

## High Quality School Readiness Grant (H.B. 96)

### Questions and Answers

Q: What is the length of the grant period?

A: Estimated initial project period: September 1, 2014 through June 30, 2015\*. The grant period may be extended for a maximum of three years\* (ending 2017) with annual review as needed to reach high-quality status. Program funds will be discontinued at the discretion of the School Readiness Board if appropriate progress in not being made towards program goals.

*\*Note Department of Workforce Services (DWS) Office of Child Care (OCC) is not bound by the above estimates*

Q: How much funding is available for FY15?

A: \$800,000\*: amount per FY15 grant contract varies based on proposal scored by expert committee and final approval from the School Readiness Board within the Governor's Office of Management and Budget (GOMB).

*\*Note Department of Workforce Services (DWS) Office of Child Care (OCC) is not bound by the above estimates*

Q: How many grants will be awarded for FY15?

A: Estimated between 2-10 grant awards\*

*\*Note Department of Workforce Services (DWS) Office of Child Care (OCC) is not bound by the above estimates*

Q: What is the procedure for the grant scoring process?

A: After completed proposals are submitted to [schoolreadiness@utah.gov](mailto:schoolreadiness@utah.gov), proposals will be scored by an expert committee based on scoring rubric. All proposals scoring 60 points and above will be passed onto the School Readiness Board within the Governor's Office of Management and Budget (GOMB) for final grant award decisions.

Q: Should the proposed scope of work and budget, in fact, be for three years, or one, especially related to attaining higher education or credentials for providers?

A: The funding will be awarded on an annual basis, but programs that are identified by the School Readiness Board do not need to reapply every year, need to show the needed outcomes to get the funding for years two and three (outcomes meaning that children who were identified as at risk, due to their family income on free and reduced meal applications, score well enough on the post-test so they are not placed in special education upon entrance into school). You will submit a proposal for one year and then submit any additional requests for years two and three that would differ from year one.

Q: Will ongoing appropriation be used for Results-Based School Readiness Contracts. Are those existing contracts or new contracts emanating from the grant process?

A: The School Readiness Contracts are for the evaluations and administrative costs mentioned above. Results-based school readiness contracts will also be determined by a competitive process with the School Readiness Board. The current grant is intended to help programs prepare to enter into results based funding based on the requirements for those contracts. See below for further detail.

53A-1b-110. Results-based school readiness contracts -- Board duties --

434 Independent evaluator.

435 (1) (a) The board may negotiate and enter into a results-based contract with a private  
436 entity, selected through a competitive process, to fund:

437 (i) a high quality preschool program described in Section 53A-1b-107 ;

438 (ii) a high quality preschool program described in Section 53A-1b-108 ; or

439 (iii) a home-based education technology program described in Section 53A-1b-109.

*House Bill 96, Utah Readiness Initiative*

Q: Do I have to submit a separate proposal per site within the same organization?

A: Organizations must submit a separate proposal per business entity, if an organization has multiple sites, each with a different Employer Identification Numbers (EIN), the organization must submit a separate proposal for each site.

Q: Can all application materials be submitted in multiple PDF documents?

A: Yes, the email submission containing all application materials may be comprised of multiple PDF documents. All application materials must be sent to [schoolreadiness@utah.gov](mailto:schoolreadiness@utah.gov).

Q. How is economically disadvantaged status of children defined for the purpose of this grant?

A: "Economically disadvantaged" means a student who (a) is eligible to receive free lunch; (b) is eligible to receive reduced price lunch; or (c) (i) is not otherwise accounted for in Subsection (2)(a) or (b); and (ii) (A) is enrolled in a Provision 2 or Provision 3 school, as defined by the States Department of Agriculture; has a Declaration of Household Income on file; is eligible for a fee waiver; or is enrolled at a school that does not offer a lunch program and is a sibling of a student accounted for in Subsection (2)(a) or (b). *Item 2 as defined House Bill 96, Utah Readiness Initiative*

Q: The RFG states that the program must serve students who are economically disadvantaged, does this mean the program must serve ONLY economically disadvantaged children? Is there some appropriate percentage and will the proposed percentage of economically disadvantaged children served in the program be considered when rating applications?

A: You may serve children from all economic backgrounds; **you will only be tracking children from economically disadvantaged backgrounds for the purposes of the grant.** The percentage of economically disadvantaged children served will be evaluated as part of the grant review. As House Bill 96 specifically outlines that this funding is to be used to serve "economically disadvantaged" children, proposed number of economically disadvantaged children to be served in the program will be taken into consideration in grant proposal evaluations.

Q: What is the definition of "successful upon entry into kindergarten" for the purposes of this grant?

A: The post evaluation will be the measure that determines if the child is school ready. There will be data collected on these children as they go through school, but your responsibility stops at the post evaluation.

Q: What expenses can the grant funding not cover?

A: Funds from this grant program cannot be used for the following: capital outlay or building projects (including playground equipment), student enrollment, ongoing program costs that will not be supported by the program after the grant funding ends, food (with the exception of travel) or equipment that will be used by administrators (equipment must directly support student instruction).

Q: What are some allowable expenses covered by the grant funding?

A: Grant funding can be used for expenses related to improving the overall quality of the early childhood education program as outlined in the proposal, including, but not limited to, curriculum, contracted services related to activities outlines in the narrative section of the grant proposal, supplies, and professional development expenses. All purchases must be allowable under local procurement processes.

Q: What travel rates should be used for any travel-related expenses associated with the proposed program services?

A: The state rates for any travel-related expenses must be used.

Q: Can funding be used to increase student enrollment?

A: The purpose of the funding is to increase overall program quality of private early education programs serving economically disadvantaged children (based on eligibility status for free and reduced lunch).

Q: Should I project the total numbers of students who will become enrolled in my early childhood education program for the upcoming school year?

A: Applicants should include historical data from the previous school year regarding number of children enrolled in early childhood education program for the FY15 proposal.

Q: Can the funding support summer programming?

A: The purpose of the funding is to support early childhood education programs increasing overall program quality during the **school year**.

Q: Should I include **average daily attendance (ADA)** from the previous the school year for data regarding number of students enrolled in my early childhood education program?

A: Please include **average total enrollment** data from the previous school year for students enrolled in the early childhood education program.

Q: What is the age deadline for including preschool youth in proposed program services?

A: To be included in the proposed program services, youth must be 3 years old by September 1st, 2014.

Q: In the Program Narrative Section of the proposal outline, under Program Description, Gap Analysis, and Strategy for Implementation of High Quality Components, subsection A, what other academic content areas should I focus on in the proposal besides the areas listed?

A: In addition to the academic content areas listed, also focus on social and emotional and physical content areas. Make sure your proposal addresses each of the nine areas listed in the RFG, focusing on social/emotional development and not exclusively social studies, as well addresses physical development.

Q: Do both lead teachers and assistant teachers associated with the proposed preschool project have to obtain a child development associate certificate or an associate or bachelor's degree in early childhood related field within two years of the start of the proposed program?

A: Only the **lead teacher(s)** associated with the proposed preschool project must obtain a child development associate certificate or an Associate or Bachelor's degree in early childhood related field within two years of the start of the proposed program.

Q: A home-based educational technology program may serve children in many various areas, would home-based educational technology providers be expected to maintain strong relationships with Local Education Agencies (LEAs) throughout the state?

A: The home-based educational technology provider would not be required to maintain a relationship with all of the LEAs statewide. However, there will be a requirement for home-based educational technology providers to outline something that helps connect the children in their program to kindergarten.

Q: Which parts of this “High Quality” definition apply to home-based educational technology providers?

A: All of the information in the Program Narrative is required for all applicants with some additional clarification information needed for home-based educational technology providers as outlined. The bullet points on the scoring rubric are examples of things that may make the proposal stronger but are not required.

Q: What assessments are required for both private providers and home-based educational technology providers, in reference to the Program Narrative section of the proposal outline, under Program Description, Gap Analysis, and Strategy for Implementation of High Quality Components, under subsections D and E. ? If so, would a home-based educational technology provider be required to conduct in-person observations?

A: In the application, the Program Description, Gap Analysis, and Strategy for Implementation of High Quality Components section, under subsection D. refers to the assessment that your program uses and subsection E. refers to your willingness to participate in an assessment as determined by the School Readiness Board. The assessments are not required to be in-person observations.

Q: The “High Quality” definition requires that the proposal describe how the provider will conduct the assessment selected by the School Readiness Board. How can this assessment plan be described without knowing what assessment the Board will select?

A: This does not need to be specific because no specific assessment has been determined, state your willingness to participate in whatever assessment is developed.