:
# Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability (continued . . . )

**Safe Schools/Healthy Students Final Logic Model WorkSheet** (Revised 10-14-08)

➔ **Safe Schools/Healthy Students Final Logic Model**

| SS/HS Final Logic Model | | | | | | | |
|---|---|---|---|---|---|---|---|
| Needs and Gaps | Goals | SS/HS Element(s) | Objectives | Activities | Partners | Process Measures | Indicators and GPRA |
| | | | | | | | |

➔ **STEP TWO: Defining Goals**

After you have identified your need/problem statements, you should work on creating your project goals. This information will most likely come from the "Goals" column in your preliminary logic model.

**Goals** are *broad statements* that describe the longer-term impacts that you are trying to reach. Goal statements describe the intended long-term outcomes of your initiative in large, broad, terms. Examples of program goals that are relevant to the SS/HS initiative are reducing youth drug use, reducing violence in schools, and increasing access to mental health services for students.

| Example |
|---|
| **Example Goal Statement**: To reduce the level of bullying among middle grades youth (grades 6-8) in our school district.<br><br>**Inappropriate Goal Statement**: To implement a violence prevention program. **What's Wrong?** This is an example of an activity, not a goal. Your ultimate aim is to reduce levels of bullying, not implement a program. |

| Step Two: Defining Goals | |
|---|---|
| **Goal** | |
| 1. To reduce the level of bullying among middle grades youth (grades 6-8) in our school district. | **Construction Tips**: Goals are intended to be overarching. They are intended to guide your initiative. Your goals should always be on your mind when you do any planning related to the initiative. In writing your goals, you should ask yourself what you are trying to accomplish and what you want to achieve in the long-term.<br><br>**NOTE: Goals constitute the major organizational elements of the logic model..** |

# Appendix J:
# Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability (continued . . . )

**Safe Schools/Healthy Students Final Logic Model WorkSheet** (Revised 10-14-08)

**➔ Safe Schools/Healthy Students Final Logic Model**

| SS/HS Final Logic Model | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Needs and Gaps** | **Goals** | **SS/HS Element(s)** | **Objectives** | **Activities** | **Partners** | **Process Measures** | **Indicators and GPRA** |
| | | | | | | | |

**➔ STEP THREE: Specifying the SS/HS Grant Element(s) You Are Addressing**

After you have identified your need/problem statements and goals, you should identify the SS/HS grant element(s) to which they are most closely related. You may have included information on the element(s) in your preliminary model. Here, we are asking you to be more specific and identify this information for each individual goal. You should refer to the *Safe Schools/Healthy Students* Program Announcement for a complete description of the five SS/HS elements. This process is intended to help organize your SS/HS project thematically. A condensed list of elements follows:

- Element 1: Safe school environments and violence prevention activities.
- Element 2: Alcohol, tobacco, and other drug prevention activities.
- Element 3: Student behavioral, social, and emotional supports.
- Element 4: Mental health services.
- Element 5: Early childhood social and emotional learning programs.

| Example |
|---|
| **Example SS/HS Element**: Element 1: Safe School Environments and Violence Prevention Activities. |
| **Inappropriate SS/HS Element**: Character education programs. **What's Wrong?** This is not one of the five SS/HS grant elements identified in the Program Announcement. |

| Step Three: Specifying the SS/HS Grant Element(s) You Are Addressing | |
|---|---|
| **SS/HS Element(s)** | **Construction Tips**: Remember that each goal in your model should be associated with (or in service of) the SS/HS elements described in the Program Announcement. |
| Element 1: Safe school environments and violence prevention activities. | |

# Appendix J: Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability (continued . . . )

**Safe Schools/Healthy Students Final Logic Model WorkSheet** (Revised 10-14-08)

## ➔ Safe Schools/Healthy Students Final Logic Model

| SS/HS Final Logic Model | | | | | | | |
|---|---|---|---|---|---|---|---|
| Needs and Gaps | Goals | SS/HS Element(s) | Objectives | Activities | Partners | Process Measures | Indicators and GPRA |
| | | | | | | | |

## ➔ STEP FOUR: Specifying Your Objectives

After you have identified your need/problem statements, your goals, and the SS/HS element(s) covered by each goal, you should develop objectives based on your program goals. This information is most likely included in the "Objectives" column of your preliminary logic model.

**Objectives** are *specific statements* that identify: 1) *what will change for whom*, 2) *by how much*, and 3) *by when*. Typically, objectives are related to changes in knowledge, attitudes, skills, and behaviors. Objectives can be either short-term (immediate) or long-term. It is possible (in fact, probable) that you will have multiple objectives for each goal. For example, a bullying prevention program may expect to change attitudes about bullying (short-term) in order to reduce reports of bullying (long-term).

| Example |
|---|
| **Example Short-term Objective**<br>*What will change for whom?* Increase the percentage of students in grades 6-8 who report improved attitudes about bullying; *by how much?* by 25% from baseline; *by when?* by the end of the second year of the project in June 20XX.<br><br>**Example Long-term Objective**<br>*What will change for whom?* To reduce the percentage of students in grades 6-8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days; *by how much?* from 35% to 25%; *by when?* By the end of the fourth year of the project in June 20XX.<br><br>**Inappropriate Objective**: Improve attitudes about bullying. **What's Wrong?** Does not identify the target of the change, the quantity of change, or the timeframe in which change is expected to occur. |

| Step Four: Specifying Your Objectives | |
|---|---|
| **Objectives** | |
| 1. **Short-Term:** To increase the percentage of students in grades 6-8 who report improved attitudes about bullying by 25% from baseline by June 20XX.<br><br>2. **Long-Term:** To reduce the percentage of students in grades 6-8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days from 35% to 25% by June 20XX. | **Construction Tips**: Some guiding questions might include: 1) what changes are reasonable to expect; 2) what difference will your activities make, for whom, and by when; and 3) how is this objective logically linked to your goal?<br><br>Another way to think about writing objectives is based on the CDC's SMART process. According to this process, objectives should be:<br>1. **S**pecific: identify a defined event (e.g., reductions in bullying)<br>2. **M**easurable: specify a baseline value and quantity of change that is expected to occur as a result of program activities (e.g., reduce from 35% to 25%)<br>3. **A**chievable: realistic to expect in the specified timeframe<br>4. **R**elevant: linked to your goals (and in this case, the SS/HS initiative)<br>5. **T**ime-bound: provide a specified timeframe by which the objective will be achieved (e.g., by the fourth year of the project in June 20XX)<br><br>When defining the quantity of change that is expected to occur, estimates should be based on the research literature, similar programs, and common sense. |

# Appendix J:
# Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability (continued . . . )

**Safe Schools/Healthy Students Final Logic Model WorkSheet** (Revised 10-14-08)

## ➔ Safe Schools/Healthy Students Final Logic Model

| SS/HS Final Logic Model | | | | | | | |
|---|---|---|---|---|---|---|---|
| Needs and Gaps | Goals | SS/HS Element(s) | Objectives | Activities | Partners | Process Measures | Indicators and GPRA |
| | | | | | | | |

## ➔ STEP FIVE: Specifying Your Program Activities

After you have identified your need/problem statements, your goals, the SS/HS element(s) covered by each goal, and your objectives, you should specify the program activities that you will deliver to accomplish your goals and objectives. This information is most likely included in the "Activities, Curricula, Programs, and Services" column of your preliminary logic model.

This column should include both **short-term activities** (those that can be accomplished in a relatively short, discrete period of time such as 6-12 months), and **long-term activities** (those that are likely to span most or all of a SS/HS project's 4-year duration).

**Example**

**Example Short-Term Activities**: The following short-term strategies will be adopted to support the implementation of a bullying prevention curriculum: 1) purchase curriculum, 2) train staff, 3) arrange school schedule to accommodate curriculum, and 4) obtain parental permission for student participation, as needed.

**Example Long-Term Activity**: The following long-term strategies will be adopted: 1) implement the evidence-based bullying prevention curriculum in grades 6-8 with all students.

**Inappropriate Activity**: We will reduce the level of bullying among middle grades youth. **What's Wrong?** This is an example of a goal, not an activity or strategy designed to reach the goal.

| Step Five: Specifying Your Program Activities | |
|---|---|
| **Program Activities** | |
| 1. **Short-Term**: purchase curriculum, train staff, arrange school schedule to accommodate curriculum, and obtain parental permission for student participation, as needed.<br><br>2. **Long-Term**: implement an evidence-based bullying prevention curriculum in grades 6-8 with all students. | **Construction Tips**: Activities should be logically linked to the objectives such that their completion can be expected to cause the intended changes determined in the objectives.<br><br>Whenever possible, it is helpful to indicate which activities are linked to each objective. This can often be accomplished through the use of lettering or numbering to match these objects across columns.<br><br>***Your needs, goals, and objectives should guide your choice of activities, not vice-versa.*** |

# Appendix J:
# Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability (continued . . . )

**Safe Schools/Healthy Students Final Logic Model WorkSheet** (Revised 10-14-08)

### ➔ Safe Schools/Healthy Students Final Logic Model

| SS/HS Final Logic Model | | | | | | | |
|---|---|---|---|---|---|---|---|
| Needs and Gaps | Goals | SS/HS Element(s) | Objectives | Activities | Partners | Process Measures | Indicators and GPRA |
| | | | | | | | |

### ➔ STEP SIX: Specifying Your Partners

After you have identified your need/problem statements, your goals, the SS/HS element(s) covered by each goal, your objectives, and your program activities, you should identify who will help with each activity. This information will most likely come from the "Partners' Roles" column of your preliminary logic model. This will help map out how each of your partners is contributing to the overall initiative, and can help to serve as a work plan or the basis for ongoing memoranda of agreement.

**Example**

**Example Partners**
Mental health partner will assist with staff training. Teachers will deliver the bullying program. Students who exhibit high levels of risk will be referred to the mental health partner for services.

**Inappropriate Partners Example**: Implement a bullying prevention program. **What's Wrong?** Does not identify who will help with program implementation.

| Step Six: Specifying Your Partners | |
|---|---|
| **Partners** | |
| 1. Mental health partner will assist with staff training.<br><br>2. Teachers will deliver the bullying program.<br><br>3. Students who exhibit high levels of risk will be referred to the mental health partner for services. | **Construction Tips**: This field is designed to describe the means available to achieve your outcomes. It can also help you to promote accountability by defining roles and responsibilities for all of the grant partners. |

# Appendix J:
# Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability (continued . . . )

**Safe Schools/Healthy Students Final Logic Model WorkSheet** (Revised 10-14-08)

### ➔ Safe Schools/Healthy Students Final Logic Model

| SS/HS Final Logic Model | | | | | | | |
|---|---|---|---|---|---|---|---|
| Needs and Gaps | Goals | SS/HS Element(s) | Objectives | Activities | Partners | Process Measures | Indicators and GPRA |
| | | | | | | | |

### ➔ STEP SEVEN: Specifying Your Process Measures

After you have identified your need/problem statements, your goals, the SS/HS element(s) covered by each goal, your objectives, your program activities, and your partners, you should identify your process measures. This information was most likely not provided in your preliminary logic model, but it is important going forward for both the creation of your local evaluation plan, and as a way of defining measures of implementation.

**Process Measures** are the data used to document the implementation of activities.

**Example**

**Example Process Measures**: 1) Number of teachers trained to deliver the curriculum; 2) Number of 6-8th grade classrooms who receive the bullying prevention program; 3) number of sessions delivered per classroom; 4) measures of program fidelity such as classroom observation or teacher checklists.

**Inappropriate Process Measures**: Reduction in the level of bullying in the school. What's Wrong? This is measuring the potential outcome of the program, not the process by which it is implemented.

| Step Seven: Specifying Your Process Measures | |
|---|---|
| **Process Measures** | |
| 1. Number of teachers trained to deliver the curriculum.<br><br>2. Number of 6-8th grade classrooms who receive the bullying prevention program<br><br>3. Number of sessions delivered per classroom<br><br>4. Measures of program fidelity such as classroom observation or teacher checklists. | **Construction Tips**: Process measures can be thought of as documentation of whether the activity is being implemented according to the original plan.<br><br>You should strive to have at least one process measure for each activity listed.<br><br>Whenever possible, it is helpful to indicate which process measures are linked to each activity. This can often be accomplished through the use of lettering or numbering to match these objects across columns. |

# Appendix J: Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability (continued . . . )

**Safe Schools/Healthy Students Final Logic Model WorkSheet** (Revised 10-14-08)

➔ **Safe Schools/Healthy Students Final Logic Model**

| SS/HS Final Logic Model | | | | | | | |
|---|---|---|---|---|---|---|---|
| Needs and Gaps | Goals | SS/HS Element(s) | Objectives | Activities | Partners | Process Measures | Indicators and GPRA |
| | | | | | | | |

➔ **STEP EIGHT: Specifying Your Performance Indicators and GPRA**

After you have identified your need/problem statements, your goals, the SS/HS element(s) covered by each goal, your objectives, your program activities, your partners, and your process measures, you should identify your performance indicators and GPRA. This column is similar to the "How Outcomes Will Be Measured Column" in the preliminary logic model. **Performance Indicators and GPRA** are the source of evidence for determining whether or not your program is reaching its specified objectives.

**Performance Indicators and GPRA will match your objectives with the addition of <u>how</u> performance will be assessed.**

**Important**: All grantees <u>must</u> identify and include at least one measurable and attainable performance indicator for each of the five SS/HS element and all six GPRA indicators listed in the GFA.

<table>
<tr><th colspan="2">Step Eight: Specifying Your Performance Indicators and GPRA</th></tr>
<tr><th>Performance Indicators/GPRA</th><th></th></tr>
<tr><td>1. Increase the percentage of students in grades 6-8 who report improved attitudes about bullying by 25% from baseline by June 20XX <u>as measured by pretest and posttests of program participants.</u><br><br>2. Performance Indicator for Element 1: Reduce the percentage of students in grades 6-8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days from 35% to 25% by June 20XX <u>as measured by a school-wide survey administered in June 20XX.</u></td><td>Construction Tips: Remember that all SS/HS projects <u>must</u> identify and include at least one measurable and attainable performance indicator for each of the five elements and all six GPRA measures listed in the GFA. These are:<br><br>1. Percentage of students who did not go to school on 1 or more days during the past 30 days because they felt unsafe at school or on their way to and from school.<br>2. Percentage of students who have been in a physical fight on school property in the 12 months prior to the survey.<br>3. Percentage of students who report current (30-day) marijuana use.<br>4. Percentage of students who report current (30-day) alcohol use.<br>5. Number of students receiving school-based mental health services.<br>6. Percentage of mental health referrals for students that result in mental health services being provided in the community.<br><br>In general, the first two GPRA should appear with Element 1 (Violence Prevention), the second two GPRA should appear with Element 2 (Substance Use and Abuse), and the final two GPRA should appear with Element 4 (Mental Health Services).<br><br>It is recommended that grantees specify up to 11 performance indicators for their project (one for each of the five SS/HS elements, and the six GPRA measures). It is permissible to combine a performance indicator for the SS/HS element with a GPRA measure, resulting in 8 performance indicators.<br><br>It will make it easier to complete the USED 524B reporting form if you identify which performance indicators you will use for each element (as in the example above).<br><br>It is recommended that grantees limit themselves to 11 total performance indicators for reporting in Section A of the ED524B form. If you choose more than 11 performance indicators, additional indicators can be reported in the narrative in Section C.</td></tr>
</table>

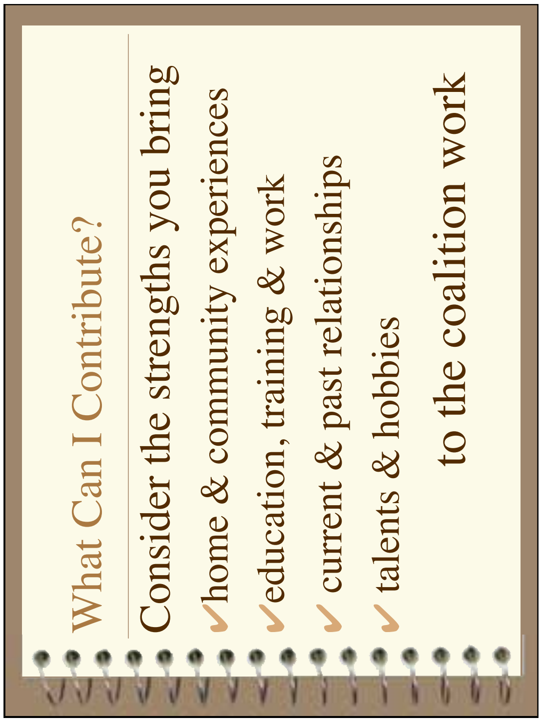
## Appendix J: Logic Model Worksheet, Tools Section, Safe Schools/Healthy Students Project Resource Guide: From Start-Up to Sustainability (continued . . . )

**Safe Schools/Healthy Students Final Logic Model WorkSheet** (Revised 10-14-08)

**Safe Schools/Healthy Students Final Logic Model Example for One Element**

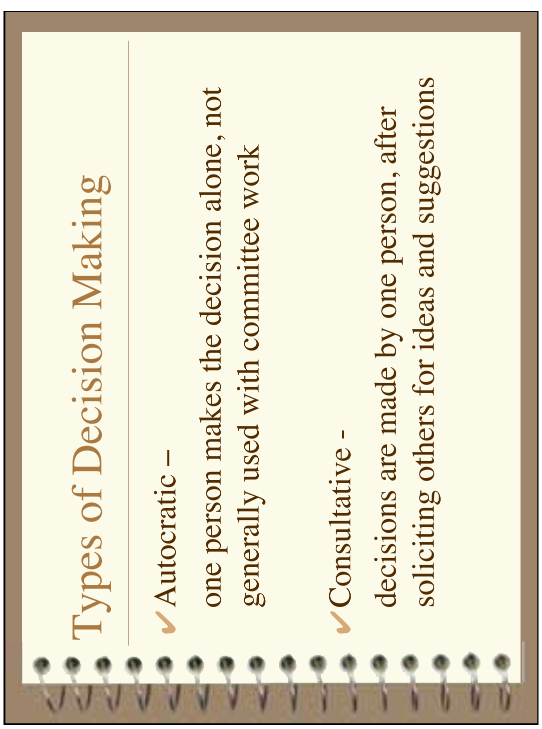
| SS/HS Final Logic Model – Putting It All Together | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Needs and Gaps** | **Goals** | **SS/HS Element(s)** | **Objectives** | **Activities** | **Partners** | **Process Measures** | **Indicators and GPRA** |
| 1. A local survey of middle grades youth (grades 6-8) in April 20XX shows higher levels of students reported being bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days (35%) than among students in a state survey (25%).<br><br>2. There is currently no bullying prevention program in grades 6-8 in our school district. | To reduce the level of bullying among middle grades youth (grades 6-8) in our school district. | Element 1: Safe School Environments and Violence Prevention Activities. | **Short-Term**<br>1. To increase the percentage of students in grades 6-8 who report improved attitudes about bullying by 25% from baseline by June 20XX.<br><br>**Long-Term**<br>2. To reduce the percentage of students in grades 6-8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days from 35% to 25% by June 20XX. | **Short-Term**:<br>1. Purchase curriculum, train staff, arrange school schedule to accommodate curriculum, and obtain parental permission for student participation, as needed.<br>(Objective 1 and 2)<br><br>**Long-Term**:<br>2. Implement the evidence-based bullying prevention curriculum in grades 6-8 with all students.<br>(Objective 1 and 2) | Mental health partner will assist with staff training;<br>Teachers will deliver the bullying program;<br>Students who exhibit high levels of risk will be referred to the mental health partner for services. | 1. Number of teachers trained to deliver the curriculum.<br><br>2a. Number of 6-8th grade classrooms who receive the bullying prevention program;<br><br>2b. Number of sessions delivered per classroom<br><br>2c. Measures of program fidelity such as classroom observation or teacher checklists. | 1. Increase the percentage of students in grades 6-8 who report improved attitudes about bullying by 25% from baseline by June 20XX as measured by pretest and posttests of program participants.<br><br>2. **Performance Indicator for Element 1**: Reduce the percentage of students in grades 6-8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days from 35% to 25% by June 20XX as measured by a school-wide survey administered in June 20XX. |

## Appendix K:
## Gage County Coalition: Task Force Committee Convening PowerPoint by Jennifer Kitson

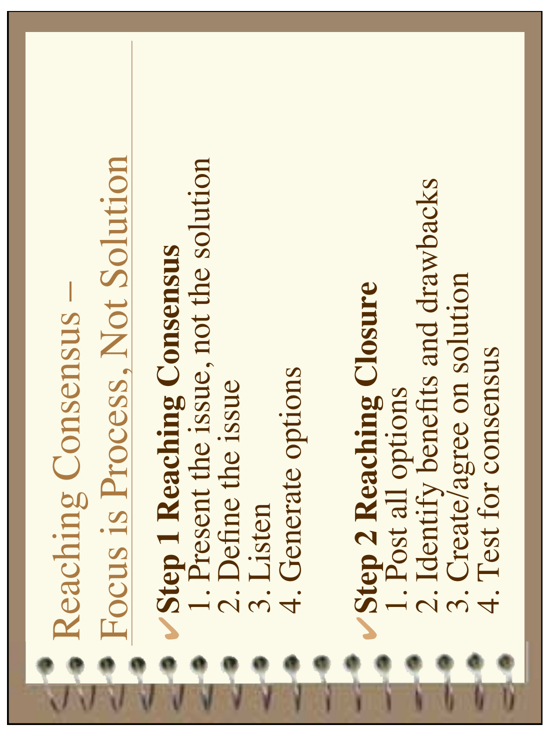



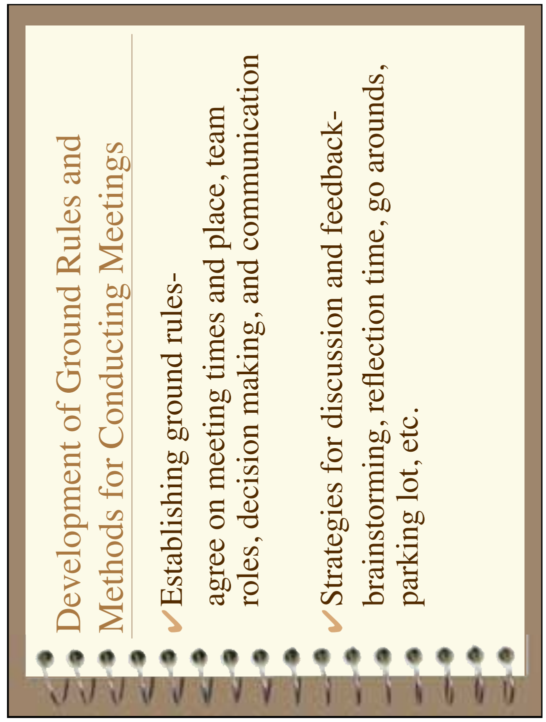


## Appendix K:
## Gage County Coalition: Task Force Committee Convening PowerPoint by Jennifer Kitson (continued . . . )

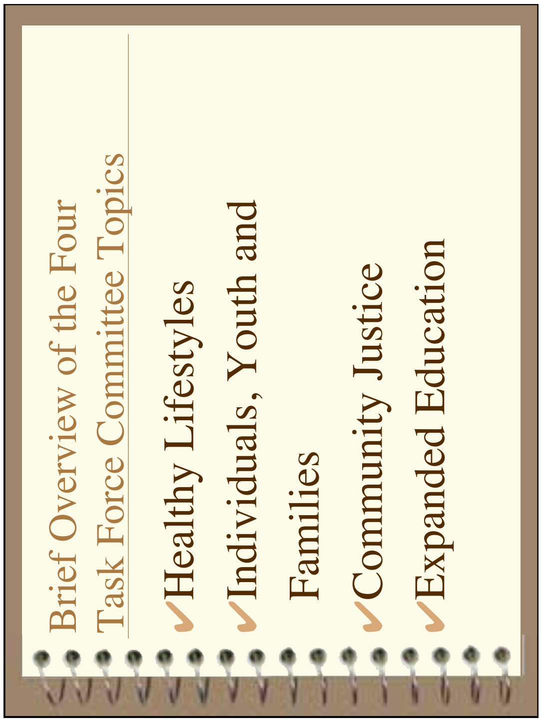


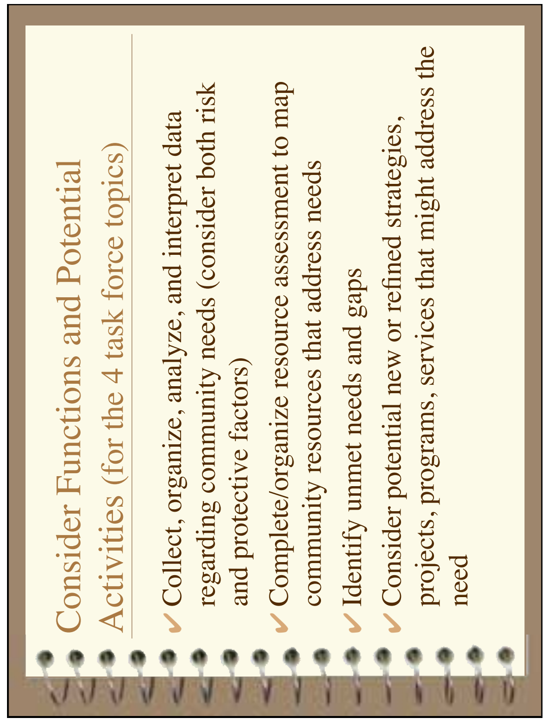


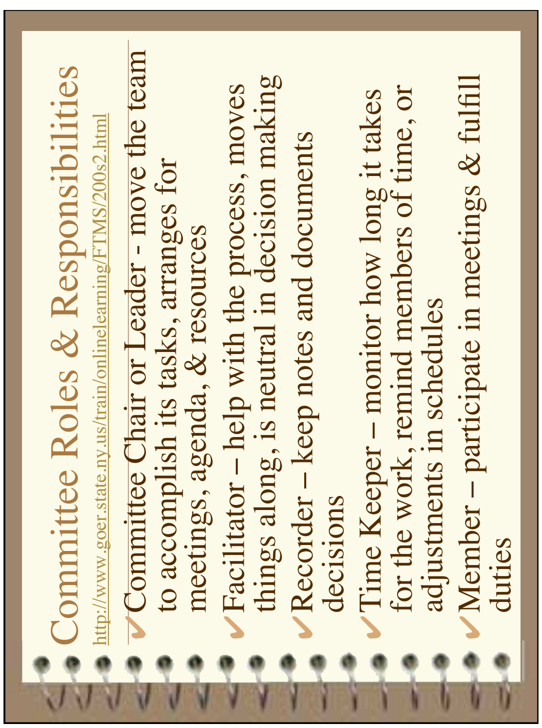


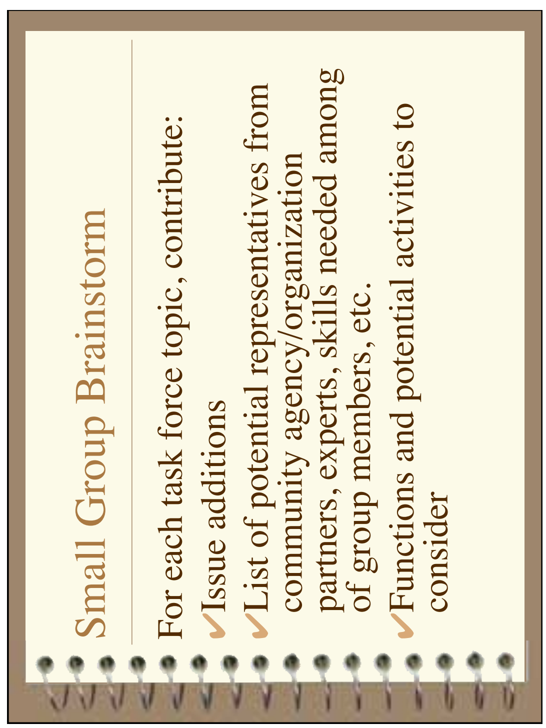



## Appendix K: Gage County Coalition: Task Force Committee Convening PowerPoint by Jennifer Kitson (continued . . . )

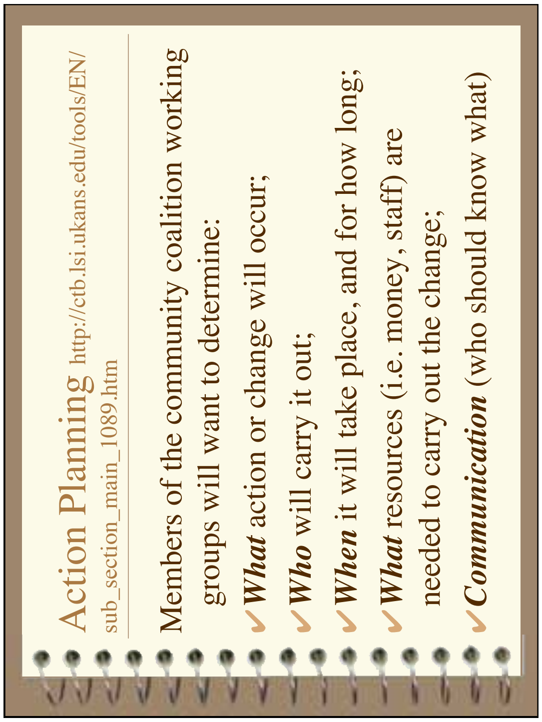


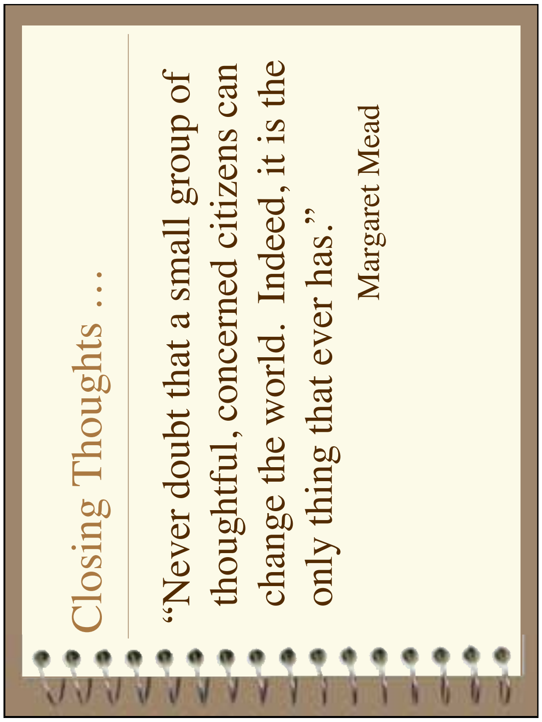



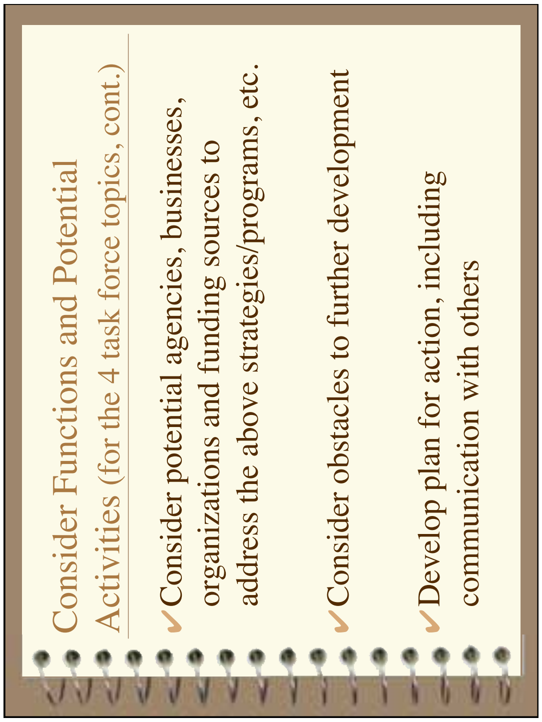



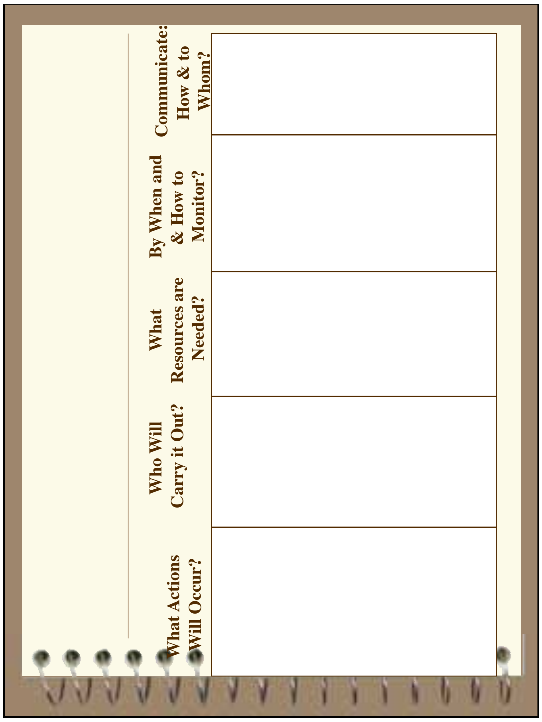



## Appendix K:
## Gage County Coalition: Task Force Committee Convening PowerPoint by Jennifer Kitson (continued . . . )



## Appendix K:
## Gage County Coalition: Task Force Committee Convening PowerPoint by Jennifer Kitson (continued . . . )

# Appendix L:
# Sample Agenda for Core Management Team Meeting

**SS/HS Core Management Team Meeting**
**Thursday, March 6, 2008**
**2:00 – 3:30 pm**

**Purpose of the meeting:**

» To discuss the purpose and intent of the SS/HS Core Management Team and the Grant Management Structure

» To review and approve the FINAL Memorandum of Agreement (MOA) and Logic Model

» To discuss sustainability of the grant once funds have been depleted

**Agenda**

I. Welcome and Introductions

II. SS/HS Core Management Team Roles, Responsibilities, Functions

» Review the Core Management Team Purpose Statement and Discuss

» Review Grant Management Structure Chart

» Agree on decision-making process; co-chair?; meeting logistics

III. Final Memorandum of Agreement and Logic Model

» Review final MOA and final Logic Model

» Discuss sustainability issues

IV. Discuss Next Steps

V. Other

**The Purpose of the Core Management Team:**

*The SS/HS Core Management Team provides overall leadership and direction to the SS/HS Project Director regarding all SS/HS grant-related activities. Senior representatives of the partnership are responsible for supporting the SS/HS Project Director in the day to day management of the SS/HS project while leading and managing their spheres of influence to best utilize the resources of the SS/HS grant and to promote and model strong collaboration and timely communication.*

# Appendix M: Core Management Team Roles and Responsibilities

| Committee / Team / Workgroup | Members | Role/Functions | Frequency of Meetings and Meeting/Work Structures | Strengths and Weaknesses (e.g. consider how well the group functions to inform and guide the work of the initiative) |
| --- | --- | --- | --- | --- |
| 1. Core Management Team (CMT) | The CMT is comprised of senior representatives from the required partners, who support with distributive leadership the Project Director with the day-to-day management of the project and work with the SS/HS partners to implement the grant. The CMT does not include all service providers or community partners that may be working with the SSHS project. SS/HS initiatives often choose to have partnership meetings, advisory councils etc. as appropriate to their needs in addition to the CMT (see examples in the sections below).<br>Members of the CMT are in positions to make decisions regarding staff activities and commitment of the partners to the daily work for implementing the initiative, completing activities and reports within established timelines, and sustaining the project.<br>The evaluator would typically not be a member of the CMT but may attend meetings to discuss status of data collection, share evaluation results and provide suggestions for using the information in decision-making and for communicating to various audiences. | The primary purpose of the CMT is to provide a supportive individual within each required partner agency that can advocate, guide and act as a liaison for the project within his or her agency.<br>The CMT provides leadership, guidance, trouble-shooting and problem-solving, and supports the Project Director in managing the tasks from start-up, through implementation and sustainability. Clear roles are established to identify how each member of the team will support the functions of project management. This team reports on and reviews the status of project activities, staffing and capacity issues, data collection and project tracking, etc.; identifies areas of need and concern; and problem-solves.<br>The CMT assists the Project Director in following the strategic action plan to support the logic model roadmap, with a focus on service delivery, coordination, and completion of activities, as they follow the mission, vision, guiding principles, etc. The team uses management tools, and has established protocols for decision making and oversight of the initiative. Structures are revised as needed to align with changes in the initiative over time. The management team utilizes data in shared decision-making and in a problem solving process.<br>The CMT has clear management structures with organizational flow chart, roles and job descriptions of staff, identified supervision of personnel, oversight of contractual deliverables, understanding of each agency's fiscal and programmatic policies and requirements for budgeting and audits, clear protocols for addressing concerns, and have clear intra- and inter-communication systems, etc. | Weekly, bi-weekly, monthly, or other regularly scheduled times<br>The CMT develops specific action plans with steps, persons responsible, timeline, and communication system to the team and back to the partner agencies, etc.<br>At the meetings and through other correspondence the team guides the initiative, making decisions on a day to day basis. They plan, discuss, and work to integrate all areas of initiative.<br>The CMT may identify workgroups to focus on particular components and to report back to the CMT.<br>The team shares successes, learns from one another, plans activities to further develop the initiative, etc<br>They have clear agendas, an agreed upon decision-making process, and an information sharing system for the meetings and for reporting back to their respective partner agencies; (e.g. all members address the collective "big picture" of the entire initiative and do not limit considerations/ concerns to their own agency; decisions are made by consensus, etc.) | How do members demonstrate an active role in management and decision-making; how are each invested in the process and taking ownership of activities of the initiative and in follow-up needed; how do you work to obtain greater understanding of the entire initiative and taking action beyond silos of each partner's activities; etc. |

# Appendix M: Core Management Team Roles and Responsibilities (continued . . . )

| **Committee / Team / Workgroup** | **Members** | **Role/Functions** | **Frequency of Meetings and Meeting/Work Structures** | **Strengths and Weaknesses** (e.g. consider how well the group functions to inform and guide the work of the initiative) |
|---|---|---|---|---|
| 2. Advisory Board, Partnership, or Steering Committee | A broader group with representation of the entire community –<br>May include representatives of the school district, partners, contracted providers, and the community served.<br>Members represent the partners as well as the broader community - could be senior representatives or policy makers, as well as representatives of sectors and diversity of community and the populations served (e.g. parents, students, community representatives of child and family serving agencies, civic groups, faith community, business community, etc.) | Board or Steering Committee provides suggestions, guidance and direction as activities are completed for the initiative, reviews reports and progress including highlights, successes and barriers.<br>Provides support and direction for, and commits agency resources for full implementation and sustainability.<br>Supports the logic model roadmap and scope of work and commits to the mission, vision, guiding principles, etc. that direct the initiative. This group reviews the status of the SS/HS implementation for achieving goals, objectives, and outcomes, as well as sustainability, and provides recommendations and considerations for addressing all sectors of the community, within the scope of the SS/HS project. | Quarterly, semi-annually, etc.<br>Clear agenda for meetings and information sharing system at committee meetings and of members back to those they may represent and to CMT (as an example – there may be agreement that agenda is sent in advance, the chair and/or facilitator rotate over the course of the initiative, decisions are made by consensus, minutes emailed within a week and distributed by the team members to all in their respective partner agencies that need to know, etc.) | |
| 3. Workgroups Assigned to Implementation of Activities/Services | Various targeted workgroups may focus on a particular area or issue of the initiative.<br>Made up of project staff, partners, and other community representatives | Each workgroup is charged with specific targeted focus and action plan relevant to some aspect of the project, and required to report back to the CMT (e.g. assure successful stages of coordination and implementation of activities, services and evidence-based programs to ensure adequate training, buy-in, fidelity, monitoring and support, data collection, etc.; engagement of families into the schools and to obtain services; communications/marketing, etc. | Weekly, or Monthly, or for a specific number of months, etc<br>Meeting are structured with a chair, agenda, plan for capturing meeting minutes, and there is a clear action plan identifying tasks to be completed, by whom, timeline, communication, indicators of progress, etc. | How do the targeted workgroups coordinate with other work of the SS/HS project; what system is in place for communication back to the Core Management team and others. |

# Appendix M: Core Management Team Roles and Responsibilities (continued . . . )

| Committee / Team / Workgroup | Members | Role/Functions | Frequency of Meetings and Meeting/Work Structures | **Strengths and Weaknesses** (e.g. consider how well the group functions to inform and guide the work of the initiative) |
|---|---|---|---|---|
| 4. Community Collaborative Partnership | Many communities have one or more collaborative partnerships focused on health and/or safety needs of the community. Such coalitions/collaborative groups may have previously existed prior to SS/HS (and the SS/HS initiative may have even been developed from this broader collaborative).The collaborative groups may be comprised of the same partners as SS/HS, or may have additional partners representative of all sectors of the community, including businesses and policy makers. It may be advantageous to develop an alliance and communication network with existing collaborative partnerships. | May be formal with MOUs, or more informal and open to all interested in attending. Functions and tasks are varied, but generally focus on identifying needs, developing goals, and planning actions to achieve desired outcomes. Often also look for sources of funding to support activities. | Typically meet Monthly or Quarterly | How might the work of a broader community collaborative or coalition support the outcomes and sustainability of the SS/HS initiative? |

# Appendix N:
# Master Budget Planning Checklist & Worksheet, JUST GRANTS! Arizona

| Item | Description/Calculation | Sources | | Total Required |
|---|---|---|---|---|
| | | Match | Grant Funds | |
| | **Personnel** | | | |
| A. Salaries | | | | |
| Executive Director | FTE ____ x $ ________ = | | | |
| Program/Project Manager | FTE ____ x $ ________ = | | | |
| Program staff | FTE ____ x $ ________ = | | | |
| Clerical/Support staff | FTE ____ x $ ________ = | | | |
| Volunteers | FTE ____ x $ ________ = | | | |
| Other | FTE ____ x $ ________ = | | | |
| | Total Salaries | | | |
| B. Employee-Related Expenses (ERE's) | | | | |
| FICA | | | | |
| State unemployment insurance | | | | |
| Health insurance | | | | |
| Workers' compensation | | | | |
| Disability insurance | | | | |
| Vacation | | | | |
| Sick leave | | | | |
| Other | | | | |
| | Total Employee-Related Expenses (ERE's) | | | |
| C. Contractual Services | | | | |
| Evaluation | | | | |
| Independent audit | | | | |
| Other | | | | |
| | Total Contractual Services | | | |
| | Total Personnel | | | |

# Appendix N:
# Master Budget Planning Checklist & Worksheet, JUST GRANTS!
# Arizona (continued . . . )

| Item | Description/Calculation | Sources | | Total Required |
|---|---|---|---|---|
| | | Match | Grant Funds | |
| **Non-Personnel** | | | | |
| A. Space Costs | | | | |
| Office rent | _____sq. ft. X $ ____/sq. ft./yr | | | |
| Other space | | | | |
| Custodial/maintenence | | | | |
| Utilities | | | | |
| Donated space | | | | |
| Renovation | | | | |
| Other | | | | |
| | Total Space Costs | | | |
| B. Equipment Rental, Lease or Purchase | | | | |
| (NOTE: Existing furniture and equipment can be applied to your budget by attaching a statement of equivalent rental value.) | | | | |
| Office furniture (list) | | | | |
| Office equipment (list) | | | | |
| Other furniture and/or equipment (list) | | | | |
| | Total Equipment Rental, Lease or Purchase | | | |
| C. Supplies and Materials | | | | |
| Desk-top supplies | | | | |
| Copying supplies | | | | |
| Program-related supplies | | | | |
| Program-related materials | | | | |
| Other | | | | |
| | Total Supplies and Materials | | | |
| D. Travel | | | | |
| Local mileage for staff | ____ ¢ per mile x ______ miles | | | |
| Out-of-area travel: Transportation, lodging, meals, etc. | | | | |
| Other travel | | | | |
| | Total Travel | | | |

# Appendix N: Master Budget Planning Checklist & Worksheet, JUST GRANTS! Arizona (continued . . . )

| Item | Description/Calculation | Sources | | Total Required |
|---|---|---|---|---|
| | | Match | Grant Funds | |
| E. Building Costs | | | | |
| (NOTE: Attach detailed construction planning budget.) | | | | |
| Land | | | | |
| Materials | | | | |
| Construction, renovation, etc. | | | | |
| Other | | | | |
| F. Other Program-Related Expenses | | | | |
| Telephone-related expenses (installation, monthly service, long distance, etc.) | | | | |
| Postage | | | | |
| Fire, theft, liability insurance | | | | |
| Dues for professional associations | | | | |
| Printing/copying costs | | | | |
| Subscriptions | | | | |
| Publications, books, tapes, etc. | | | | |
| Training expenses | | | | |
| Advertising and marketing costs | | | | |
| Other | | | | |
| Total Other Program-Related Expenses | | | | |
| Total Non-Personnel | | | | |
| | | | | |
| Direct Costs: Total of Personnel + Non-Personnel | | | | |
| Indirect Costs: Itemized or via cost allocation ratio | | | | |
| Total Project or Program-Related Costs | | | | |

# Appendix N:
# Master Budget Planning Checklist & Worksheet, JUST GRANTS!
# Arizona (continued . . . )

| MASTER PROPOSAL BUDGET SUMMARY | | | |
|---|---|---|---|
| **Program-Related Costs** | | | |
| Personnel | | | |
| A. Salaries | | | |
| B. Employee-Related Expenses | + | | |
| C. Contractual Services | + | | |
| Total Personnel | = | = | |
| Non-Personnel | | | |
| A. Space Costs | | | |
| B. Equipment Rental, Lease or Purchase | + | | |
| C. Supplies and Materials | + | | |
| D. Travel | + | | |
| E. Building Costs | + | | |
| F. Other Program-Related Expenses | + | | |
| Total Non-Personnel Expenses | = | + | |
| Direct Costs (total of Personnel and Non-Personnel) | | = | |
| Indirect Costs | | | + |
| Total Costs: Direct and Indirect | | | = |
| | | | |
| **Anticipated Sources of Funds** | | | |
| A. Match<br>» Case<br>» Non-cash (in-kind) | | | |
| B. Program-Related Revenues (attach detailed description) | + | | |
| C. Grants Sources | + | | |
| D. Other Fund-Raising Activities | + | | |
| Total Sources<br>(should match "Total Costs) | = | | |

## Appendix O
## Sample Budget Narrative

**SAMPLE BUDGET**

**PR/Award Number QXXXXX-XXXXXX**
**Safe Schools/Healthy Students Budget - FY 1**

| CATEGORY | E123 | E45 | Total | E 123 Allowable Costs for XXSD | E 45 Allowable Costs for XXSD |
|---|---|---|---|---|---|
| **PERSONNEL** | | | | | |
| Project Director [1FTE - 12 months] @ $75,000 | $ 37,500 | $ 37,500 | $ 75,000 | | |
| Program Manager [1FTE - 12 months] @ $65,000 | $ 32,500 | $ 32,500 | $ 65,000 | | |
| Administrative Assistant [.5FTE - 12 months] @ $18,000 | $ 9,000 | $ 9,000 | $ 18,000 | | |
| Bookkeeper [.75FTE - 12 months] @ $24,000 | $ 12,000 | $ 12,000 | $ 24,000 | | |
| Computer Technology Specialist [1FTE - 12 months @ 40,000] | $ 20,000 | $ 20,000 | $ 40,000 | | |
| 3 School Behavior Prevention/Intervention Specialists [3FTE - 12 months @$40,000] | $ 60,000 | $ 60,000 | $ 120,000 | | |
| 1 Recreation & Wellness After School Coordinator [1 FTE - 12 months $1,800 per month with BCS] | $ 21,600 | $ - | $ 21,600 | | |
| 25 Summer & After School Teachers [25 PTE @ $25 per hour x 2 hours x 36 weeks with BCS & CCS] | $ 225,000 | $ - | $ 225,000 | | |
| 10 Summer Enrichment Teachers [10 PTE @ $12 per hour x 10 hours x 12 weeks with BCS & CCS] | $ 72,000 | $ - | $ 72,000 | | |
| | | | | | |
| **Personnel Total** | **$ 489,600** | **$ 171,000** | **$ 660,600** | $ 489,600 | $171,000 |
| | | | | | |
| **Fringe Subtotal for Personnel @ 25% Fringe Rate [lines B7 - B 12]** | $ 42,750 | 42,750 | $ 85,500 | | |
| **Fringe Subtotal for Personnel @ 13.15% Fringe Rate [lines B13 - B15]** | $ 41,896 | 0 | $ 41,896 | | |
| | | | | | |
| **Fringe Total** | **$ 84,646** | **$ 42,750** | **$ 127,396** | $ 84,646 | $42,750 |
| | | | | | |
| **TRAVEL** | | | | | |
| National SS/HS Conference 2006 [5 SS/HS partners @ $1,150 per person | $ 47 | $ 5,703 | $ 5,750 | | |
| *Items per person: $400 - airline; hotel [3 nights @$150 per night] - $450; Per diem - $300 [4 days @ $75]* | | | | | |
| Local Travel [3,000 miles per month @ $0.48 per mile for 12 months] | | $ 17,280 | $ 17,280 | | |
| Travel to two 3-day SS/HS meetings for PD | $ 1,150 | $ 1,150 | $ 2,300 | | |
| **Travel Total** | **$ 1,197** | **$ 24,133** | **$ 25,330** | $ 1,197 | $24,133 |

# Appendix O
## Sample Budget Narrative (continued . . .)

| | | | | | |
|---|---|---|---|---|---|
| **SUPPLIES** | | | | | |
| 10 networked computers @ $900 each | $ 9,000 | $ - | $ 9,000 | | |
| 3 laptop computers for HMHC counselors @ $1,500 | 0 | $ 4,500 | $ 4,500 | | |
| 3 laptop computers for Administrative Staff [PD, PM, Adm. Asst. & Bookkeeper] @ $1500 each | $ 2,250 | $ 2,250 | $ 4,500 | | |
| 3 networked printers @ $500 each | $ 1,500 | $ - | $ 1,500 | | |
| 2 presentation projectors @ $1,500 each | $ 3,000 | $ - | $ 3,000 | | |
| 18 digital video cameras plus accessories and wireless data network service @ $3,218 each | $ 57,924 | $ - | $ 57,924 | | |
| 120 web-based surveillance cameras @ $450 each and servers @ $750 each [1 per 8 cameras] | $ 65,250 | $ - | $ 65,250 | | |
| Project Office Equipment - 2 desks @ $250 each = $500; 2 chairs @ $150 each = $300; | $ 1,750 | $ - | $ 1,750 | | |
| 4 secured filing cabinets @ $150 each = $600; 1 calculator @ $50; 1 typewriter @ $450; 4 bookcase @$150 | $ 6,750 | $ - | $ 6,750 | | |
| Copier paper, office supplies, postage, etc. @ $500 per month for all programs | | | | | |
| Communication devices: internet access, phone service @ $500/month | $ 6,000 | $ - | $ 6,000 | | |
| Curriculum materials: see attached sheet for list of curriculum materials for use by classroom teachers, | $ 378,805 | $ 25,097 | $ 403,902 | | |
| community partners to support grant objectives | | | | | |
| Advertising for grant positions in area newspapers | $ 761 | $ - | $ 761 | | |
| School Resource Officers' Pre-Employment Testing, communication devices; protective gear @$2,000/SRO | $ 6,000 | $ - | $ 6,000 | | |
| **Total Supplies** | **$ 538,990** | **$ 31,847** | **$ 570,837** | $ 538,990 | $31,847 |
| | | | | | |
| **EQUIPMENT - 1 Remote Archive Server** | **$ 3,000** | **$ 3,000** | **$ 6,000** | $0 | $0 |
| | | | | | |
| **CONSULTING/ CONTRACT SERVICES** | | | | | |
| | | | | | |
| **Search Institute -** building Developmental Assets in School Communities *Training of Trainers* [20 persons @ $1255/)] | $ 8,032 | $ 17,068 | **$ 25,100** | $ 8,032 | $16,968 |
| resource library; fall teacher and staff presentation; *Search Institute Profiles of Student Life: Attitudes* | | | | | |
| *and Behaviors [3,250* students grades 6 - 8]; reports for each middle school | | | | | |
| | | | | | |
| **XXX, former Secret Service Agent -** | $ 48,600 | $ - | **$ 48,600** | $ 48,600 | $0 |
| **XX Safe School Plan -** prevention/mitigation assessments of all 27 school facilities; develops preparedness strategies/programs and emergency response strategies and operations; presentation to school administrative groups, two local Boards of Education, interested community groups, local emergency responders and law enforcement agencies; $1800/school | | | | | |
| | | | | | |

# Appendix O
# Sample Budget Narrative (continued . . .)



| | | | | | |
|---|---|---|---|---|---|
| **Boys' and Girls' Club -** 250 students after-school; Smart Moves [ATOD resistance program]; SMART girls [ages 8-17] health, prevention/education, self-esteem; Street SMART [ages 11-13] gang resistance, conflict resolution; Act SMART - joint project with Red Cross[ages 6-17] HIV/AIDS prevention; Second Step; $100/student | $ 25,000 | $ - | **$ 25,000** | $ 25,000 | $0 |
| | | | | | |
| **Program Trainer from the Department of Education -** train school personnel and grant contractural partners on *Second Step; Life Skills; Project Alert; No Bullying; 1 trainer $400/day x 25 days* | $ 10,000 | $ - | **$ 10,000** | $ 10,000 | $0 |
| | | | | | |
| **Juvenile Court** | $ 106,255 | $ - | **$ 106,255** | $ 25,000 | $0 |
| 1 Certified Teacher for Juvenile Justice Detention Center [1FTE - 12 months @ $ 35,000 with fringe = $43,750] | | | | | |
| 1 Truancy Program Supervisor [1PTE - 10 months @ $14,500 with fringe = $18,125] | | | | | |
| **Juvenile Alcohol & Drug Education [JADE] Prevention Program** - serves 60 first-time offenders/students [ages 11 - 17] self-destructive behavior; alcohol and drug prevention education; life and social skills and problem solving; conflict resolution; anger management; relapse prevention; Project Alert and Project Northland; personnel and materials [$25,580] | | | | | |
| | | | | | |
| **Family Friends -** using *Family Matters;* prevention and intervention within 24 - 72 hours following referrals to prevent escalation of problem behavior; participation in Campus Court; referral for community resources; case management with school counselors and mental health services; works with children ages 3 -13 and their families; personnel and materials [$18,800] | | | | | |
| | | | | | |
| **Police Department** | $ 81,250 | $ - | **$ 81,250** | $ 25,000 | $0 |
| **Truancy Connection Officer -** deals with truancy cases; attend Campus Court; serves as positive role model & connection with students, community, and parents 1 Lead Truancy Connection Officer [1 FTE - 12 months @ $35,000 with fringe = $43,750 | | | | | |
| | | | | | |
| **School Resource Officer** - reduce incidents of school violence; establish rapport with students, parents, administrators; develop vision and creativity for increased student participation in school and extra-curricular activities; encourage parental and community involvement 1 School Resource Officer [1 FTE - 12 months @ $30,000 with fringe = $37,500] | | | | | |
| | | | | | |
| **County Sheriff Department** | $ 112,500 | $ - | **$ 112,500** | $ 25,000 | $0 |
| | | | | | |
| **XX City Schools** -office, training, and meeting space in the STaR Center; internet access; phone lines | $ 8,000 | $ 6,000 | **$ 14,000** | $ 8,000 | $6,000 |
| | | | | | |
| **Faith-Based Partner -** after-school program for 240 students using *Second Step;* required parent meetings; required parent meeting on conflict resolution, making right choices; early warning signs for ATOD prevention; using skit characters based on Disney Institute format; cartoon prevention pamphlets and brochures; violence, and ATOD prevention; using Search Institute's Developmental Assets; $200/student | $ 28,800 | $ 28,800 | **$ 57,600** | $ 12,500 | $12,500 |

# Appendix O
## Sample Budget Narrative (continued . . .)

| | | | | | |
|---|---|---|---|---|---|
| **XX University** - weekly production of DVDs featuring violence, ATOD prevention, character education; developing empathy; anger management; using Search Institute's Developmental Assets for in-school, family and community use. 50 DVD's @ $400/ | $ 20,000 | $ - | **$ 20,000** | $ 20,000 | $0 |
| **XX Productions** - DVD production of UNITY grant activities featuring students, community meetings, parent groups, featuring Search Institute's Developmental Assets | $ 10,000 | $ - | **$ 10,000** | $ 10,000 | $0 |
| **YMCA Leaders Club Program -** personnel and materials to provide a YMCA service leadership program at the alternative school involving service projects; teaching the value of Servant Leadership to teens; career counseling provided by area business representatives; financial aid advice for higher education; utilizes Life Skills Curriculum [$10,500] | $ 20,000 | $ 20,000 | **$ 40,000** | $ 12,500 | $12,500 |
| **Y-Community Action Program** - prevention/intervention program for students ages 10 - 14 referred by school systems or Juvenile Court; tutoring, mentoring, counseling; individual/family counseling; in-home intervention and conflict resolution; values education; Life Skills Curriculum [$30,800] | | | | | |
| **XXX** - an after-school program serving 50 students @ $160/ & located in the city's lowest SES sector, structured guided reading, homework help; Life Skills Curriculum; arts, music, life skills [cooking, woodworking]; "Being A Healthy Youth" sessions dealing with physical, emotional, social issues | $ 8,000 | $ - | **$ 8,000** | $ 8,000 | $0 |
| **Nurturing Parent Workshop** - personnel and materials for 12 workshops for parents along with their children referred by Juvenile Court using *Nurturing* referred by Juvenile Court using Nurturing Program or Parents and Adolescents; topics to include communication; confrontration vs. criticism; negotiation; discpline, punishment, rewareds, family rules; decision-making; alternatives to hitting & yelling [$725/workshop] | 4500 | 4500 | **9000** | 4500 | 4500 |
| **Mental Health Center -** provides in collaboration with community partners screening, referral, mental health services for 24 public schools, 3 private schools, & 26 early childhood centers; supervision for 3 mental health counselors, data entry, and case managers employed through grant [$35,150 adm. Fee] | $0 | $ 210,900 | **$ 210,900** | $0 | $25,000 |
| 1 Prevention Team Coordinator [1 FTE -12 months @ $37,600 with fringe =$47,000] | | | | | |
| 1 Prevention Mental Health Counselor [1 FTE - 12 months @ $28,000 with fringe = $35,000] | | | | | |
| 1 Prevention Mental Health Counselor [1 FTE - 12 months @ $28,000 with fringe = $35,000] | | | | | |
| 1 Case Manager [1 FTE - 12 months @ $25,000 with fringe = $31,250] | | | | | |
| 1 Documentation Assistant [1 FTE - 12 months @ $22,000 with fringe = $27,500] | | | | | |
| **Family Resource Agency -** provides early childhood education; offers early identification/prevention of children with violent behavior and other mental health issues through modeling effective behavioral prevention/intervention strategies; parent conferences & training; develop and implements behavior management plans in conjunction with teachers; collects baseline data for evaluation | $0 | $ 56,250 | **$ 56,250** | $0 | $25,000 |
| 4 Early Childhood Behavior Prevention/Intervention Assistants [3 FTE - 12 months @ $15,000 with fringe = $18,750] | | | | | |

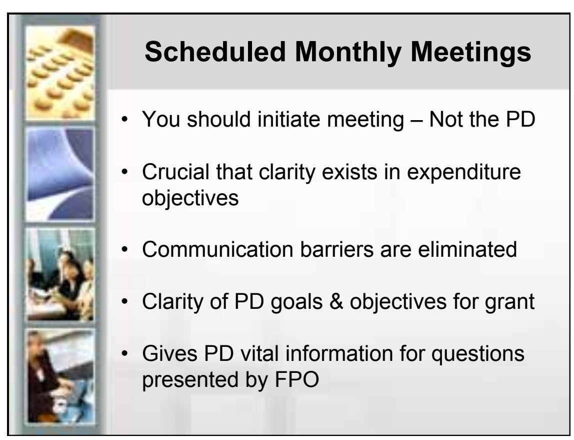
# Appendix O
## Sample Budget Narrative (continued . . .)

| | | | | | |
|---|---|---|---|---|---|
| **Youth Leadership Institute** - provides curriculum and training sessions for Communities Mobilizing for Change on Alcohol [CMCA]; 5 training sessions; technical assistance; toolkits, curriculum | $ 12,500 | $ 12,500 | **$ 25,000** | $ 12,500 | $12,500 |
| | | | | | |
| **Legal Community Foundation** - provide parent/teaching/staff training for *Creating Peaceable Schools* [2 3-day | $ 24,000 | **0** | **$ 24,000** | $ 24,000 | $0 |
| institutes for 40 teachers per institute; *Teen Parents and the Law* [1 2-day training for teen parents] & peer mediation [3 2-day trainings for middle school students] $4,000/training | | | | | |
| **Evaluation Team** | $ 97,000 | $ 97,000 | **$ 194,000** | $ 12,500.00 | $12,500 |
| 2 Senior Evaluators [@ $35,000] | | | | | |
| Research Associates [3 PTE @ $15 per hour for 1,000 hours] | | | | | |
| 1 Evaluation Data Base Administrator [@ $35,000] | | | | | |
| 1 Outcomes-Based and Research/Evidenced- Based Program Evaluator/Sustainability Coordinator | | | | | |
| Annual Publication of UNITY Grant Evaluation Reports | | | | | |
| Survey Instruments, Software, and other Evaluation Materials | | | | | |
| | | | | | |
| **Professional Staff Development and Trainer of Trainers for Evidence/Research--Based Programs** | $ 30,000 | $ - | **$ 30,000** | $ 25,000 | $0 |
| | | | | | |
| **Year-end Audit of Grant Books** | $ 1,200 | $ 1,200 | **$ 2,400** | $ 1,200 | $1,200 |
| | | | | | |
| **Consulting/Contractual Services Total** | **$ 655,637** | **$ 454,218** | **$ 1,109,855** | **$ 317,332** | **$ 128,668** |
| | | | | | |
| **Budget Summary** | | | | | |
| **Personnel Total** | $ 489,600 | $ 171,000 | **$ 660,600** | $ 660,600 | $ 660,600 |
| **Fringe Benefits Total** | $ 84,646 | $ 42,750 | **$ 127,396** | $ 127,396 | $ 127,396 |
| **Travel Total** | $ 1,197 | $ 24,133 | **$ 25,330** | $ 25,330 | $ 25,330 |
| **Supplies Total** | $ 538,990 | $ 31,847 | **$ 570,837** | $ 570,837 | $ 570,837 |
| **Equipment Total** | $ 3,000 | $ 3,000 | **$ 6,000** | $0 | $0 |
| **Consulting/Contractual Services** | $ 655,637 | $ 454,218 | **$ 1,109,855** | $ 317,332 | $ 128,668 |
| **Total Direct Cost** | $ 1,773,070 | $ 726,948 | **$ 2,500,018** | $ 1,701,495 | $ 1,512,831 |
| **Indirect Cost Rate (2.25%)** | | | | 2.25% | 2.25% |
| **IDC Allocation** | | | | $38,284 | $34,039 |
| **Grant Budget Total** | $ 1,811,354 | $ 760,987 | **$ 2,572,340** | | |

# Appendix P
# “Best Fiscal Practices” PowerPoint by Shonna R. Moore, HR/Fiscal Manager, SS/HS Bradley County Site





## Appendix P
## "Best Fiscal Practices" PowerPoint by Shonna R. Moore, HR/Fiscal Manager, SS/HS Bradley County Site (continued . . . )

expected
RESULTs
OF
MONTHLY
MEETINGS:

### How to Ensure Clarity and Concise Reporting

- Strong Financial Software
- Easy to understand financial reports for the Non-Financial manager
- Other financial forms that can be easily accessed, completed, and understood

### Strong Financial Software

- Ensure audit & error proof tracking & reporting
- Use established recommended accounting software (Example: Quick Books)
- Advantages
  - Provides fraud and waste prevention
  - Reports easily generated
  - Provides concise reports
  - Makes auditing a smoother process

### Financial Reports for the Non-Financial

- You are the expert in financial management – the PD is the expert in project management.
- Excel Reports
  - Easier for non-financial person to understand
  - Identifies expenditures in dollars and percentages
  - Formulated to generate SSHS Federal Required Spreadsheet for Semi-Annual and Annual Reports

### Misc Forms

- Financial Policies and Procedures
- Mileage Reimbursement Form
- Employee Timesheets
- Travel Reimbursement Form
- Purchase Request

# Appendix Q
# Sample SS/HS Expenditure Template

## FY1 Expenditures

| | ALL ELEMENTS | | | | Elements 1,2,3 | | Elements 4,5 | |
|---|---|---|---|---|---|---|---|---|
| | Original Amount Budgeted | Remaining to Be Used | Current YTD Expenditures | Percentage Used | Remaining to Be Used | Expenditures | Remaining to Be Used | Expenditures |
| **Personnel** | | | | | | | | |
| **Project Director** | $ 70,000.00 | $ 70,000.00 | $ - | 0.00% | | | | |
| Financial Manager | $ 35,000.00 | $ 35,000.00 | $ - | 0.00% | | | | |
| Administrative/Communications Coordinator | $ 35,000.00 | $ 35,000.00 | | 0.00% | | | | |
| | **$ 140,000.00** | **$ 140,000.00** | **$ -** | **0.00%** | **$ -** | **$ -** | **$ -** | **$ -** |
| **Fringe/Taxes** | | | | | | | | |
| SSHS Grant Personnel TOTAL FRINGE | $ 135,000.00 | $ 135,000.00 | $ - | | | | | |
| SSHS Grant QUICKBOOK Fees/Taxes | | | | | | | | |
| SSHS Grant Personnel Medical Insur | | | | | | | | |
| SSHS Grant Personnel Dental Insur | | | | | | | | |
| SSHS Grant Personnel Vision Insur | | | | | | | | |
| | **$ 135,000.00** | **$ 135,000.00** | **$ -** | **0.00%** | **$ -** | **$ -** | **$ -** | **$ -** |
| **Travel** | | | | | | | | |
| Local Travel | $ 15,677.00 | $ 15,677.00 | | 0.00% | | | | |
| Training Conferences | $ 25,000.00 | $ 25,000.00 | | **0.00%** | | | | |
| | **$ 40,677.00** | **$ 40,677.00** | **$ -** | **0.00%** | **$ -** | **$ -** | **$ -** | **$ -** |
| **Supplies/ Equip** | | | | | | | | |
| Network Equipment | $ 25,000.00 | $ 25,000.00 | | **0.00%** | | | | |
| Office supp/Postage/Copier Paper | $ 21,000.00 | $ 21,000.00 | $ - | 0.00% | | | | |
| Misc. Office Supplies | | | | | | | | |
| Postage | | | | | | | | |
| Subscription Fees | $ 1,700.00 | $ 1,700.00 | $ - | 0.00% | | | | |
| QB Fees | | | | | | | | |
| Website Fees | | | | | | | | |
| Communication Devices/ Phone Service | $ 9,350.00 | $ 9,350.00 | | 0.00% | | | | |
| Curriculum Materials | $ 250,000.00 | $ 250,000.00 | | **0.00%** | | | | |
| Advertising for SSHS positions | $ 1,300.00 | $ 1,300.00 | | **0.00%** | | | | |
| Safe Schoools Plan Security needs | $ 272,138.00 | $ 272,138.00 | | **0.00%** | | | | |
| | **$ 580,488** | **$ 580,488.00** | **$ -** | **0.00%** | **$ -** | **$ -** | **$ -** | **$ -** |
| **TOTAL (personel, fringe, travel, equip)** | **$ 896,165.00** | **$ 896,165.00** | **$ -** | **0.00%** | | | | |

# Appendix Q
## Sample SS/HS Expenditure Template (continued . . . )

| Consulting/Contractual Services | Original Amount Budgeted for FY1 | ALL ELEMENTS: Remaining to Be Used | ALL ELEMENTS: Current YTD Expenditures | | Elements 1,2,3: Remaining to Be Used | Elements 1,2,3: Expenditures for FY2 | Elements 4,5: Remaining to Be Used | Elements 4,5: Expenditures for FY2 |
|---|---|---|---|---|---|---|---|---|
| Security Assessment Partner | $ 109,095.00 | $ 109,095.00 | $ - | 0.00% | | | | |
| Community Partner 1 | $ 80,815.00 | $ 80,815.00 | $ - | 0.00% | | | | |
| Community Partner 2 | $ 159,116.00 | $ 159,116.00 | | 0.00% | | | | |
| Community Partner 3 | $ 21,854.00 | $ 21,854.00 | | 0.00% | | | | |
| Community Partner 4 | $ 109,704.00 | $ 109,704.00 | | 0.00% | | | | |
| Community Partner 5 | $ 97,158.00 | $ 97,158.00 | | 0.00% | | | | |
| Community Partner 6 | $ 50,500.00 | $ 50,500.00 | | 0.00% | | | | |
| Local Governement | $ 16,556.00 | $ 16,556.00 | $ - | 0.00% | | | | |
| Sheriff's Office | | | | | | | | |
| Police Department | | | | | | | | |
| Juvenile Court System 1 | | | | | | | | |
| Juvenile Court System 2 | | | | | | | | |
| Faith Based Partner 1 | $ 36,000.00 | $ 36,000.00 | | 0.00% | | | | |
| Faith Based Partner 2 | $ 27,760.00 | $ 27,760.00 | | 0.00% | | | | |
| Local YMCA Program 1 | $ 41,114.00 | $ 41,114.00 | | 0.00% | | | | |
| Local YMCA Program 2 | $ 67,126.00 | $ 67,126.00 | | 0.00% | | | | |
| Mental Health Partner 1 | $ 7,200.00 | $ 7,200.00 | | 0.00% | | | | |
| Mental Health Partner 2 | $ 123,875.00 | $ 123,875.00 | | 0.00% | | | | |
| Mental Health Partner 3 | $ 67,088.00 | $ 67,088.00 | | 0.00% | | | | |
| Mental Health Partner 4 | $ 96,730.00 | $ 96,730.00 | | 0.00% | | | | |
| Mental Health Partner 5 | $ 20,000.00 | $ 20,000.00 | | 0.00% | | | | |
| Mental Health Partner 6 | $ 205,627.00 | $ 205,627.00 | | 0.00% | | | | |
| Mulit-Cultrual Progam | $ 30,000.00 | $ 30,000.00 | | 0.00% | | | | |
| County School Based Program | $ 15,030.00 | $ 15,030.00 | | 0.00% | | | | |
| City School Based Program | $ 45,000.00 | $ 45,000.00 | | 0.00% | | | | |
| Public School Safety Coordinator for County and City Schools | $ 45,000.00 | $ 45,000.00 | | 0.00% | | | | |
| Family and School Connector for County and City Schools | $ 30,000.00 | $ 30,000.00 | | 0.00% | | | | |
| Evaluation Team Member 1 | $ 35,000.00 | $ 35,000.00 | | 0.00% | | | | |
| Evaluation Team Member 2 | $ 35,000.00 | $ 35,000.00 | | 0.00% | | | | |
| Evaluation Team Member 3 | $ 35,000.00 | $ 35,000.00 | | 0.00% | | | | |
| Evaluation Team Member 4 | $ 13,250.00 | $ 13,250.00 | | 0.00% | | | | |
| Evaluation Team Member 5 | $ 35,000.00 | $ 35,000.00 | | 0.00% | | | | |
| Evaluation Team Member 6 | $ 20,000.00 | $ 20,000.00 | | 0.00% | | | | |
| Local Pride Survey of all 3rd, 5th, 7th, and 11th grades | $ 18,000.00 | $ 18,000.00 | | 0.00% | | | | |
| Computer Technical Assistance for County Schools | $ 21,000.00 | $ 21,000.00 | | 0.00% | | | | |
| Computer Technical Assistance for City Schools | $ 2,000.00 | $ 2,000.00 | | 0.00% | | | | |
| Anti-Drug Coalition | $ 34,170.00 | $ 34,170.00 | | 0.00% | | | | |
| Audit Fees and misc costs | $ 25,000.00 | $ 25,000.00 | | 0.00% | | | | |
| Professional Staff Development | $ 50,000.00 | $ 50,000.00 | | 0.00% | | | | |
| | **$ 1,825,768.00** | **$ 1,825,768.00** | **$ -** | **0.00%** | **$ -** | **$ -** | **$ -** | **$ -** |

SAMPLE

# Appendix Q
# Sample SS/HS Expenditure Template (continued . . . )

## FY1 SUMMARY SHEET FOR DIRECT & INDIRECT COSTS

| DIRECT COSTS | Amount Budgeted | Yr to Date Expenditures | Balance Remaining |
|---|---|---|---|
| Personel & After School Program Total | $ 140,000.00 | $ - | $ 140,000.00 |
| Fringe Total | $ 135,000.00 | $ - | $ 135,000.00 |
| Travel Total | $ 40,677.00 | $ - | $ 40,677.00 |
| Office Supplies/Equp Total | $ 580,488.00 | $ - | $ 580,488.00 |
| TOTAL PAGE ONE | $ 896,165.00 | $ - | $ 896,165.00 |
| Consulting/Contractual Service Total | | | |
| TOTAL PAGE TWO | $ 1,825,768.00 | $ - | $ 1,825,768.00 |
| TOTAL DIRECT COSTS | $ 2,721,933.00 | $ - | $ 2,721,933.00 |
| TOTAL INDIRECT COSTS | $ 44,034.00 | $ - | $ 44,034.00 |
| AWARDED AMOUNT (Direct & Indirect) | $ 2,765,967 | $ - | $ 2,765,967.00 |

## INDIRECT COSTS

| Check Made Payable To: | Amount Rewarded for FY1 | Check Date | Amount of Check |
|---|---|---|---|
| Indirect Costs Description | $ 44,034.00 | | |
| | | | |
| | | | |
| | | | $ - |

| | |
|---|---|
| Amount Rewarded for Indirect Cost FY2 | $ 44,034.00 |
| Amount Used out of Indirect Cost | $ - |
| Total Remaining in Indirect Cost | $ 44,034.00 |

## DRAW DOWNS FOR FY1

| Date | Amount |
|---|---|
| Oct-06 | |
| Oct-06 | |
| Nov-06 | |
| Dec-06 | |
| Jan-07 | |
| Feb-07 | |
| Mar-07 | |
| Apr-07 | |
| May-07 | |
| Jun-07 | |
| Jul-07 | |
| Aug-07 | |
| Sep-07 | |
| TOTAL DRAW DOWNS | $ - |
| Reimbur Cks | |
| TOTAL DEPOSITS | $ - |

*Total Amount Spent Yr to Date*

| | |
|---|---|
| *Total from Page One* | $ - |
| *Total from Page Two* | $ - |
| *Total Indirect Cost* | $ - |
| *TOTAL EXPENDITURES FOR FY2* | $ - |

Budget Balance After Expenditures

| | |
|---|---|
| *Amount of Grant Reward* | ## |
| *Total Amount Spent* | ## |
| *Amount Remaining* | ## |

0.00% Spent of Total Awarded Amount YTD for FY3

Budget Balance After Draw Downs

| | |
|---|---|
| *Amount of Grant Reward* | $ 2,765,967.00 |
| *Total Amount Drawn Down* | $ - |
| *Draw Down Amount Remaining* | $ 2,765,967.00 |

0.00%
Drawn Down of Total Award Amount YTD for FY3

# Appendix Q
## Sample SS/HS Expenditure Template (continued . . . )

BUDGET SPREADSHEET OF EXPENDITURES BY ELEMENT AND LINE ITEM

Safe Schools Healthy Students Initiative
PR/Award #:

Date:
FY1

| | Elements 123 | | Elements 45 | | Total Expended | |
|---|---|---|---|---|---|---|
| Budgeted Catagories | Budgeted | Expended | Budgeted | Expended | Budgeted | Expended |
| A. Personel | $0 | $0 | $0 | $0 | $140,000 | $0 |
| B. Fringe Benefits | $0 | $0 | $0 | $0 | $135,000 | $0 |
| C. Travel | $0 | $0 | $0 | $0 | $40,677 | $0 |
| D. Equipment | x | x | x | x | x | x |
| E. Supplies | $0 | $0 | $0 | $0 | $580,488 | $0 |
| F. Construction | x | x | x | x | x | x |
| G. Consult/Contracts | $0 | $0 | $0 | $0 | $1,825,768 | $0 |
| H. Other (Stipends) | x | x | x | x | x | x |
| Total Direct Costs (lines A-H) | $0 | $0 | $0 | $0 | $2,721,933 | $0 |
| I. Indirect Costs | | | | | $44,034 | $0 |
| TOTAL | $0 | $0 | $0 | $0 | $2,765,967 | $0 |