

State of Utah

Department of Workforce Services
Utah Office of Child Care

Request for Grant Applications

REVISED APRIL 8, 2015

**HB 96 Utah School Readiness Initiative
High Quality School Readiness Grant
for Private Early Education Program Providers**

Fiscal Year 2016

INTENT TO APPLY DUE: Friday, April 10, 2015, 5:00 PM

APPLICATIONS DUE: Friday, May 8, 2015 – 5:00 PM

For FY16 School Year (August 1, 2015 – June 30, 2016)

Pre-Proposal Applicant Meeting

Monday, April 6, 2015

9:00 a.m. to 11:30 a.m.

Room 157 B

Department of Workforce Services

1385 South State Street

Salt Lake City

This Grant is funded by through the Governor's Office of Management and Budget utilizing the Utah General Fund.



Utah Office of Child Care

A Division of the Utah Department of
Workforce Services



**HB 96 Utah School Readiness Initiative
 High Quality School Readiness Grant
 for Private Early Education Program Providers
 Due **May 8, 2015****

TABLE OF CONTENTS

Grant Information 3

Period of Performance 5

Evaluation and Award 5

Questions 5

Addenda 5

Application Process 5

Timeline 5

Pre-Proposal Meeting 5

Submission Deadline 6

Notification of Award 6

Award Effective Date 6

End Date of First Grant Term 6

Application Instructions 6

Grant Application and Assurances Form (please use fillable form posted on website) 8

Proposal Narrative Instructions for PRIVATE CHILD CARE PROVIDERS 9

Proposal Narrative Instructions for HOME-BASED EDUCATIONAL TECHNOLOGY PROVIDERS 10

Budget Summary Form (please use fillable form posted on website) 12

ATTACHMENTS – POSTED ON WEBSITE

- Attachment A – Scope of Work
- Attachment B – DWS Terms and Conditions
- Attachment C – Background Check Policy
- Attachment D – Code of Conduct
- Attachment E – Certification for Non-Profit Entity Grant Recipients
- Attachment F – Questions and Additional Information
- Attachment G – Scoring Rubric
- Attachment H – Financial Reporting



Utah Office of Child Care
A Division of the Utah Department of
Workforce Services

**HB 96 Utah School Readiness Initiative
High Quality School Readiness Grant
for Private Early Education Program Providers**
Due **May 8, 2015**

Grant Information

Introduction

Purpose of the High Quality School Readiness Grant Program

The High Quality School Readiness Grant is defined by the Utah School Readiness Initiative (UT CODE §53A-1b-106). The purposes of the Utah School Readiness Initiative are to increase school readiness, improve academic outcomes, and ensure that children at risk of being placed in special education programs due to economic disadvantage have opportunities for a high quality preschool experience.

The High Quality School Readiness Grant is one component of the Initiative. The Grant program provides resources to Local Education Agencies (LEAs) and private providers of **existing** early education programs. The grants are available to programs that serve economically disadvantaged three- and four-year-old children who are not receiving special education services. An inclusive classroom environment is highly encouraged.

Background

In 2014, the Utah Legislature adopted the School Readiness Initiative Act (UT CODE §53A-1b). The statute establishes the School Readiness Board and the following initiatives: (1) the High Quality School Readiness Grant program, (2) the Results-Based School Readiness Contracts, and (3) an independent evaluation of outcomes. This grant opportunity relates only to the High Quality School Readiness Grant program (UT CODE §53A-1b-106).

The statute specifies the components of a high quality early childhood education program. These components are provided in *Attachment F, Questions and Additional Information*. The High Quality School Readiness Grant program enables LEAs and private providers of early education programs to develop the necessary structures and processes to implement the components. The goals of the Grant program are to increase high quality early education capacity in the State and to collect longitudinal data including, but not limited to, academic outcomes, special education use, and English language learner services for Results-Based School Readiness Contracts. Private providers and home-based technology providers will apply for grants through the Department of Workforce Services (DWS), Office of Child Care (OCC). LEAs apply for grants through the Utah State Office of Education.

In addition, the statute requires programs participating in the High Quality School Readiness Grant program to utilize an independent evaluator to evaluate the early childhood education program outcomes. The independent evaluator is selected by the School Readiness Board (Board) and is responsible for reviewing all data and determining whether a program effectively implements the components of a high quality early education program. The independent evaluator reports findings to the Board. The Board pays for the costs associated with these evaluations. Any costs associated with other evaluations a program elects to administer are the responsibility of the program.

The final component of the statute is the Results-Based School Readiness Contracts. However, this component is not relevant to this grant application. Additional information on Results-Based School Readiness Contracts can be found at UT CODE §53A-1b-110.

Appropriation and Sustainability

It is anticipated that the Initiative will receive an ongoing appropriation from the Utah Legislature each year. The School Readiness Board determines the amount appropriated to the High Quality School Readiness Grant program. This Grant program is not designed to provide ongoing financial support for high quality early childhood education programs but fund the structure and processes needed to move programs toward high quality. Programs will be expected to have a sustainability plan to continue funding a high quality early education program.

Authorization

The Enrolled Copy of the authorizing legislation can be downloaded at:

<http://le.utah.gov/~2014/bills/static/HB0096.html>

Eligible Applicants

Programs must meet all of the following criteria in order to be eligible for this Grant:

1. **Existing** quality preschool programs;
2. Programs serving economically disadvantaged students as defined in *Attachment F, Questions and Additional Information*;
3. Programs currently exhibiting some elements of high quality programs as defined in *Attachment F, Questions and Additional Information*; and
4. Charter schools not utilizing federal or state education funding

This funding is intended to develop and build high quality early childhood education programs that serve education populations from economically disadvantaged backgrounds. Applicants that run inclusive programs are encouraged to apply.

**All providers must have or be willing to obtain a data system with the capacity to collect longitudinal academic outcome data, including special education use by student. They must also be willing to partner with the Utah State Office of Education to provide each student with a statewide unique student identifier.*

Funding Information

This Grant is funded by through the Governor's Office of Management and Budget utilizing the Utah General Fund.

Estimated available funds: Approximately \$175,000.00 PER YEAR

Estimated number of awards: 1-2; **Providers are limited to one application.**

Estimated initial project period: August 1, 2015 through June 30, 2016. *The grant period may be extended for a maximum of three years (ending 2018) with annual review as needed to reach high-quality status. The annual review requires each program to submit an annual report of program progress and outcomes at the end of the fiscal year. The School Readiness Board has discretion to discontinue funds where appropriate, if progress is not being made toward program goals (i.e., attendance, fulfilling terms of the contract, and improvement on the Peabody Picture Vocabulary Test [PPVT] scores).*

Note: DWS-OCC is not bound by any of the above estimates in this application.

Period of Performance

Funding for Grant recipients begins August 1, 2015. Grant period ends June 30, 2016. Grants may be renewed for two additional periods. Renewals are not guaranteed and are based upon Grantee performance and funding availability.

Evaluation and Award

Applications for this Grant program will be scored by a committee of early childhood leaders who are familiar with the components of quality in preschool settings. These components are listed in *Attachment G, Scoring Rubric*. The highest scoring applications will be recommended to the School Readiness Board within the Governor's Office of Management and Budget for final approval. **This funding may not be used to fund student enrollment and cannot supplant current funding.**

Applicants selected for an award will receive a letter of conditional award. An award is conditional upon successful negotiation of the grant agreement. The selected applicant(s) will be required to submit all required documents stated in the letter of conditional award. Those documents will include:

- Certification for Nonprofit Entity Grant Contracts;
- Copy of business license or articles of incorporation; and
- Copy of Certificate of Insurance.

DWS will not send contracts for signature until all required items are received.

Questions

Questions regarding proposal may be directed to schoolreadiness@utah.gov. Answers will be posted online under the High Quality School Readiness Grant section at <http://www.jobs.utah.gov/edo/rfp.html>. Last day to submit questions is Wednesday, April 29, 2015. Final answers will be posted by close of business Thursday, April 30, 2015.

Addenda

If DWS finds it necessary to modify the RFGA for any reason, DWS will issue a written addendum to the original RFGA. Final Addenda will be posted no later than Friday, May 1, 2015.

Application Process

Timeline

- **Pre-Proposal Meeting: Monday, April 6, 2015**
 - 9:00 a.m. to 11:30 a.m.
 - Room 157 B
 - Department of Workforce Services
 - 1385 South State Street
 - Salt Lake City
- Interested organizations may attend the pre-proposal meeting. Attending the meeting is not a pre-requisite for applying for this Grant. It is an opportunity to review the RFGA and ask questions.
- **Please bring a copy of the *Request for Grant Applications (RFGA)* and all Attachments to the Pre-Proposal Meeting.** To access the RFGA go to: <http://www.jobs.utah.gov/edo/rfp.html>
- Online arrangements to listen to the meeting may be made for those who are **not** located in the Wasatch Front. Please contact Carolyn Christensen at carolynchristensen@utah.gov if needed.

- **Intent to Apply (Required):** Friday, April 10, 2015, 5:00 PM. An intent to apply is required. Please email intent to Carolyn Christensen at carolynchristensen@utah.gov Applicants must submit intent email by this date or applications will not be considered for funding.
- **Submission Deadline: Friday, May 8, 2015, 5:00 PM.** Proposals must be received no later than 5:00 PM. Proposals received after 5:00 PM will not be accepted. Applicants are responsible to submit applications as instructed below.
- **Notification of Award:** It is anticipated that the announcement of grant awards will be made in June 2015.
- **Award Effective Date: August 1, 2015**
- **End of First Grant Term: June 30, 2016.** Funded programs must expend all grant funds by this date. Grants may be renewed for two additional periods. Renewals are not guaranteed and are based upon Grantee performance and funding availability.

Application Instructions

Applicant is responsible for the cost of preparing and submitting proposal. Failure to comply with the RFGA formatting and submission requirements will result in disqualification of the proposal.

Providers are limited to one application.

How to Submit an Application

1. Applicants must use the forms provided. Forms can be found at <http://www.jobs.utah.gov/edo/rfp.html>.
2. The forms have been created as fillable, save-able PDF documents. Applications must be typed and may not be hand-written. Fill out all fields in the form.
3. Applications must be emailed. You are not required to submit paper copies. All components must be attached to and sent in a single email.
4. The application must be emailed in one email, complete with all documents to schoolreadiness@utah.gov The name of the provider must be listed in the subject line.
5. Application must be submitted no later than **May 8, 2015 at 5:00 PM MST. Applications received after the due date and time will not be considered. No exceptions.**

Content of Application

Proposals must include all of the following components:

- I. Grant Application & Assurances Form
 - II. Proposal Narrative
 - a. Applicant Information (5 points)
 - b. Program Description, Gap Analysis & Strategy for Implementation (50 points)
 - c. Progress Monitoring (15 points)
 - d. Sustainability Plan (20 points)
 - III. Budget and Budget Narrative (5 points)
 - IV. Resumes and Letters of Support (5 points)
- I. **Grant Application & Assurances Form (required but not scored)**
Applicants must use the Application & Assurances Form posted on the RFGA website. The form is a fillable form and applicants can type directly in the fields. Applicants must sign and date the form.

II. Proposal Narrative

The Proposal Narrative allows applicants to provide details about the program and how it will meet the grant requirements

The Proposal Narrative must include the following components. ***Please see the “Proposal Narrative Instruction” sections for specific details on what is required for each component.***

- a. Applicant Information (5 points)
- b. Program Description, Gap Analysis & Strategy for Implementation (50 points)
- c. Progress Monitoring (15 points)
- d. Sustainability Plan (20 points)

The Program-Proposal Narrative must be formatted as follows:

- *page size*: 8.5x11
- *margins*: 1” at top, bottom, and sides
- *font & spacing*: 12 point or larger Times New Roman or Calibri
- *letter spacing*: normal
- *line spacing*: double spaced for all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. Double spacing is optional for charts, tables, figures, and graphs.
- *page limit*: fifteen (15); The page limit only applies to the program-proposal narrative. It does not apply to the cover sheet, budget/budget narrative, assurances, resumes, or letters of support. Our reviewers will not read any pages of your application that exceed the page limit.

III. Budget and Budget Narrative (5 points)

APPLICANT MUST USE THE BUDGET FORM POSTED ON WEBSITE

The Budget and Budget Narrative consists of two components:

1. Budget Summary Form: ***applicant must use the excel spreadsheet budget form posted on the website***
2. Budget narrative describing the costs for the improvement plan. ***Please see the Attachment F, Questions and Additional Information section for a sample Budget Narrative.***

The budget should reflect the amount of time that will be required for the program to become a high quality program (from 1-3 years). It must also reflect the program activities outlined in the narrative section of the application.

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); and
- Equipment that will used by administrators (equipment must directly support student instruction).

IV. Resumes & Letters of Support (5 points)

Applications must include:

- Resumes of the following key personnel: (i) Owner, (ii) Director, (iii) Teachers, and (iv) Coaches. Resumes should include professional background, education, and relevant certifications.
- Letters of support from your site leader and any additional collaborators/stakeholders (if described in your application).

GRANT APPLICATION & ASSURANCES FORM - PLEASE USE THE APPLICATION FORM POSTED ON THE WEBSITE

Legal Business Entity Name: _____

Please check: Licensed _____ Legally License Exempt _____

Address: Street 1: _____

Street 2: _____

City: _____ Zip: _____

Name and contact information of person to be contacted on matters involving this application:

Name: _____

Title: _____

Phone: _____ Email: _____

Name and contact information of person authorized to sign application on behalf of provider:

Name: _____

Title: _____

Phone: _____ Email: _____

Information about **current** preschool program:

Number of students enrolled: _____

Number of students who are eligible to receive free or reduced lunch: _____

Number of students identified under *IDEA: _____

Number of personnel with associate or bachelor's degree in an early childhood education related field: _____

Average class size ratio: _____

Program cost per student: _____

For home-based educational technology providers ONLY –

Number of eligible students served participating in any other public or private preschool program: _____

By signing below, the applicant assures all of the following:

- Program will comply with all applicable statutes and regulations in carrying out any project activities supported by these funds.
- Program will be under a continuing obligation to comply with terms and conditions of the grant agreement, governing statutes, and grant directions.
- Program will provide legal documentation identifying all students to the Utah State Office of Education in order for them to assign a unique student identifier to enable longitudinal data collection.
- Program will provide information for reports to the School Readiness Board and the Department of Workforce Services including, at a minimum: (1) number of students served by the early childhood program, reported by economically disadvantaged status; (2) average daily attendance per day and over the grant period; (3) cost of the program per student; and (4) pre- mid- and post-assessment results.
- Program will make every effort to obtain written parent permission allowing the independent evaluator to conduct student evaluations in a timely manner.
- Program will provide the independent evaluator with access to students (with appropriate supervision and written parent permission).
- Program will provide access to classrooms for observations of quality components and access to other data as requested to determine the growth of the program.

**Programs will comply with all requirements of Child Find under the Individuals with Disabilities Education Improvement Act (IDEA). Please see the Additional Information section for information on Child Find.*

SIGNATORY AUTHORITY

TITLE

DATE

Proposal Narrative Instructions for PRIVATE CHILD CARE PROVIDERS

1. Applicant Information (5 points)

- a. Description of the program. **Additional points will be awarded for programs that will voluntarily maintain a class size of no more than 20 students, with a ratio of one adult per every ten students.**
- b. Demographic information *for current program*, including:
 - i. Number of students who are eligible to receive free or reduced lunch
 - ii. Number of students who are English Language Learners
 - iii. Number of students who are eligible for special education services
 - iv. The number of students the program plans to serve, categorized by age
 - v. The number of high quality preschool classrooms that will be operating in the program
- c. Current recruitment process for students and families participating in the program, with emphasis on identifying families that are low-income.

2. Program Narrative Description, Gap Analysis, and Strategy for Implementation of High Quality Components (50 points)

For each component provide the following information: (i) description of your current program; (ii) analysis of each area, indicating issues for which improvement is needed to create a high-quality program; and (iii) the plan for improvement in that area, if needed.

- a. Evidence-based curriculum aligned with **all** the developmental domains and academic content areas defined in the *Utah Early Childhood Standards*, including a description, gap analysis, and plan for improvement, if needed. This encompasses the following academic content areas:
 - i. oral language and listening comprehension;
 - ii. phonological awareness and pre-reading;
 - iii. alphabet and word knowledge;
 - iv. prewriting;
 - v. book knowledge and print awareness;
 - vi. numeracy;
 - vii. creative arts;
 - viii. science and technology; and
 - ix. social studies, health, and safety.
- b. Instructional methods that demonstrate intentional and differentiated instruction in whole group, small group, and child-directed learning.
 - i. Description of the instructional method
 - ii. Gap analysis and plan for improvement, if needed
- c. Program's ongoing, focused, and intensive professional development for staff of the program.
 - i. Description of the program's professional development
 - ii. Gap analysis and plan for improvement, if needed
- d. Process by which the program will conduct ongoing pre-, mid-, and post-assessment of each student's educational growth and developmental progress to direct instruction.
 - i. Description of the assessment process
 - ii. Gap analysis and plan for improvement, if needed
- e. Process by which the program will partner with the independent evaluator in pre- and post-evaluation, in accordance with *Section 53A-1b-110*, for each participating student. This could include obtaining Statewide Student Identifier number (SSID #s), setting up and keeping

assessment appointments, tracking and providing attendance data, and obtaining informed consent.

- i. Description of the elements for partnering with the independent evaluator
 - ii. Gap analysis and plan for improvement, if needed
 - f. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.
 - i. Description of the program evaluation
 - ii. Gap analysis and plan for improvement ,if needed
 - g. Methods by which the program encourages and supports family engagement, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances.
 - i. Description of family engagement activities
 - ii. Gap analysis and plan for improvement, if needed
 - h. The plan of the program to identify and serve students with disabilities in an inclusive environment
 - i. Description of plan to identify and serve students with disabilities in an inclusive program
 - ii. Gap analysis and plan for improvement, if needed
 - i. Description of program staff, including the educational level of each provider. Include information about the plan to ensure all providers meet the minimum standard of certification (CDA, AA/AS, or BA/BS) by a teacher's second year in the program.
3. Progress Monitoring (15 points)

Timeline of grant implementation activities, including identifying responsible program staff, for the grant funding period. Relevant activities conducted between July 1 and August 1, 2015 may be included. Description of the process by which the program will monitor, analyze, and adjust during the implementation of the grant to ensure that program activities are completed on an appropriate timeline. (Please see the *Additional Information* section for a sample timeline.)
4. Sustainability (20 points)

Detailed plans to develop sustainability and self-sufficiency within the program to ensure high quality programming for students beyond the grant funding period.

Proposal Narrative Instructions for HOME-BASED EDUCATIONAL TECHNOLOGY PROVIDERS

1. Applicant Information (5 points)
 - a. Description of the program. *If applying as a home-based technology provider, please include information on the role within a private program.*
 - b. Demographic information for current program, including:
 - i. Number of students who are eligible to receive free or reduced lunch
 - ii. Number of students who are English Language Learners
 - iii. Number of students who are eligible for special education services
 - iv. The number of students the program plans to serve, categorized by age
 - v. The number of preschool classrooms that will be operating in the program
 - vi. *For home-based educational technology providers – Number of eligible students served who are currently participating in any other public or private preschool program including the type of preschool attended.*

- c. Current recruitment process for students and families participating in the program, with emphasis on identifying families that are low-income.
2. Program Description, Gap Analysis, and Strategy for Implementation of High Quality Components (50 points)

For each component provide the following information: (i) description of your current program (ii) analysis of each area, indicating issues for which improvement is needed to create a high-quality program and (iii) the plan for improvement in that area, if needed.

- a. Evidence-based curriculum aligned with **all** the developmental domains and academic content areas defined in the *Utah Early Childhood Standards*, including a description, gap analysis, and plan for improvement, if needed. This encompasses the following academic content areas:
 - i. oral language and listening comprehension;
 - ii. phonological awareness and pre-reading;
 - iii. alphabet and word knowledge;
 - iv. prewriting;
 - v. book knowledge and print awareness;
 - vi. numeracy;
 - vii. creative arts;
 - viii. science and technology; and
 - ix. social studies, health, and safety.
- b. Instructional methods that demonstrate intentional and differentiated instruction in whole group, small group, and child-directed learning. *If applying as a home-based educational technology provider, include a description of evidence-based, age appropriate individualized interactive instruction and assessment. Include how the program teaches eligible students early learning skills needed to be successful upon entry into kindergarten and how the program will ensure successful implementation and utilization of the technology program.*
 - i. Description of the instructional method
 - ii. Gap analysis and plan for improvement, if needed
- c. Program's ongoing, focused, and intensive professional development for program staff.
 - i. Description of the program's professional development
 - ii. Gap analysis and plan for improvement, if needed
- d. Process by which the program will conduct ongoing pre-, mid-, and post-assessment of each student's educational growth and developmental progress to direct instruction.
 - i. Description of the assessment process
 - ii. Gap analysis and plan for improvement, if needed
- e. Process by which the program will partner with the independent evaluator in pre- and post-evaluation, in accordance with *Section 53A-1b-110*, for each participating student. This could include obtaining Statewide Student Identifier numbers (SSID #s), setting up and keeping assessment appointments, tracking and providing attendance data, and obtaining informed consent.
 - i. Description of the elements for partnering with the independent evaluator
 - ii. Gap analysis and plan for improvement, if needed
- f. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.

- i. Description of the program evaluation
 - ii. Gap analysis and plan for improvement, if needed
 - g. Methods by which the program encourages and supports family engagement, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances. *For home based technology providers, describe the methods by which the program will require regular parental engagement with the student in the student's use of the program.*
 - i. Description of family engagement activities
 - ii. Gap analysis and plan for improvement, if needed
 - h. The plan of the program to identify and serve students with disabilities in an inclusive environment.
 - i. Description of plan to identify and serve students with disabilities in an inclusive program
 - ii. Gap analysis and plan for improvement, if needed
 - i. *Additional program information required for home-based educational technology providers. Description of evidence-based and age appropriate individualized interactive instruction assessment and feedback technology program, including:*
 - i. *How the program teaches eligible students early learning skills needed to be successful upon entry into kindergarten.*
 - ii. *How the provider will ensure successful implementation and utilization of the technology program.*
3. Progress Monitoring (15 points)
 Timeline of grant implementation activities, including identifying responsible program staff, for the grant funding period. Relevant activities conducted between July 1 and August 1, 2015 may be included. (Please see the *Additional Information* section for a sample timeline.)
4. Sustainability (20 points)
 Detailed plans to develop sustainability and self-sufficiency within the program to ensure high quality programming for students beyond the grant funding period.

BUDGET SUMMARY FORM – PLEASE USE THE FORM POSTED ON THE WEBSITE

High Quality School Readiness Grant Budget Summary Form				
*Refer to "Application Process" section of the RFGA for budget content details.				
Applicant Name: INSERT BUSINESS ENTITY NAME HERE				
Category	Year 1	Year 2 (optional)	Year 3 (optional)	Total
Salaries	SAMPLE	SAMPLE	SAMPLE	\$ -
Fringe Benefits	SAMPLE	SAMPLE	SAMPLE	\$ -
Travel Transportation	SAMPLE	SAMPLE	SAMPLE	\$ -
Equipment	SAMPLE	SAMPLE	SAMPLE	\$ -
Materials and Supplies	SAMPLE	SAMPLE	SAMPLE	\$ -
Miscellaneous (Family Engagement)	SAMPLE	SAMPLE	SAMPLE	\$ -
Conferences/Workshops	SAMPLE	SAMPLE	SAMPLE	\$ -
Professional Fees/Contract Services	SAMPLE	SAMPLE	SAMPLE	\$ -
Administrative/Indirect (not allowed)				
Total Costs	\$ -	\$ -	\$ -	\$ -