

Appendix II

Becoming High Quality Multi-Year Grant Application Narrative

SY 2023-2024 Solicitation #23-DWS-S027

ORGANIZATION NAME:

1. OVERALL PRESCHOOL PROGRAM STATISTICS

a. Overall preschool enrollment:	
b. Current eligible student enrollment:	
c. Program cost per student per month:	

2. GEOGRAPHIC LOCATION (Check all boxes that apply for the proposed program)

*Awards may be determined to ensure statewide services. Rural counties are identified below with **

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Beaver County* | <input type="checkbox"/> Emery County* | <input type="checkbox"/> Morgan County | <input type="checkbox"/> Summit County |
| <input type="checkbox"/> Box Elder County* | <input type="checkbox"/> Garfield County* | <input type="checkbox"/> Piute County* | <input type="checkbox"/> Tooele County |
| <input type="checkbox"/> Cache County | <input type="checkbox"/> Grand County* | <input type="checkbox"/> Rich County* | <input type="checkbox"/> Uintah County* |
| <input type="checkbox"/> Carbon County* | <input type="checkbox"/> Iron County* | <input type="checkbox"/> San Juan County* | <input type="checkbox"/> Utah County |
| <input type="checkbox"/> Davis County | <input type="checkbox"/> Juab County | <input type="checkbox"/> Salt Lake County | <input type="checkbox"/> Wasatch County* |
| <input type="checkbox"/> Daggett County* | <input type="checkbox"/> Kane County* | <input type="checkbox"/> Sanpete County* | <input type="checkbox"/> Washington County |
| <input type="checkbox"/> Duchesne County* | <input type="checkbox"/> Millard County* | <input type="checkbox"/> Sevier County* | <input type="checkbox"/> Wayne County* |
| | | | <input type="checkbox"/> Weber County |

3. GRANT GOALS AND OUTCOMES (Enter three anticipated outcomes for the grant period) (5 POINTS POSSIBLE)

List three specific, measurable, achievable, relevant and timely performance goals per year for this multi-year grant. (See Attachment K for Application Examples)

EXPECTED OUTCOME

YEAR 1

GOAL 1		OUTCOME 1	
GOAL 2		OUTCOME 2	

GOAL 3		OUTCOME 3	
YEAR 2			
GOAL 1		OUTCOME 1	
GOAL 2		OUTCOME 2	
GOAL 3		OUTCOME 3	
YEAR 3			
GOAL 1		OUTCOME 1	
GOAL 2		OUTCOME 2	
GOAL 3		OUTCOME 3	

4. PRIORITIZATION OF ELIGIBLE STUDENT ENROLLMENT**(10 BONUS PRIORITY POINTS)**

Using *Attachment J: Eligibility Form* during preschool enrollment, program agrees to prioritize eligible students with the greatest number of risk factors as part of the recruitment process.

Agree to target highest at-risk students

Describe how the program will prioritize the enrollment of eligible students, targeting highest risk students.

5. PROGRAM DESCRIPTION**(15 POINTS POSSIBLE)**

Provide a brief description of your organization, mission, philosophy, and preschool program.

GRANT REQUIREMENTS PROPOSAL

The Becoming High-Quality Grant requires the following core components:

1. School Readiness Assessments (PEEP)

Grantees are required to participate in the Preschool Entry and Exit Profile (PEEP) training to ensure assessments are administered with fidelity. Grantees will enter their student entry and exit data to the Utah State Board of Education (USBE) Data Gateway. The PEEP Entry assessment window is the first four weeks before and the first four weeks after the start of each program year. Entry data must be entered into the Gateway by September 30 of each year. The PEEP Exit assessment window is the last four weeks before the end of each program year. Exit data must be entered into the Gateway by June 15 for each year of the grant period.

2. Student Assessment Data

If PEEP assessment data is not yet available, Grantees are required to select a valid pre-, mid- and post SY 2021-2022 assessment tool to demonstrate student growth. For each assessment, the coach works with teachers to analyze the student data in order to produce intentional and differentiated lesson plans each week. Student data is used to gather and provide educators, parents, and families with critical information about a child's development and growth in specific skill areas and to inform professional development and coaching decisions to support program quality improvements.

3. Internal Coaching

Each grantee is required to work with a coach to set goals and demonstrate program and teacher progress toward achieving high-quality status. The role of the coach is to provide a supportive and encouraging environment in which the learner and coach can jointly reflect on current practices, apply new skills and competencies with feedback, and problem-solve challenging situations.

4. Professional Development

Professional development in early childhood advances the knowledge, skills, dispositions, and practices of early childhood providers in their efforts to educate children and support families. It promotes a culture for ongoing professional growth in individuals and systems to ensure the responsibility for delivering effective services and facilitating ongoing growth and development among practitioners is transferred from a formal trainer to individuals and groups of professionals. Grantees are expected to provide a minimum of monthly professional developments for their teachers, in addition to one-on-one coaching/teacher sessions. Professional development themes should be based on program-wide data collection of teacher needs and student needs and assessments.

5. Family Engagement

Successful early childhood education depends on relationships and collaborations with children's families and communities. It is critical to establish and build upon positive partnerships with children's families and to include families in the preschool setting. Grantees are expected to provide various forms of family engagement and involvement, which may include preschool orientation, newsletters, family support services, celebrations, phone calls, parent training events, home visits, regular personalized communication, goal-setting talks, parent-teacher conferences discussing academic and social and emotional growth, and much more.

6. Early Childhood Environment Rating Scale (ECERS-3)

Grantees will be evaluated using the ECERS-3 tool which is to be used in coaching, evaluation, and quality improvement to help attain high-quality preschool programming. Grantees must make funded classrooms available for observations during the grant period.

7. Elements of High-Quality Gap Analysis (answered in detail in *Appendix V, Elements of High-Quality*)

A gap analysis is an examination of performance to identify the differences between a program's current state of business and desired level of quality. With well-defined goals and steps towards reaching desired goals, grantees should have a clearer focus on how they will strive to close gaps. Grantees will provide a gap analysis for each of the high-quality elements, which will be monitored throughout each school year to track progress. Grantees will address these gaps and goals to close these gaps in each quarterly report.

6. GRANT COMPONENTS

(20 POINTS POSSIBLE)

Describe how your program will meet the grant component requirements (listed on page 4 above).

7. ELEMENTS OF HIGH-QUALITY GAP ANALYSIS

(15 POINTS POSSIBLE)

Please complete and provide *Appendix V: Elements of High Quality Gap Analysis* to the Grant Application Webform

8. PREVENTING DUPLICATE STATE STUDENT IDENTIFIERS (SSID)

(5 POINTS POSSIBLE)

I agree to collaborate with the Utah State Board of Education (USBE) to ensure all eligible students are assigned SSIDs. Agree to Collaborate

Describe how the program will prevent duplicate creation of SSID numbers for enrolled students.

9. INCLUSIVE ENVIRONMENT

(10 POINTS POSSIBLE)

It is important for all preschool programs to refer children it knows or suspects may have a disability for special education services.

Child Find is a legal requirement for LEAs that schools find all children who have disabilities and who may be entitled to special education services. Child Find covers every child from birth through age 21. Local Education Agencies (LEA) must evaluate any child that it knows or suspects may have a disability.

For LEAs only: Program Agrees to serve students with disabilities in an inclusive environment.

Agree

For all applicants: Describe the process your program follows when suspecting a student may need additional educational support.

10. QUALITY SUSTAINABILITY**(5 POINTS POSSIBLE)**

Provide an in-depth description of the plan to develop sustainability and self-sufficiency to ensure high-quality programming for students beyond the grant funding period.

11. GRANT ADMINISTRATIVE CAPACITY**(5 POINTS POSSIBLE)**

Describe the holistic plan for leadership and support of this grant throughout your program. In the explanation, describe the day-to-day administration planned under this grant, including how the primary administrator will regularly coordinate with staff throughout the program and how much time the administrator is anticipated to dedicate each week supporting this grant. If the preschool program has multiple sites, describe the overall plan for the primary administrator to support the site leadership for all locations under this multi-year grant.

LETTER(S) OF SUPPORT

12. LETTER(S) OF SUPPORT

(5 POINTS POSSIBLE)

Applicants must attach Letter(s) of Support from the leadership of the host site(s), and key program stakeholders (e.g. superintendents, principal, early childhood director, owner), indicating support of the program and acknowledging space and personnel requirements. Letter(s) should indicate details of how the leadership will support ongoing grant activities.

Please attach all Letter(s) of Support to the Grant Application Webform

13. TEACHER CREDENTIALS

(5 POINTS POSSIBLE)

Applicants must attach all supporting documentation for lead teacher credentials outlined on the Appendix VI Teacher Credentials worksheet.

Please attach *Appendix VII: Teacher Credentials Spreadsheet* to the Grant Application Webform

FUNDING ANALYSIS

14. FUNDING ANALYSIS WORKSHEET

(10 POINTS POSSIBLE)

The Funding Analysis Worksheet (*Appendix IV*) is an Excel spreadsheet that will automatically calculate totals. The worksheet allows applicants to identify and itemize spending for other funding sources to document how grant funds are used and ensure no supplanting of existing funding will occur.

Please attach *Appendix IV: Funding Analysis Worksheet* to the Grant Application Webform

BUDGET AND FINANCE

15. PROPOSED BUDGET EVALUATION

(20 POINTS POSSIBLE)

A. DETAILED BUDGET NARRATIVE(S)– Attach Completed Appendix II: Budget Narrative Form as well as email a copy of the original Word Excel Spreadsheet to kburks@utah.gov (If using Numbers program on a Mac device, please make sure that the document is converted back to an original Excel Spreadsheet)

Please attach Appendix III: Proposed Budget Form to your Grant Application

AND

Email a copy of the Proposed Budget form in original **Excel Spreadsheet** format to kburks@utah.gov

B. FINANCIAL SNAPSHOT

Applicants that are previous School Readiness Grant awardees, how much were you awarded in grant year 2022-2023?

Did not participate

What is the total grant amount requested for the upcoming school years?

SY2023-2024	\$
SY2024-2025	\$
SY2025-2026	\$

C. BUDGET NARRATIVE**(20 POINTS POSSIBLE)**

Provide context for proposed expenses and describe the details of how calculations were made for each category of costs on the attached budget forms.