

Department of Workforce Services - Utah Office of Child Care

AFTERSCHOOL QUALITY IMPROVEMENT GRANT

Application Packet

Fiscal Year 2016



PROPOSAL CHECKLIST

Faxed or scanned proposals will not be accepted. Each copy of the proposal must include the following:

- I. Grant Application Cover Sheet (PDF form provided)
 - Original paper copy: Must be submitted, original signature is not required.
 - Email copy: The signed *Grant Application Cover Sheet* must be electronically signed.
- II. Site Information (PDF form provided)
- III. Program Information (PDF form provided)
- IV. Narrative (PDF form provided)
 1. Community Risk & Need Determination
 2. Program Design & Services
 3. Academic Support Efforts
 4. Prevention & Education Components Programming
 5. Staff Professional Development
 6. Cost Information
- V. Proposal Budget Form (Excel form provided)
- VI. Proposal Budget Detail Narrative Form (Excel form provided)
- VII. Proposal Addenda
 - A. Program Advertisement or Flyer - required
 - B. Building Administrator Letter - required
 - C. Collaboration & Partnership Letter - required & scored
 - D. Quality Tool Plan for Improvement – Develop Meaningful Relationships Area - required & scored (**Excel form provided**)
 - E. Staff Retention Plan - required & scored (**Excel form provided**)
 - F. 501 (c) (3) Letter - if applicable
 - G. Negotiated Indirect Cost Rate - if applicable
- VIII. Supporting Documentation
 - A. Gap Analysis for 2015-2016 School Year for Program or Program Site – required (**Excel form provided**) & Wallace Foundation Cost Calculator Program Estimate
 - B. Quality Tool Be Safe Area Pre-Assessment – required
 - C. Priority Points Documentation (if applicable)
 1. Program will serve youth from school(s) with free lunch rates above **40 percent**
 2. Program will serve youth from school(s) with reduced price lunch rates above **65 percent**
 3. Program operates until 5:30 P.M. or later, four days per week
 4. Program operates five days per week
 5. Program operates 36 weeks or more per year
 6. Program provides a healthy, well-balanced variety of daily, nutritious meal(s) and/or snack(s)



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I. GRANT APPLICATION COVER SHEET

CONTRACTING ORGANIZATION

Contracting Organization
Federal Tax ID #:
DUNS #:
This entity is a:
Government Agency
Non-Profit Organization
Other
This site will serve 5-18 year olds at SAME site:
Organization's Signature Authority:
Name:
Title:
Address:
Phone:
Email:
Electronic/Original Signature:
Date:

GRANT CONTRACT ADMINISTRATOR (if different from above)

Name:
Position:
Address:
Phone:
Email:

FINANCIAL ADMINISTRATOR CONTACT (if different from above)

Name:
Position:
Address:
Phone:
Email:

THIS PROPOSAL IS BEING SUBMITTED TO SERVE:

- 10-20 youth (\$14,850 - \$29,700)
21-30 youth (\$31,185 - \$44,550)
31-40 youth (\$46,035 - \$59,400)
41-50 youth (\$60,885 - \$74,250)
51-60 youth (\$75,735 - \$89,100)
61-70 youth (\$90,585 - \$103,950)
71-80 youth (\$105,435 - \$118,800)
81-90 youth (\$120,285 - \$133,650)
91-100 youth (\$135,135 - \$148,500)
101-120+ youth (\$149,985 - \$178,200)

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II. SITE INFORMATION

Contracting Organization: _____

SITE INFORMATION	
Site Name: _____	
Address: _____	Site County: _____
Site Contact Name: _____	Position: _____
Phone: _____	Email: _____
Funding for Youth Ages 5 to 12	
Grant Request Amount Per Year: \$ _____	Three-Year Grant Request Amount Total: \$ _____
Funding for Youth Ages 13 to 18	
Grant Request Amount Per Year: \$ _____	Three-Year Grant Request Amount Total: \$ _____
TOTAL Funding for Youth Ages 5 to 12 and 13 to 18 (if served at same site)	
Grant Request Amount Per Year: \$ _____	Three-Year Grant Request Amount Total: \$ _____

Use PDF Form

SITE LOCATION - DWS ECONOMIC SERVICE AREA (ESA): See Attachment F, DWS ESA Map	
<input type="checkbox"/> Bear River ESA (Box Elder, Cache, & Lincoln Counties)	<input type="checkbox"/> Southeast ESA (Garfield & San Juan Counties)
<input type="checkbox"/> Castle Country ESA (Carbon & Emery Counties)	<input type="checkbox"/> Southwest ESA (Beaver, Garfield, Iron, Kane, and Washington Counties)
<input type="checkbox"/> Central Utah ESA (Millard, Piute, Sanpete, Sevier, & Wayne Counties)	<input type="checkbox"/> Uintah Basin ESA (Daggett, Duchesne, & Uintah Counties)
<input type="checkbox"/> Mountainland ESA (Juab, Summit, Utah, & Wasatch Counties)	<input type="checkbox"/> Wasatch Front North ESA (Davis, Morgan, & Weber Counties)
	<input type="checkbox"/> Wasatch Front South ESA (Salt Lake & Tooele Counties)

CHECK ALL CURRENT DWS - OCC AFTERSCHOOL GRANTS THE SITE PARTICIPATES IN:	
<input type="checkbox"/> ASPIRE Kids Grant	<input type="checkbox"/> High School Youth Support Grant
<input type="checkbox"/> CCDF Match Partnership I Grant (Year 2 of 3)	<input type="checkbox"/> Safe Passages 2012 Grant
<input type="checkbox"/> CCDF Match Partnership II Grant (Year 1 of 3)	<input type="checkbox"/> Safe Passages 2013 Grant
<input type="checkbox"/> DWS IPI – Supplemental Grant	<input type="checkbox"/> STEMLink Afterschool Grant
<input type="checkbox"/> Kindergarten Match Partnership Grant	<input type="checkbox"/> Curriculum and Equipment Grant
<input type="checkbox"/> Summer Youth Program Grant	

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III. PROGRAM INFORMATION

*****If serving youth ages 5-18 at the SAME site, please fill out this entire sheet for EACH age group*****

Organization: _____ **Program Name:** _____

Age Group to be served (check only ONE box): Youth Ages 5 to 12 Youth Ages 13 to 18

SECTION A: PREVENTION AND EDUCATION COMPONENTS

Check the **TWO (2)** primary prevention and education components the program proposes to offer:

- | | |
|--|--|
| <input type="checkbox"/> Addiction Prevention | <input type="checkbox"/> Healthy Relationship Education |
| <input type="checkbox"/> Civic Engagement | <input type="checkbox"/> Physical Activity & Nutrition |
| <input type="checkbox"/> Education & Career Readiness | <input type="checkbox"/> Positive Interpersonal Relationships |
| <input type="checkbox"/> Emotional Intelligence & Self-Concept | <input type="checkbox"/> Pregnancy & STI Prevention (Teen Programs Only) |
| <input type="checkbox"/> Financial Literacy | <input type="checkbox"/> Youth Violence & Gang Prevention |

SECTION B: PROGRAM INFORMATION

Indicate when the program operates: Weekdays Weekends

Grade levels served: K 1 2 3 4 5 6 7 8 9 10 11 12

Kindergarten children are served in the same program/classroom as the 1st – 6th grade children: Yes No

Current number of youth being served per day, Average Daily Attendance (ADA): _____

Number of youth the program proposes to serve per day (proposed ADA): _____

Indicate the number of youth the program expects to serve per year (unduplicated): _____

School District(s) Date(s) for First Day of School (Month/Day/Year): _____

Afterschool Program Start Date (Month/Day/Year): _____

How many weeks does the program operate during the school year? _____

For purposes of this grant, a week is defined as a minimum of three days per week.

Current hours of operation during the school year, not including transportation (i.e. 2:30-5:00):

AM — Mon: _____ Tues: _____ Wed: _____ Thurs: _____ Fri: _____ Sat: _____ Total Weekly Hours _____

PM — Mon: _____ Tues: _____ Wed: _____ Thurs: _____ Fri: _____ Sat: _____ Total Weekly Hours _____

For this purpose, hours of operation are defined as the number of hours youth are actually participating in the program.

Projected hours of operation for the school year (i.e. 2:30-5:00):

AM — Mon: _____ Tues: _____ Wed: _____ Thurs: _____ Fri: _____ Sat: _____ Total Weekly Hours _____

PM — Mon: _____ Tues: _____ Wed: _____ Thurs: _____ Fri: _____ Sat: _____ Total Weekly Hours _____

If the program provides formal transportation 10 miles or more per day to more than 50 percent of the ADA, indicate the amount of time this adds to the daily schedule (i.e.: 1 hour, 40 min, 1h 40m, etc.):

Mon: _____ Tues: _____ Wed: _____ Thurs: _____ Fri: _____ Sat: _____ Total Weekly _____

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IV. PROPOSAL NARRATIVE

Instructions: Please use the provided space and PDF form fill format for responses. If organization is planning to serve youth ages 5-18 at the SAME site, include program details for **BOTH** age groups.

COMPETITIVE PRIORITY POINTS		
<input type="checkbox"/> 1. Program will serve youth from school(s) with free lunch rates above 40 percent . (3 points)	Documentation Required	3 Points Possible
<input type="checkbox"/> 2. Program will serve youth from school(s) with reduced price lunch rates above 65 percent . (1 Point)	Documentation Required	1 Point Possible
<input type="checkbox"/> 3. Program operates until 5:30 P.M. or later, four days per week. (1 Point)	Documentation Required	1 Point Possible
<input type="checkbox"/> 4. Program operates five days per week. (1 Point)	Documentation Required	1 Point Possible
<input type="checkbox"/> 5. Program operates 36 weeks or more during the school year. (1 Point)	Documentation Required	1 Point Possible
<input type="checkbox"/> 6. Program provides a healthy, well-balanced variety of daily, nutritious meal(s) and/or snack(s) (1 Point)	Documentation Required	1 Point Possible
<input type="checkbox"/> 7. Program operates in a rural county (See <i>Attachment G, Utah Rural Map</i>). (3 Points)	NO Documentation Required	3 Points Possible
8. Program meets at least one of the following: <input type="checkbox"/> Program has NOT received an Office of Child Care afterschool grant within the past three years. (1 Point) <input type="checkbox"/> Program has NOT received an Office of Child Care afterschool grant within the past six years. (1 Point) <input type="checkbox"/> Program has NEVER received an Office of Child Care afterschool grant. (1 Point)	NO Documentation Required	1 Point Possible
TOTAL COMPETITIVE PRIORITY POINTS		12 Points Possible

1. COMMUNITY RISK & NEED DETERMINATION (20 points possible)

Provide a community and site profile justifying the need for afterschool programming while considering the population the program serves. Include a description of the specific data sources used and risk information provided below.

Program Site Risk Determination Factors	Current Percentage of Youth & Families Served	Anticipated Percentage of Youth & Families to be Served
Youth eligible for free school lunch		
Youth eligible for reduced price lunch		
Youth not currently living with both parents		
Youth with special needs		
Youth with Limited English Speaking Proficiency [English Language Learners (ELL)]		
Families currently homeless		
Families receiving child care subsidy		
Families with refugee status		

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2. PROGRAM DESIGN & SERVICES (20 points possible)

Provide detailed descriptions of the following:

- A. Explain the daily schedule demonstrating balanced programming in the areas of academic and enrichment activities. See *Attachment C, Definitions*. Proposals entirely academic or entirely enrichment will not be considered.
- B. Describe the evidence-based curriculum and/or resources used in the program.
- C. Describe how the program will build relationships with the participating youth’s parents and guardians.

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3. ACADEMIC SUPPORT EFFORTS (18 points possible)

- A. Explain the plan for reading, math and homework support provided for youth in the program.
- B. Describe how the program will measure, track and report academic outcomes of youth. Include the assessment/measurement tool(s) to be used, how pre-assessments and post-assessments will be utilized, the overall data collection protocol, the plan to obtain parental permission if needed and how outcomes will be reported.
- C. Describe how the program will coordinate with the school(s) attended by the youth in the program in order to support academic skills improvement and how often the site coordinators/group leaders will communicate with administrators and teachers at the school(s) attended by the youth in the program.

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4. **PREVENTION & EDUCATION COMPONENTS PROGRAMMING (18 points possible)**

If program site is currently participating in another DWS-OCC afterschool/out-of-school time program grant, prevention and education components may be aligned. Funded programs are required provide programming which includes at least **two (2)** components from the list below:

- Addiction Prevention
- Civic Engagement
- Education & Career Readiness
- Emotional Intelligence & Self-Concept
- Financial Literacy
- Healthy Relationship Education
- Physical Activity & Nutrition
- Positive Interpersonal Relationships
- Pregnancy & STI Prevention* (Teen Only)
- Youth Violence & Gang Prevention

- A. Explain how the **two (2)** components were selected, the relevance to the population to be served and how the program will implement the selected components utilizing evidence-based curriculum.
**Note: Teen programs providing Pregnancy and STI Prevention must obtain written parental permission for each student before teaching Pregnancy and STI Prevention.*
- B. Describe **three (3)** SMART (specific, measurable, attainable, realistic, and time-bound) outcomes expected from utilizing prevention and education components in the afterschool program.
- C. Indicate how the prevention and education programming outcomes will be collected and reported.

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5. **STAFF PROFESSIONAL DEVELOPMENT (18 points possible)**

In order to effectively develop and sustain quality afterschool programming and meet identified outcomes, a considerable amount of commitment is required. If grant funds are awarded, the program site must provide documentation showing 20 hours of program-related training each year for every staff working 10 or more hours/week.

- A. Explain the qualifications of the individual(s) identified to oversee and support the successful implementation of the program.
- B. Describe the program's plan for retaining program level leadership positions (e.g.: program coordinators, site directors, program managers) in the program and how this plan aligns and supports *Addendum E – Staff Retention Plan*.
- C. Detail the training and mentoring provided by afterschool administration to the staff when hired and ongoing. (e.g. Utah Afterschool Network, CCPDI, conferences, trainings, etc.) and how staff will be offered support in their own professional development.

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6. COST INFORMATION (18 points possible)

Justify the program's financial need and how the need aligns with *Budget Forms V. and VI. and VIII. Supporting Documentation – Gap Analysis*.

- A. Explain the need for these funds to provide quality afterschool programming.
- B. Provide a summary of how the funds will be appropriately utilized over the three-year period of the grant that aligns with *Budget Forms V. and VI. and VIII. Supporting Documentation – Gap Analysis*.
- C. Identify key financial staff that will be involved with the invoice preparation processes and fiscal management of the afterschool program.

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7. PROGRAM DEVELOPMENT & IMPROVEMENT EFFORTS FOR ASPIRE KIDS AND SAFE PASSAGES 2012 GRANTEES ONLY (12 points possible)

Use the program’s ASPIRE Kids or Safe Passages 2012 original grant proposal and annual Quality Tool data to respond to the questions below:

- A. Indicate how the program has met the needs of the youth and families served during the three-year period of the grant, based on needs described in the original grant proposal.
- B. Explain how the program has met the goals and objectives outlined in the original grant proposal.
- C. Describe the quality improvement efforts your program has achieved over the period of the ASPIRE Kids or Safe passages 2012 grant, include detailed examples of how the grant funds and use of the Quality Tool have improved your program.

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VII. PROPOSAL ADDENDA

A. Program Advertisement or Flyer (required)

- Provide **ONE** marketing piece representing the program or program site's afterschool program.

B. Building Administrator Letter (required)

- Include one letter from the building administrator (e.g.: Principal, Executive Director or other building authority) that documents support of the program and details regarding the space that will be provided for the program.

C. Collaboration & Partnership Letter (required: 5 points possible)

- Attach **ONE** letter from collaborative and partner agency or entity. The letter should provide a brief description of the involvement with the afterschool program. Letters should include specific detailed information about how the organizations will collaborate and partner. The Collaboration & Partnership Letter is a not a letter of support. Contributions from collaborators and partners should be noted on the Grant Budget Form.
Note: Contracted fee-for-service individuals or organizations cannot be considered collaborators or partners unless a significant discount is provided.

D. Quality Plan for Improvement – Develop Meaningful Relationships Area (required: 5 points possible)

- Detail how the program site will focus on three indicators from the Quality Tool, Develop Meaningful Relationships Area (<http://www.utahafterschool.org/quality>) during the grant period.

E. Staff Retention Plan (required: 5 points possible)

- Describe how the program will:
 1. Address three (3) current retention issues involving retention of program level leadership positions (e.g.: program coordinators, site directors, program managers);
 2. Develop methods for increasing retention of program level leadership positions;
 3. Measure increases in retention of program level leadership positions; and
 4. Develop a timeline for implementing methods for increasing retention of program level leadership positions.

F. 501 (c) (3) Letter (if applicable)

G. Negotiated Indirect Cost Rate (if applicable)

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VIII. SUPPORTING DOCUMENTATION

A. Gap Analysis for Funding for 2015-2016 School Year for Program or Program Site (required)

- Provide the breakdown of how much afterschool funding is received by the program or program site and demonstrate the need for funding to support quality school year programming (**Excel form provided**).
- Complete a school year afterschool program cost estimate for your program or program site utilizing the Wallace Cost Calculator (<http://www.wallacefoundation.org/cost-of-quality/cost-calculator/Pages/cost-calculator.aspx>) and submit print-out.

**Recommend using Internet Explorer web browser to complete Wallace Cost Calculator document and print.*

B. Quality Tool Be Safe Area Pre-Assessment (required)

- Complete the entire Quality Tool Be Safe Area (http://www.utahafterschool.org/images/Area_1_Be_Safe_11_12_13.pdf) for the program or program site and submit completed assessment.

C. Priority Points Documentation (if applicable)

- Provide the appropriate documentation for each priority point selected in Proposal Narrative:
 1. Program will serve youth from school(s) with **free lunch rates** above 40 percent
 2. Program will serve youth from school(s) with **reduced price lunch rates** above 65 percent
 3. Program operates until 5:30 P.M. or later, four days per week
 4. Program operates five days per week
 5. Program operates 36 weeks or more during the school year
 6. Program provides a healthy, well-balanced variety of daily, nutritious meal(s) and/or snack(s)

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ADDENDUM D. QUALITY TOOL PLAN FOR IMPROVEMENT - DEVELOP MEANINGFUL RELATIONSHIPS AREA GOALS

http://utahafterschool.org/images/Area_2_DMR_11_12_13.pdf

5 POINTS POSSIBLE

Develop Meaningful Relationships Indicator Domain, Major Standard, Indicator (e.g.: A,A-1,2)	Goal Target level of quality to reach and what the action items are to meet goal	Responsibilities Who will put the plan into action and ensure it is completed	Resources What is needed to reach the Goal: monetary, in-kind, supplies, training, etc.	Assistance Needed Who do you need support from? What will their role be?	Timeline Start date of process and anticipated completion date
1)					
2)					
3)					

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ADDENDUM E. STAFF RETENTION PLAN
5 POINTS POSSIBLE

STAFF RETENTION PLAN

Organization:	Program Name:
Describe three current issues regarding retention of program level leadership positions (e.g.: program coordinators, site directors, program managers):	<p style="text-align: center;">Use Excel Form Provided by DWS-OCC</p>
Describe three methods for increasing retention of program level leadership positions:	
Describe how program will know and report that the methods implemented are successful in retention of program level leadership positions:	
Describe the timeline for implementing methods for increasing retention of program level leadership positions:	

