Request for Grant Applications (RFGA)
School Readiness Initiative
Becoming High-Quality Grant

Contract Period: July 1, 2019 – June 30, 2020

Pre-Proposal Meeting: May 1, 2019, 10:00 a.m. to 12:00 p.m. MDT

APPLICATION SUBMISSION DEADLINE:
Wednesday, May 29, 2019, 5:00 p.m., MDT

To access the RFGA and all attachments go to https:// jobs.utah.gov/department/rfg/index.html
Questions regarding this RFGA can be sent to schoolreadiness@utah.gov and will be posted online.
The last day to submit questions is: Thursday, May 23, 2019 by 5:00 p.m. MDT.
# Request for Grant Applications
## School Readiness Initiative
### Becoming High-Quality Grant

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Purpose
The Becoming High-Quality Grant provides resources to existing early education programs administered by Local Education Agencies (LEAs), charter schools, private child care providers and home-based educational technology programs to develop high-quality environments that support a child’s development of cognitive, physical, language, social and emotional skills. High-quality preschool programs have been shown to be effective in preparing young children for kindergarten. This grant program aims to increase high-quality early education capacity in the state and collect student outcome data.

Background
The School Readiness Initiative Act establishes the Utah School Readiness Board (the Board) and the Becoming High-Quality Grant. The Becoming High-Quality Grant is defined by the Utah School Readiness Initiative, Utah Code §35A-15-301 Part 3, most recently modified by SB 166, School Readiness Amendments, available online at: https://le.utah.gov/~2019/bills/static/SB0166.html. The purpose of the Utah School Readiness Initiative is to increase school readiness, improve academic performance, and increase the quality of preschool programs.

Program Services
The Becoming High-Quality Grant Program supports eligible providers of early education programs to develop the structures and processes to implement the elements of a high-quality early childhood education program (Utah Code §35A-15-202), for more information see Definitions. The grants are available to programs serving eligible students, which are children aged 3, 4, or 5 years old who are not eligible for kindergarten §53G-4-402(6) for the upcoming program year and who are: 1) economically disadvantaged with at least one risk factor; or 2) English learners. It is encouraged that programs serve students with disabilities in an inclusive environment (i.e., with both typically developing students and students with disabilities being educated together in the same room).

Grant Components
Below are explanations of major components of the Becoming High-Quality Grant that will be used during the grant period.

I. School Readiness Assessments
The Utah State Board of Education (USBE), in consultation and collaboration with the Utah School Readiness Board (the Board) and DWS, will conduct an evaluation to determine the correlation between high-quality programming and student outcomes. The Board will establish the indicators of the school readiness assessment and kindergarten assessment. It is anticipated the Preschool Entry and Exit Profile (PEEP) will be used for students who are 4 years old before September 2, 2019, to assess students’ academic outcomes. USBE will report findings to the Board. USBE will provide training for providers to administer the assessment with fidelity at no cost to the program.

II. Pre-, Mid-, and Post- Assessments
Early childhood curriculum pre-, mid-, and post-assessments are used to gather and provide educators, parents, and families with critical information about a child’s development and growth.
in specific skill areas. Programs are required to select an evidence-based curriculum which includes pre-, mid-, and post- assessments.

These assessments are used to individualize and differentiate teacher instruction and lesson plans. Assessments will also be used in professional developments and one-on-one meetings with director/coach and teacher to discuss student needs. Assessments will be used to inform parents on their child’s growth, so that the parents can also support their academic, social, and emotional needs within the home environment. Finally, aggregated assessment results and a written analysis of the data will be submitted in quarterly reports.

III. 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. The coach's ultimate goal for the learner is sustained performance in which the learner has the competence and confidence to engage in self-reflection, self-correction, and generalization of new skills and strategies to other situations as appropriate.

The coaching process includes initiation, observation, action, reflection, and evaluation. Use of coaching as a strategy to mediate another person's ability to generate ideas, refine existing skills, and develop new abilities provides a different way of thinking about the role of practitioners and service coordinators in early intervention. The internal coach will collect ongoing data on these processes and report on teacher growth via a monthly coaching log.

IV. Professional Development
Professional development in early childhood accomplishes two primary objectives. First, it is anticipated that professional development will advance the knowledge, skills, dispositions, and practices of early childhood providers in their efforts to educate children and support families. A second objective is to promote a culture for ongoing professional growth in individuals and systems. Professional growth in individuals and systems involves ensuring that the responsibility for delivering effective services and facilitating ongoing growth and development among practitioners is transferred from a formal trainer (coach, consultant, group facilitator) to individuals and groups of professionals within early childhood settings.

The assigned program specialist will monitor the quality and frequency of professional development through quarterly reports, monthly meetings, and a mid-year portfolio meeting. Providers will need to identify gaps and goals in order to establish increased utilization of skills and techniques learned during professional development.

V. Family Engagement
Successful early childhood education depends on relationships and collaborations with children’s families and communities. For this reason, it is critical to establish positive partnerships with children’s families and to include families in the preschool setting.

The assigned program specialist shall monitor the quality and frequency of family engagements through quarterly reports, monthly meetings, and a mid-year portfolio meeting. Providers will need to identify gaps and goals in order to establish increased positive partnerships with children’s families and communities.
VI. Early Childhood Environmental Rating Scale (ECERS-3 and ECERS-E)
Grantees will be evaluated by DWS and/or USBE using the Early Childhood Environmental Rating Scale (ECERS) tools. The ECERS-3 and ECERS-E tools are widely used, comprehensive assessment tools measuring both environmental provisions and teacher/child interactions that affect the broad developmental needs of young children, including: cognitive, social-emotional, physical, and health and safety. The ECERS-3 includes additional items assessing developmentally appropriate literacy and math activities, which will be used to set goals to increase the quality of the classroom environment and teacher/child interactions. The ECERS-E gives observers a more complete picture of the elements of a high-quality early childhood education program. ECERS-E complements the ECERS-3 by extending the scales to provide additional insights into important aspects of literacy, mathematics, science and environment, as well as practices related to issues of diversity.

VII. Program Gap Analysis
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. The grantee and program specialist will discuss the gaps identified in the application and the ECERS-3 observation to set goals and timelines for building quality. Questions grantees should ask themselves are: Where are we now? Where is high-quality? How are we going to close the gaps? With well-defined goals and steps towards reaching desired goals, grantees should have a clearer focus in how they will strive to close gaps. Program progress reports will be discussed quarterly. If the program specialist needs to work with providers on a more frequent basis, this will be coordinated with the grantee.

Appropriation and Sustainability
The grant program is not designed to provide ongoing financial support for high-quality early childhood education programs, but to fund the structure and processes needed in order to move a school readiness program towards high-quality. Grantees are expected to have a sustainability plan to continue funding a high-quality early education program when the grant funds are no longer available.

Eligibility Requirements
Programs shall meet all of the following criteria to be eligible for this grant.
1. Applicant must be an existing, early childhood education program;
2. Applicant must be one of the following:
   a. Local Education Agency (LEA) or charter school using federal (Title I) or state education funding for its current early childhood education (pre-kindergarten) program; or
   b. Private child care provider, provider offering home-based educational technology program, or charter school that does not use federal or state education funding for its current early childhood education (pre-kindergarten), and uses a private or third-party provider on its campus.
3. Applicant must agree to use the awarded funds in programs serving at least 25 percent of eligible students;
4. Applicant’s school readiness program must agree to register and maintain a minimum enrollment of 25 percent of eligible students throughout the grant period and prioritize enrollment for those students;
5. Applicant’s school readiness program must currently exhibit some elements of high-quality programs, as defined in Utah Code §35-15-202;
6. Applicant must be able to securely store collected pre-, mid-, and post-assessment data securely;

7. Applicant must coordinate with USBE to:
   a. Provide each student with a unique Statewide Student Identifier (SSID);
   b. Administer state-mandated school readiness assessments during the designated testing windows as determined by USBE.
      i. Teachers must take appropriate training with USBE to administer the assessment(s) with fidelity. A training certificate must be submitted to the Program Specialist for monitoring purposes.

8. The following preschool programs are not eligible for this grant:
   a. Applicants receiving Expanded Student Access Grant funds (Utah Code §35A-15-302);
   b. Applicants receiving Result-based Contract Grant funds during the fiscal year 2020 grant period (Utah Code §35A-15-401). Prior grantees under the Results-Based Contract grant expiring by June 30, 2019 are eligible to participate in this grant;
   c. The UPSTART (Utah Code §53F-4-402) program is not eligible for funding under this grant;
   d. Applicants from private preschool programs receiving funds through DWS Quality Improvement grants; or
   e. Applicants having received three years of funding through this Grant.

9. Applicant must agree to cooperate with the assigned program specialist(s).

**Funding Information**

1. This grant is funded through the Utah Department of Workforce Services (DWS) utilizing the State of Utah General Funds.

2. **Failure to comply with all grant requirements may result in an applicant’s ineligibility for an award.**

3. Grant funds must only be used to develop and build high-quality early childhood education programs serving general education populations from economically disadvantaged backgrounds with at least one risk factor or English learners.

4. Funding from this grant may not be used for expansion of preschools, such as providing additional slots for children or opening new preschool classrooms.

5. Grant funding must not supplant current funding.

6. This grant funding must be used for director, teacher, paraprofessional or any other staff bonuses.

7. For additional information regarding the allowable expenditures, see the Allowed and Disallowed Costs (Attachment I).

8. Proposed budget in grant applications may be adjusted or modified when negotiating contract terms.

9. Funded programs must spend all grant funds by June 30, 2020. Unspent funds cannot be carried over into the next contract period.

**Period of Performance and Renewal**

1. Grant period ends June 30, 2020; awarded grantees have the option to apply for renewed participation for a maximum of two additional one-year periods.
   a. Grantees will be required to submit an application by the required date in 2020 in order to be considered for renewal.
   b. Funding of renewal periods is not guaranteed and will be at the discretion of the Board.
c. Renewal of the grant will be dependent on, but not limited to, an evaluation of the renewal application, grantee performance, meeting all grant requirements, including the final report, and funding availability.

d. Because available funds fluctuate each year, grantees may be asked to reduce budget requests during the renewal process.

e. Where appropriate progress is not being made toward program goals, as defined in Utah Code §35A-15-301, program funds may be discontinued at the discretion of the Board or the Utah State Legislature.

**Evaluation and Award**

1. Applications for this grant program will be scored by a committee of experts using *Attachment F, Score Sheet for Evaluators*.

2. Grant applicants for this solicitation who previously participated in quality improvement grants under HQSR and grant applicants submitting renewal applications for Becoming High-Quality grants shall be evaluated by DWS and USBE grant administration staff to evaluate previous performance under those grants when considering an award. Evaluation of previous performance will be scored using *Attachment G, Supplemental Scoring Sheet for Returning Applicants*, and must receive at least -5 points to be considered for an award.

3. Applications with combined scores of less than seventy five (75) total points will not be considered for an award.

4. The highest scoring applications will be recommended to the Board for final approval.

5. DWS and the Board reserve the right to reject any and all proposals or withdraw an offer at any time.

6. Awards will be made to the responsible applicant(s) whose application is determined to best meet the objectives of the grant, taking into consideration all factors set forth in this RFGA.
   a. Awards may be determined to ensure statewide services.

7. Successful grant applications will be open to public inspection after grant award under the guidelines of the Government Records Access and Management Act (GRAMA). The entire application will be open unless applicant requests in writing that trade secrets/proprietary data be protected. This “Claim of Business Confidentiality” must accompany the grant application.

8. Organizations may be awarded partial grants, as determined by DWS or the Board.

9. DWS may request the correction of immaterial omissions during the review period. Applicant must respond within the time period provided in the request.

10. DWS will send notification of conditional award to grant applicants selected for an award. An award is conditional upon approval of the Board, availability of funds, and successful negotiation of the grant agreement.
   a. The selected applicant(s) will be required to submit all required documents stated in the notification of conditional award. DWS will not send contracts for signature until all required items are received.
   b. Upon intent to award notification, grantees must provide documentation for the pre-award risk assessment.
Questions
Questions regarding the proposal shall be directed to schoolreadiness@utah.gov. Answers will be posted online at: https://sites.google.com/utah.gov/becoming-high-quality/home. The last day to submit questions is: Thursday, May 23, 2019 by 5:00 p.m. MDT.

Addenda
If the DWS and USBE find it necessary to modify the RFGA for any reason, DWS will issue a written addendum. Final addenda will be posted no later than Friday, May 24, 2019, 5:00 p.m., MDT.

Pre-Proposal Meeting: Wednesday, May 1, 2019 10:00 a.m. MDT

Attendance at the Pre-Proposal meeting is not required to apply for this grant, but it is an opportunity for potential applicants to review the RFGA and ask questions. Many applicants find these meetings helpful in preparing their grant application.

Questions asked at the pre-proposal meeting, with their answers, will be posted online at https://sites.google.com/utah.gov/becoming-high-quality/home. After the meeting, a recording of the presentation will be posted and available.

ONLINE MEETING
Please have a copy of the RFGA to reference

Click here to attend the Pre-Proposal Meeting Webinar.

Meeting Number (access code) 802 086 486

Note: Participants will want to log in early and run the startup in order to ensure your computer has the current software requirement to run the webinar. You may participate by both phone and computer if you prefer, although a computer with speakers is sufficient.

Questions should be directed to: emmamoench@utah.gov
Timeline

1. **Pre-Proposal Meeting:** Wednesday, May 1, 2019 at 10:00 a.m. MDT. While attendance at this webinar is not required, it is strongly encouraged and will provide contextual information as well as an opportunity to ask questions prior to the submission deadline. A recording of the meeting will be made available online following the meeting. Additional details about the meeting can be found on page 8.

2. **Question Submission Deadline:** Thursday, May 23, 2019, at 5:00 p.m. MDT. This is the final day to submit clarifying questions about this RFGA; questions must be received no later than 5:00 p.m. Final answers will be posted on May 24, 2019. See page 8 for additional details.

3. **Grant Submission Deadline:** Wednesday, May 29, 2019, at 5:00 p.m. MDT. Proposals must be received no later than 5:00 p.m. Proposals received after May 29, 2019, at 5:00 p.m. MDT will not be accepted. Applicants are responsible to submit applications as instructed below.

4. **Proposal Evaluation, June 2019.** Submitted proposals will be evaluated by experts and stakeholders according to eligibility requirements and scoring rubric (see *Attachments F* and *G* for more information).

5. **Notification of Award:** Applicants will be notified of awards after the final approval of the Board.

6. **Grant Orientation Meeting(s):** Grantees will be notified of the time and location of meeting(s) to review grant expectations, terms and conditions, financial responsibilities, and will be able to get clarification from DWS and USBE. It is anticipated that orientation meeting(s) will be offered in-person and online.

7. **Contract Start Date:** July 1, 2019.

8. **End of First Grant Term:** June 30, 2020. Funded programs must spend all grant funds by June 30, 2020. Unspent funds cannot be carried over into the next contract period. Grants may be renewed for two additional one-year periods. Renewals are not guaranteed; see *Period of Performance & Renewal Options* section (page 7) for details.

Application Instructions

1. Applicant is responsible for the cost of preparing and submitting proposal.

2. Applicants must file one application for each tax identification number. Where there are multiple sites under one tax identification number, applicants must apply for all sites using a single application. Such applicants must provide the following details:
   a. How the program will be operated in the different sites; and
   b. How the money will be distributed between the sites (a budget and budget narrative for each site).
How to Submit an Application:

1. Applicants must use the forms provided. Forms for applicants can be found at [https://jobs.utah.gov/department/rfg/index.html](https://jobs.utah.gov/department/rfg/index.html).

2. The forms have been created as fillable, savable PDF and Microsoft Excel documents. Applications must be typed and may not be hand-written. Fill out all fields in the forms. Any adjusted forms or create-your-own applications may not be scored. In addition, return the budget Excel spreadsheet in its original format. Any adjusted versions or PDF versions of budget forms may not be scored.

3. The application must be submitted by email, complete with all documents, to: schoolreadiness@utah.gov
   a. The applicant organization name must be listed in the subject line.

Application Checklist – (145 total possible points).

When emailing applications, grant proposals must include all of the following components:

- **Appendix I - Grant Application**;
- **Appendix II – Sustainability Plan Budget (3 year) Summary**, must be returned in Microsoft Excel format;
- **Appendix III – Detailed Budget (1 Year) Summary**, must be returned in Microsoft Excel format (if proposal includes multiple locations, must include an overall budget as well as a budget for each individual site);
- Attach Detailed Budget (1 Year) Narrative;
- **Appendix V – Project Timeline**;
- **Appendix VI – Program Information Template**;
- Attach coach credentials and work schedules;
- Attach documentation of teachers educational levels and certification(s);
- Attach resumes and letters of support; and
- Attach proof of insurance.

Instructions for Application Components:

1. **Appendix I – Grant Application** form must be filled out completely and can be found online at: [https://jobs.utah.gov/department/rfg/index.html](https://jobs.utah.gov/department/rfg/index.html).

2. **Budget and Budget Narratives**
   This funding may not be used to fund student enrollment and cannot supplant current funding. Applicants must submit the following budget components:
   a. **Budget Summary Excel Spreadsheets**: applicant must use **Appendix II - Sustainability Plan Budget (3 year) Summary Form** and **Appendix III – Detailed Budget (1 year) Summary Form**. Total indirect expenses and direct administrative expenses must not exceed 10% of the direct program total. See **Attachment J, Budget Instructions** for instructions in completing the budget spreadsheets. The forms are Excel spreadsheets and will automatically calculate budget totals.
      i. Applicants with multiple sites must submit an overall Detailed Budget (1 Year) as well
as a Detailed Budget (1 year) for each site, however, only one Sustainability Plan Budget (3 year) is required.

ii. Applicants must provide detailed comments for each proposed category. If you propose $0 in categories, you do not need to provide a comment.

b. Budget narrative describing the costs for the Detailed Budget in Appendix III. Applicants must draft and attach this narrative. For a sample budget narrative, see Definitions (page 14 and 15). Applicants with multiple sites must attach individual budget narratives for each site.

3. **Project Timeline**

Applicants must use Appendix V – Project Timeline Form, which is an Excel spreadsheet. The timeline should include the activities that will occur during each year of the program. The timeline should identify all activities planned to take place for the project, who is responsible for the activity and any follow up, etc.).

4. **Resumes and Letters of Support**

Applicants must attach the following information to the application:

a. Resumes of key personnel (teachers, coaches, and administrative staff) who will participate in the program. Resume(s) should include professional background, education and relevant certifications. If personnel have not been hired for a specific position, include the job description that will be used when hiring for that position.

i. For LEAs, provide 1/3 representational sample of the lead teacher, coach, and administrative staff resumes who will participate in the grant.

ii. For Private Providers, provide all of the lead teacher, coach, and administrative staff resumes who will participate in the grant.

b. Letter(s) of support from the leadership of each host site(s) indicating support of the program and acknowledging space and personnel requirements. Letters should indicate details of how the leadership will support ongoing grant activities. This may include a letter from a school principal/school leader, or owner of private preschool.

c. Letter(s) of support from any additional stakeholders, as described in your plan (optional). If there is a memorandum of understanding in effect for program site(s), attach with letters of support.
1. Elements of a high-quality Early Childhood Education Program


(1) A high-quality school readiness program run by an eligible LEA or eligible private provider shall include the following components:

   (a) an evidence-based curriculum that is aligned with all of the developmental domains and academic content areas defined in the *Utah’s Early Childhood Core Standards* (Appendix VII) adopted by the State Board of Education, and incorporates intentional and differentiated instruction in whole group, small group, and child-directed learning, including the following academic content areas:

   - **English Language Arts**
     - i. Reading Standards: Literature
     - ii. Reading Standards: Informational Text
     - iii. Reading Standards: Foundational Skills
     - iv. Writing
     - v. Speaking and Listening
     - vi. Language

   - **Mathematics**
     - i. Counting and Cardinality
     - ii. Operations and Algebraic Thinking
     - iii. Number and Operations Base Ten
     - iv. Measurement and Data
     - v. Geometry

   - **Approaches to Learning and Science**
     - i. Students will learn processes, communication, and nature of science
     - ii. Students will gain an understanding of earth and space science
     - iii. Students will gain an understanding of the physical science through the study of motion and the properties of materials
     - iv. Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things

   - **Social/Emotional and Social Studies**
     - i. The child develops self-awareness and positive self-esteem
     - ii. The child develops social skills that promote positive interactions with others

   - **Creative Arts**
     - i. Students will participate in a variety of activities that allow for creative and imaginative expression

   - **Physical/Health and Safety**
     - i. The child develops fine and gross motor coordination (small and large muscle)
     - ii. The child develops an understanding of health and safety

(b) explicit instruction in key areas of literacy and numeracy;
(c) ongoing, focused, and intensive professional development for staff of the school readiness
program;
(d) ongoing assessment of a student's educational growth and developmental progress to inform instruction;
(e) a kindergarten transition plan;
(f) a pre- and post-assessment, selected by the board in accordance with Utah Code §35A-15-301, of each student;
(g) for a preschool program run by an eligible LEA, a class size that does not exceed 20 students, with one adult for every 10 students in the class;
(h) ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components;
(i) family engagement, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances;
(j) for a preschool program run by an eligible LEA, each teacher having at least obtained:
   (i) the minimum standard of a child development associate certification; or
   (ii) an associate or bachelor's degree in an early childhood education related field; and
(i) for a preschool program run by an eligible private provider, by a teacher's second year, each teacher having at least obtained:
   (i) the minimum standard of a child development associate certification; or
   (ii) an associate or bachelor's degree in an early childhood education related field.

(2) A high-quality school readiness program run by a home-based educational technology provider shall:
(a) be an evidence-based and age appropriate individualized interactive instruction assessment and feedback technology program that teaches eligible students early learning skills needed to be successful upon entry into kindergarten;
(b) require regular parental engagement with the student in the student's use of the home-based educational technology program;
(c) be aligned with the Utah early childhood core standards;
(d) require the administration of the pre- and post-assessment, designated by the board in accordance with Utah Code §35A-15-301, of each eligible student; and
(e) require technology providers to ensure successful implementation and utilization of the technology program.

2. Definitions of “economically disadvantaged,” “eligible student,” and “risk factor”

As used in this part:
(2) "Economically disadvantaged" means a student who is eligible to receive free or reduced price lunch:
(6) “Eligible student” means a three-, four-, or five-year-old student who is not eligible for kindergarten enrollment (Utah Code §53G-4-40(6)), who is an English learner; or economically disadvantaged (35A-15-102 (b) (i) (A); and whose parent or legal guardian reports that the student has experienced at least one risk factor.
(15)"Risk factor" means:
   (a) having a mother who was 18 years old or younger when the child was born;
   (b) a member of a child's household is incarcerated;
(c) living in a neighborhood with high violence or crime;
(d) having one or both parents with a low reading ability;
(e) moving at least once in the past year;
(f) having ever been in foster care;
(g) living with multiple families in the same household;
(h) having exposure in a child’s home to:
   (i) physical abuse or domestic violence;
   (ii) substance abuse;
   (iii) the death or chronic illness of a parent or sibling; or
   (iv) mental illness;
(i) the primary language spoken in a child’s home is a language other than English; or
(j) having at least one parent who has not completed high school.

3. Budget Narrative

A budget narrative defines and contextualizes the cost for each item within a budget category. A sample is included below.

Example Budget Narrative

A. Salaries—List each position that pertains to the proposal. The cost calculation should show the employee’s annual salary rate and the percentage of time devoted to the project. Compensation paid for employees engaged in grant activities should be consistent with that paid for similar types of work within the organization.

   i. Project Director: $35,000/year @ 100% = $35,000. The Project Director currently oversees the program and will spend 100 percent of her working time hiring, training, and supervising staff. This individual’s annual salary will be covered by grant funds for the 12 months of the contract.

B. Fringe Benefits—Fringe benefits are based on the applicant’s established formula and are only for the percentage of time devoted to the project.

   i. Project Director: $35,000 x 18.55% (established LEA rate) for 100% of project = $6,493.

C. Travel/Transportation—Explain the reason for travel expenses for project personnel and show the number of travelers and unit costs involved. Identify the location of travel. This section is not for transportation of students. Below is an example of how to identify the details of travel expenses.

   i. Regional/Statewide Meeting: Three people to approved professional development in Destination City.
      a. 3 people x $500 airfare = $1,500
      b. 3 people x 3 days x $40 per diem = $360
      c. 3 people x 2 nights x $100.00 hotel = $600

D. Equipment—List non-expendable items to be purchased. Explain how the equipment is necessary for the success of the project.
i. One iPad will be purchased to use with students in the reading lab = $350

E. Materials and Supplies—List expendable items by type and show the basis for computation.
   i. Meeting Supplies: For professional development meetings.
      $75.00 x 12 months = $900.00.

F. Other Costs—List items by major type and show the basis of the computation.

G. Professional Fees/Contract Services—Provide a description of the product or services to be provided by the consultant and an estimate of or detailing of exact cost.
   i. The Computer Instructor will conduct four computer-training sessions weekly in the computer lab. The Community Outreach Trainer will develop a curriculum for Community Outreach and train neighborhood associations on the curriculum. The 2.5 FTE Tutors will tutor students at the after school program.
   ii. Computer Instructor: $11.10/hour x 26 hours/week x 52 weeks = $15,000

4. Child Find

Child Find, mandated by the Individuals with Disabilities Education Act (IDEA), requires all school districts to identify, locate and evaluate students with disabilities, regardless of the severity of their disabilities. Child Find applies to all students, birth to 21 years, including students who attend private or public schools, migrant or homeless students, or students who are wards of the state. Each school district in the State of Utah has a duty to participate in Child Find.

If a student is suspected of having a disability, they must be referred to the school district the student resides in for assessment to determine if (a) the student has a disability; and (b) the student is eligible for special education services. If the student meets both of these criteria, a special education program may be designed through the Individualized Education Plan (IEP) process that will address goals and objectives specific to the student’s needs. Private providers must refer students suspected to have a disability to the local education agency for evaluation and services.

5. Gap Analysis

A gap analysis is the comparison of actual performance with potential or desired performance; that is the “current state” and the “desired future state.” The analysis shows areas a program has weaknesses or deficiencies that need improvement, and allows the development of a plan to achieve goals.

6. Intentional and Differentiated Instruction

As required under the School Readiness Initiative, intentional and differentiated instruction is the strategy designing teaching that is both based in organized planning and analysis, but is responsive to the needs of individual students.

Intentional instruction is systematic and focused. It means to act with specific outcomes or goals in mind for learners’ development and learning. An intention approach always turns expected and non-expected situations into a learning experience. Intentional teaching does not happened by chance; it is purposeful, thoughtful, and deliberate.
To differentiate instruction is to recognize students’ varying background knowledge, readiness, language, preferences in learning, and interests, and to react responsively. Differentiated instruction addresses the needs of students of differing abilities and learning styles in the same class. The intent of differentiated instruction is to provide multiple access points for diverse learners to maximize growth and individual’s success by meeting each student where they are and assisting in the learning process from that point.

7. **Educational Technology Provider Partnership (UPSTART)**

The Becoming High-Quality grant requires grantees to follow the elements of a high-quality school readiness program (§35A-15-202), including “explicit instruction in key areas of literacy and numeracy, as determined by the State Board of Education that: (a) is teacher led or through a partnership with a contractor as defined in Section 53F-4-401;”

Should programs choose to utilize that contractor partnership referenced, the code further describes the project established to develop school readiness skills of preschool children in [Utah Code §53F-4-402](#):

1. UPSTART, a project that uses a home-based educational technology program to develop school readiness skills of preschool children, is established within the public education system.

2. UPSTART is created to:
   - (a) evaluate the effectiveness of giving preschool children access, at home, to interactive individualized instruction delivered by computers and the Internet to prepare them academically for success in school; and
   - (b) test the feasibility of scaling a home-based curriculum in reading, math, and science delivered by computers and the Internet to all preschool children in Utah.

8. **State Student Identifier (SSID) Numbers**

State Student Identifier (SSID) Numbers are unique, non-personally identifiable number linked to a given individual student. SSID numbers are used to maintain and track data on individual students, such as linking students to statewide assessment scores and tracking students in and out of schools in order to determine more accurate academic performance.

Typically, local education agencies (LEAs) have the ability to generate and assign SSIDs to students. Private providers work with USBE to obtain and assign SSID to their students.

9. **Inclusive Environment**

A sense of belonging is essential to inclusion. Just sharing physical space is not enough; when we work to create meaningful relationships and experiences to fully include preschool students with disabilities, the child, the other children, and the family all benefit. Creating a truly inclusive environment means not only making appropriate adaptations to the physical space and materials but also fostering the social and emotional environment.

10. **DUNS number**

A DUNS (Data Universal Numbering System) number is a unique nine-digit identifier for businesses issued by Dun & Bradstreet that can be registered with the U.S. General Services Administration.
System for Award Management (SAM), which is used by DWS in risk management assessments of grant awards. Organizations receiving reimbursement for meals under the federal Child Nutrition Program already have a DUNS number associated with their program, and should be able to reference their records for that program to find their existing number.

Additional information about obtaining a DUNS number can be found online on Dun & Bradstreet’s website. For additional information on registering an entity’s DUNS with SAM, visit sam.gov. The process below should guide organizations in getting a number and ensuring it is registered:

- Obtain a DUNS number
  - http://fedgov.dnb.com/webform or 1-888-814-1435
  - There is no fee associated with obtaining a DUNS number.
  - It may take several days to obtain a DUNS number.

- Register in SAM
  - https://www.sam.gov
  - Must have organization’s DUNS, entity’s Tax ID Number (TIN), and taxpayer name (as it appears on last tax return).

11. Preschool to Kindergarten Transition Plan

Preschool children make the transition into kindergarten more successfully when their schools and families prepare together, and when their preschool and kindergarten teachers connect. Also, by coordinating transition efforts, preschool and elementary programs can help children maintain and maximize the gains they made in preschool. A successful plan prepares children and families for the transition to kindergarten. Strong partnerships between families, programs, and schools lead to greater success for children.

All eligible students for this grant will be assigned SSID numbers and the Kindergarten transition plan must include a method of communicating with receiving school(s) existing SSID numbers to avoid duplication and to ensure ongoing tracking of academic progress.

12. Typical or atypical child development

Child development is defined as a normal progression by which children change as they grow older by acquiring and refining knowledge, behaviors, and skills. Child development generally involves observing/assessing five specific areas: motor/physical, cognitive, social/emotional, communication/language, and self-help/adaptive. A typically developing child acquires specific skills and behaviors according to a predictable rate and sequence. However, no two children develop and grow at exactly the same rate, acquire the same skills at exactly the same time, nor perform those skills in exactly the same way. Therefore, the term atypical child development is used to describe children whose differences in development are to a marked degree or whose development appears to be significantly inconsistent with typical child development and/or have significant deviations in the typical sequence of development.

13. English Learner

From the Every Student Succeeds Act (ESSA):

The term “English learner,” when used with respect to an individual, means an individual who

1) is aged 3 through 21;
2) is enrolled or preparing to enroll in an elementary school or secondary school;
3) meets one of the following criteria:
   a. was not born in the United States or whose native language is a language other than English;
   b. is a Native American or Alaska Native, or a native resident of the outlying areas; and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency (ELP); or
   c. is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4) has difficulties in speaking, reading, writing, or understanding the English language, that may be sufficient to deny the individual:
   a. the ability to meet the challenging State academic standards;
   b. the ability to successfully achieve in classrooms where the language of instruction is English; or
   c. the opportunity to participate fully in society.
1. **DEFINITIONS:**
   a. "**GRANTEE**" means the individual or entity receiving the funds identified in this Agreement. The term "GRANTEE" shall include GRANTEE's agents, officers, employees, and partners.
   b. "Subcontractor/Subgrantee" means an individual or entity that has entered into an agreement with the original GRANTEE to perform services or provide goods which the original GRANTEE is responsible for under the terms of this Agreement. Additionally, the term "subgrantee" or "subcontractor" also refers to individuals or entities that have entered into agreements with any subgrantee if: (1) those individuals or entities have agreed to perform all or most of the subgrantee's duties under this Agreement; or (2) federal law requires this Agreement to apply to such individuals or entities.
   c. "**Volunteer**" means an authorized individual performing a service without pay or other compensation.
   d. "**Confidential Information**" means information that is deemed as confidential under applicable state and federal laws, including personal information. DWS reserves the right to identify, during and after this Agreement, additional reasonable types of categories of information that must be kept confidential under federal and state laws.
   e. "**State of Utah**" means the State of Utah, in its entirety, including its institutions, agencies, departments, divisions, authorities, instrumentalities, boards, commissions, elected or appointed officers, employees, agents, and authorized volunteers.

2. **GOVERNING LAW AND VENUE:** This Agreement shall be governed by the laws, rules, and regulations of the State of Utah. Any action or proceeding arising from this Agreement shall be brought in a court of competent jurisdiction in the State of Utah. Venue shall be in Salt Lake City, in the Third Judicial District Court for Salt Lake County.

3. **CONFLICT OF INTEREST:**
   a. GRANTEE certifies, through the execution of the Agreement, that none of its owners, directors, officers, or employees are employees of DWS, or the State of Utah. GRANTEE will not hire or subcontract with any person having such conflicting interest(s).
   b. GRANTEE will notify DWS immediately upon learning of such a conflict and shall take immediate action to cure the conflict in accordance with DWS' direction.
   c. GRANTEE certifies, through the execution of the Agreement that none of its owners, directors, officers, or employees working under this Agreement, are relatives of an employee of DWS. A relative is defined as: spouse, child, step-child, parent, sibling, aunt, uncle, niece, nephew, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparent or grandchild.
   d. GRANTEE shall not use Grant funds to make any payments to an organization which has in common with GRANTEE either: a) owners or partners who directly or indirectly own ten percent (10%) or more of the voting interest of the organization; and/or b) directors, officers or others with authority to establish policies and make decisions for the organization.

4. **RELATED PARTIES:**
   a. GRANTEE shall not use Grant funds to make any payments to related parties without the prior written consent of DWS. GRANTEE is obligated to notify DWS of any contemplated related party payment prior to making a purchase. Payments made by GRANTEE to related parties without prior written consent may be disallowed and may result in an overpayment assessment.
   b. GRANTEE is defined as all owners, partners, directors, and officers of GRANTEE or others with authority to establish policies and make decisions for GRANTEE.
   c. Related parties is defined as:
      i. A person who is related to GRANTEE through blood or marriage, as defined by U.C.A., Section 52-3-1(1)(d), as father, mother, husband, wife, son, daughter, sister, brother, grandfather, grandmother, grandson, granddaughter, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.
ii. An organization with directors, officers, or others with the authority to establish policies and to make decisions for the organization who is related to GRANTEE through blood or marriage, as defined above.

d. Upon notification of proposed related party payment, DWS may, at its discretion:
   i. Require GRANTEE to undertake competitive bidding for the goods or services,
   ii. Require satisfactory cost justification prior to payment, or
   iii. Take other steps that may be necessary to assure that the goods or services provided afford DWS a satisfactory level of quality and cost.

e. Any related-party payments contemplated under this Agreement must be disclosed on a written statement to DWS which shall include:
   i. The name of GRANTEE’S representative who is related to the party to whom GRANTEE seeks to make payments;
   ii. the name of the other related party;
   iii. the relationship between the individuals identified in “i” and “ii” above;
   iv. a description of the transaction in question and the dollar amount involved;
   v. the decision-making authority of the individuals identified in “i” and “ii” above, with respect to the applicable transaction;
   vi. the potential effect on this Agreement if the payment to the related party is disallowed;
   vii. the potential effect on this Agreement if the payment to the related party is made; and
   viii. the measures taken by GRANTEE to protect DWS from potentially adverse effects resulting from the identified parties’ relationship.

5. INDEMNITY: GRANTEE shall be fully liable for the actions of its agents, employees, officers, partners, and subcontractors, and shall fully indemnify, defend, and save harmless DWS and the State of Utah from all claims, losses, suits, actions, damages, and costs of every name and description arising out of GRANTEE's performance of this Agreement caused by any intentional act or negligence of GRANTEE, its agents, employees, officers, partners, or subcontractors, without limitation; provided, however, that the GRANTEE shall not indemnify for that portion of any claim, loss, or damage arising hereunder due to the sole fault of DWS. The parties agree that if there are any limitations of the GRANTEE’s liability, including a limitation of liability clause for anyone for whom the GRANTEE is responsible, such limitations of liability will not apply to injuries to persons, including death, or to damages to property of DWS.

6. INDEMNIFICATION RELATING TO INTELLECTUAL PROPERTY: GRANTEE will indemnify and hold DWS and the State of Utah harmless from and against any and all damages, expenses (including reasonable attorneys' fees), claims, judgments, liabilities, and costs in any action or claim brought against DWS or the State of Utah for infringement of a third party's copyright, trademark, trade secret, or other proprietary right. The parties agree that if there are any limitations of GRANTEE's liability, such limitations of liability will not apply to this section.

7. OWNERSHIP IN INTELLECTUAL PROPERTY: DWS and GRANTEE each recognizes that each has no right, title, or interest, proprietary or otherwise, in the intellectual property owned or licensed by the other, unless otherwise agreed upon by the parties in writing. All documents, records, programs, data, articles, memoranda, and other materials not developed or licensed by GRANTEE prior to the execution of this Agreement, but specifically manufactured under this Agreement shall be considered work made for hire, and GRANTEE shall transfer any ownership claim to DWS.

8. AMENDMENTS: This Agreement, including the Scope of Work may only be amended by the mutual written agreement of the parties, which amendment will be attached to this Agreement. Automatic renewals will not apply to this Agreement, even if identified elsewhere in this Agreement.

9. IMPOSITION OF FEES: GRANTEE will not impose any fees upon clients provided services under this Agreement except as authorized by DWS. The State of Utah and DWS will not allow the GRANTEE to charge end users electronic payment fees of any kind.

10. HUMAN-SUBJECTS RESEARCH: GRANTEE shall not conduct non-exempt human-subjects research, as defined by 45 CFR part 46, involving employees of DWS or individuals receiving services (whether direct or contracted) from DWS. Program reporting and evaluation are not considered human-subjects research.

11. GRANTEE RESPONSIBILITY: GRANTEE is solely responsible for fulfilling the statement of work under this Agreement, with responsibility for all services performed as stated in this Agreement. GRANTEE shall be the sole point of contact regarding all matters related to this Agreement.
GRANTEE must incorporate GRANTEE’s responsibilities under this Agreement into every subcontract with its subcontractors that will provide any of the work product in this Agreement. Moreover, GRANTEE is responsible for its subcontractor's compliance under this Agreement.

12. GRANTEE ASSIGNMENT AND SUBGRANTEE/SUBCONTRACTORS:
   a. Assignment: Notwithstanding DWS’s right to assign the rights or duties hereunder, this Agreement may not be assigned by GRANTEE without the written consent of DWS. Any assignment by GRANTEE without DWS’s written consent shall be wholly void.
   b. If GRANTEE enters into subcontracts the following provisions apply:
      i. Duties of Subgrantee/Subcontractor: Regardless of whether a particular provision in this Agreement mentions subgrantees, a subgrantee must comply with all provisions of this Agreement including, insurance requirements and the fiscal and program requirements. GRANTEE retains full responsibility for the Agreement compliance whether the services are provided directly or by a subgrantee.
      ii. Provisions Required in Subcontracts: If GRANTEE enters into any subcontracts with other individuals or entities and pays those individuals or entities for such goods or services with federal or state funds, GRANTEE must include provisions in its subcontracts regarding the federal and state laws identified in this Agreement, if applicable ("Grantee's Compliance with Applicable Laws; Cost Accounting Principles and Financial Reports"), as well as other laws and grant provisions identified in 45 C.F.R. §92.36(i).

13. INDEPENDENT GRANTEE: GRANTEE and subcontractors, in the performance of the Scope of Work, shall act in an independent capacity and not as officers or employees or agents of DWS or the State of Utah.

14. MONITORING:
   a. DWS shall have the right to monitor GRANTEE'S performance under this Agreement. Monitoring of GRANTEE’S performance shall be at the complete discretion of DWS which will include but is not limited to GRANTEE’S fiscal operations, and the terms, conditions, attachments, scope of work, and performance requirements of this Agreement. Monitoring may include, but is not limited to, both announced and unannounced site visits, desk audit, third party monitoring, expenditure document review and/or video/phone conferencing. Any onsite monitoring will take place during normal business hours.
   b. If it is discovered that GRANTEE is in default (not in compliance with the Agreement), GRANTEE may be subject to sanctions which may include warnings, audits, temporary suspension of payments, termination, demand for the return of funds and or suspension/debarment from participation in future DWS grants and contracts. Default may also result in the cancellation of other agreements between GRANTEE and DWS.
   c. GRANTEE understands that DWS may conduct customer-satisfaction surveys. GRANTEE agrees to cooperate with all DWS-initiated customer feedback.

15. DEFAULT: Any of the following events will constitute cause for DWS to declare GRANTEE in default of this Agreement (i) GRANTEE’s non-performance of its contractual requirements and obligations under this Agreement; or (ii) GRANTEE’s material breach of any term or condition of this Agreement. DWS may issue a written notice of default providing a ten (10) day period in which GRANTEE will have an opportunity to cure. In addition DWS will give GRANTEE only one opportunity to correct and cease the violations. Time allowed for cure will not diminish or eliminate GRANTEE's liability for damages. If the default remains after GRANTEE has been provided the opportunity to cure, DWS may do one or more of the following: (i) exercise any remedy provided by law or equity; (ii) terminate this Agreement; (iii) debar/suspend GRANTEE from receiving future grants or contracts from DWS or the State of Utah; or (iv) demand a full refund of any payment that DWS has made to GRANTEE under this Agreement.

16. AGREEMENT TERMINATION:
   a. Termination for Cause: This Agreement may be terminated with cause by either party, upon written notice given by the other party. The party in violation will be given ten (10) days after written notification to correct and cease the violations, after which this Agreement may be terminated for cause immediately and subject to the remedies below. Time allowed for cure will not diminish or eliminate GRANTEE's liability for damages.
   b. Immediate Termination: If GRANTEE creates or is likely to create a risk of harm to the clients served under this Agreement, or if any other provision of this Agreement (including any provision in the attachments) allows DWS to terminate the Agreement immediately for a violation of that provision, DWS may terminate this Agreement immediately by notifying
GRANTEE in writing. DWS may also terminate this Agreement immediately for fraud, misrepresentation, misappropriation, and/or mismanagement as determined by DWS.

c. **No-Cause Termination:** This Agreement may be terminated without cause, by either party, upon thirty (30) days prior written notice being given the other party.

d. **Termination Due to Nonappropriation of Funds, Reduction of Funds, or Changes in Law:** Upon thirty (30) days written notice delivered to the GRANTEE, this Agreement may be terminated in whole or in part at the sole discretion of DWS, if DWS reasonably determines that: (i) a change in Federal or State legislation or applicable laws materially affects the ability of either party to perform under the terms of this Agreement; or (ii) that a change in available funds affects DWS’s ability to pay under this Agreement. A change of available funds as used in this paragraph includes, but is not limited to a change in Federal or State funding, whether as a result of a legislative act or by order of the President or the Governor.

If written notice is delivered under this section, DWS will reimburse GRANTEE for the services properly performed until the effective date of said notice. DWS will not be liable for any performance, commitments, penalties, or liquidated damages that accrue after the effective date of said written notice.

e. **Accounts and Payments at Termination:** Upon termination of this Agreement, all accounts and payments will be processed according to the financial arrangements set forth herein for approved services rendered to date of termination. In no event shall DWS be liable to GRANTEE for compensation for any good or service neither requested nor accepted by DWS. In no event shall DWS’s exercise of its right to terminate this Agreement relieve the GRANTEE of any liability to DWS for any damages or claims arising under this Agreement.

f. **Remedies for GRANTEE’s Violation:** In the event this Agreement is terminated as a result of a default by GRANTEE, DWS may procure or otherwise obtain, upon such terms and conditions as DWS deems appropriate, services similar to those terminated, and GRANTEE shall be liable to DWS for any damages arising there from, including attorneys’ fees and excess costs incurred by DWS in obtaining similar services.

17. **SUSPENSION OF WORK:** Should circumstances arise which would cause DWS to suspend GRANTEE’s responsibilities under this Agreement, but not terminate this Agreement, this will be done by formal written notice pursuant to the terms of this Agreement. GRANTEE’s responsibilities may be reinstated upon advance formal written notice from DWS.

18. **FORCE MAJEURE:** Neither party to this Agreement will be held responsible for delay or default caused by fire, riot, act of God, and/or war which is beyond that party’s reasonable control. DWS may terminate this Agreement after determining such delay will prevent successful performance of this Agreement.

19. **ATTORNEYS’ FEES and COSTS:** In the event of any judicial action to enforce rights under this Contract, the prevailing party shall be entitled its costs and expenses, including reasonable attorney’s fees incurred in connection with such action.

20. **AGREEMENT RENEWAL:** Renewal of this Agreement will be solely at the discretion of DWS.

21. **CITING WORKFORCE SERVICES IN GRANT PROGRAM PROMOTION:** Grantee agrees to give credit to Workforce Services for funding in all written and verbal promotion, marketing or discussion of this program, including brochures, flyers, informational materials, paid advertisements, social media, etc. All formal promotion, marketing (paid or otherwise), or public information programs will be coordinated with the assigned Public Information Officer for Workforce Services.

22. **LICENSING AND STANDARD COMPLIANCE:** By signing this Agreement, GRANTEE acknowledges that it currently meets all applicable licensing or other standards required by federal and state laws or regulations and ordinances of the city/county in which services and/or care is provided and will continue to comply with such licensing or other applicable standards and ordinances for the duration of this Agreement period. Failure to secure or maintain a license is grounds for termination of this Agreement. GRANTEE acknowledges that it is responsible for familiarizing itself with these laws and regulations, and complying with all of them.

23. **DEBARMENT:** For GRANTEES receiving any Federal funds: By signing this Agreement, GRANTEE certifies it is not debarred, suspended, or otherwise excluded from or ineligible for participation in Federal programs or activities. See the provisions on government-wide suspension and debarment in 2 CFR §200.205(d), Appendix II to Part 200 - Paragraph (H), and 2 CFR part 180 which implements Executive Orders 12549 and 12689 for further clarification.
24. **COMPLIANCE WITH GENERALLY APPLICABLE STATE AND FEDERAL LAWS:**
   a. At all times during this Agreement, GRANTEE, and all services performed under this Agreement, will comply with all applicable federal and state constitutions, laws, rules, codes, orders, and regulations.
   b. GRANTEE is required to comply with all anti-discrimination and drug-free workplace laws, and all laws governing research involving human subjects. If GRANTEE is receiving federal funds under this Agreement the following federal laws may apply: Equal Opportunity Employer Executive Order, the Davis-Bacon Act, the Hatch Act, the Copeland "Anti-Kickback" Act, the Fair Labor Standards Act, the Contract Work Hours and Safety Standards Act, the Clean Air Act, the Federal Water Pollution Control Act, the Byrd Anti-Lobbying Amendment, and the Debarment and Suspension Executive Orders. GRANTEE shall comply with these laws and regulations to the extent they apply to the subject matter of this Agreement.
   c. By accepting this Grant, the GRANTEE assures that is has the ability to comply with the nondiscrimination and equal opportunity provisions of the following laws and shall remain in compliance with such laws for the duration of the Grant:
      i. Section 188 of the Workforce Innovation and Opportunity Act (WIOA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or against beneficiaries, applicants, and participants on the basis of either citizenship or participation in any WIOA Title I-financially assisted program or activity;
      ii. Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color, and national origin;
      iii. Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
      iv. The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
      v. Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in education programs.
   d. GRANTEE also assures that it will comply with 29 CFR part 38 and all other regulations implementing the laws listed above. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.
      i. If applicable, GRANTEE will provide an explanation of the client’s rights and protections under 29 CFR Part 38, including displaying DWS’ Equal Opportunity is the Law poster. If individual client files are maintained GRANTEE will also provide a copy of DWS’ Equal Opportunity Notice to the client and maintain a copy in the client file.
      ii. The GRANTEE shall comply with WIOA guidance regarding services and access for persons with limited English proficiency, to the extent they apply to the subject matter of this agreement. Specific guidance is provided at Part IV, Department of Labor Federal Register/Volume 68, No. 103, issued Thursday, May 29, 2003, and Department of Health and Human Services Federal Register/Volume 65, No. 169, August 30, 2000 and Department of Health and Human Services Federal Register Volume 68, Number 153, August 8, 2003.
   e. **Workers’ Compensation Insurance:** GRANTEE shall maintain workers’ compensation insurance during the term of this Agreement for all its employees and any subcontractor employees related to this Agreement. Workers’ compensation insurance shall cover full liability under the workers’ compensation laws of the jurisdiction in which the work is performed at the statutory limits required by said jurisdiction.

25. **WORK ON STATE OF UTAH PREMISES:** GRANTEE shall ensure that personnel working on State of Utah premises shall: (i) abide by all of the rules, regulations, and policies of the premises including DWS substance abuse and drug free workplace standard; (ii) remain in authorized areas; (iii) follow all instructions; and (iv) be subject to a background check, prior to entering the premises. The State of Utah or DWS may remove any individual for a violation hereunder.

26. **WORKFORCE SERVICES JOB LISTING:** GRANTEE must post employment opportunities with DWS for the duration of the Agreement.
27. **CODE OF CONDUCT** (attached if applicable): GRANTEE agrees to follow and enforce DWS’s Code of Conduct, Utah Administrative Code, R982-601-101 et seq.

28. **GRIEVANCE PROCEDURE:** GRANTEE agrees to establish a system whereby recipients of services provided under this Agreement may present grievances about the operation of the program as it pertains to and affects said recipient. GRANTEE will advise recipients of their right to present grievances concerning denial or exclusion from the program, or operation of the program, and of their right to a review of the grievance by DWS. GRANTEE will advise applicants in writing of rights and procedures to present grievances. In the event of a grievance, GRANTEE will notify DWS contract owner of the grievance and disposition of the matter.

29. **PROTECTION AND USE OF CLIENT RECORDS:** The use or disclosure by any party of any personally identifiable information concerning a recipient of services under this Agreement, for any purpose not directly connected with the administration of DWS’s or GRANTEE’S responsibilities with respect to this Agreement, is prohibited except as required or allowed by law. GRANTEE shall be responsible for any breach of this duty of confidentiality, including any required remedies and/or notifications under applicable law. GRANTEE shall indemnify, hold harmless, and defend DWS and the State of Utah, including anyone for whom DWS or the State of Utah is liable, from claims related to a breach of this duty of confidentiality, including any notification requirements, by GRANTEE or anyone for whom the GRANTEE is liable. This duty of confidentiality shall be ongoing and survive the termination or expiration of this Agreement.

30. **RECORDS ADMINISTRATION:** GRANTEE shall maintain or supervise the maintenance of all records necessary to properly account for GRANTEE’s performance and the payments made by DWS to GRANTEE under this Agreement. These records shall be retained by GRANTEE for at least six (6) years after final payment, or until all audits initiated within the six (6) years have been completed, whichever is later. GRANTEE agrees to allow, at no additional cost, the State of Utah, federal auditors, and DWS staff, access to all such records and to allow interviews of any employees or others who might reasonably have information related to such records. Further, GRANTEE agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Grant.

31. **PUBLIC INFORMATION:** GRANTEE agrees that this Agreement, invoices and supporting documentation will be public documents and may be available for public and private distribution in accordance with the State of Utah’s Government Records Access and Management Act (GRAMA). GRANTEE gives DWS and the State of Utah express permission to make copies of this Agreement, invoices and supporting documentation in accordance with GRAMA. Except for sections identified in writing by GRANTEE and expressly approved by DWS, GRANTEE also agrees that the grant application will be a public document, and copies may be given to the public as permitted under GRAMA. DWS and the State of Utah are not obligated to inform GRANTEE of any GRAMA requests for disclosure of this Agreement, related invoices and supporting documentation.

32. **REQUIRED INSURANCE:** GRANTEE shall at all times during the term of this Agreement, without interruption, carry and maintain the insurance coverage described below. Non-governmental entity GRANTEES shall provide Certificate(s) of Insurance, showing up-to-date coverage, to DWS within thirty (30) days of Agreement award. Failure to provide proof of insurance as required will be deemed a material breach of this Agreement. GRANTEE’s failure to maintain required insurance for the term of this Agreement will be grounds for immediate termination. DWS reserves the right to require higher or lower insurance limits where warranted. The carrying of insurance required by this Agreement shall not be interpreted as relieving GRANTEE of any other responsibility or liability under this Agreement or any applicable law, statute, rule, regulation, or order.

a. Commercial general liability (CGL) insurance from an insurance company authorized to do business in the State of Utah. The limits of the CGL insurance policy will be no less than one million dollars ($1,000,000.00) per person per occurrence and three million dollars ($3,000,000.00) aggregate per occurrence. Non-governmental entity GRANTEE must add the State of Utah, DWS as an additional insured with notice of cancellation.

b. Commercial automobile liability (CAL) insurance from an insurance company authorized to do business in the State of Utah. The CAL insurance policy must cover bodily injury and property damage liability and be applicable to all vehicles used in the performance of Services under this Agreement whether owned, non-owned, leased, or hired. The minimum liability limit must be $1 million per occurrence, combined single limit. The CAL insurance policy is required if Grantee will use a vehicle in the performance of this Agreement. If GRANTEE subcontracts with another entity or individual for transportation
services, or services that include transportation services, GRANTEE may satisfy this insurance requirement by submitting proof that the subcontractor has complied with this section and agrees to the Indemnity section of this Agreement.

c. If GRANTEE employs doctors, dentists, social workers, mental health therapists or other professionals to provide services under this Agreement, GRANTEE shall maintain a policy of professional liability insurance with a limit of not less than one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate. This professional liability insurance (“malpractice insurance”) shall cover damages caused by errors, omissions or negligence related to the professional services provided under this Agreement.

d. GRANTEE also agrees to maintain any other insurance policies required in the Agreement.


34. BILLINGS AND PAYMENTS: Payments to GRANTEE will be made by DWS upon receipt of itemized billing for authorized service(s) supported by appropriate documentation and information contained in reimbursement forms supplied by DWS. Billings and claims must be received within thirty (30) days after the last date of service for the period billed including the final billing, which must be submitted within thirty (30) days after Agreement termination or payments may be delayed or denied. DWS must receive billing for services for the month of June no later than July 15th, due to DWS’s fiscal year end. Billings submitted after this date may be denied. DWS will not allow claims for services furnished by GRANTEE which are not specifically authorized by this Agreement. DWS has the right to adjust or return any invoice reflecting incorrect pricing.

35. PAYMENT WITHHOLDING: GRANTEE agrees that the reporting and record keeping requirements specified in this Agreement are a material element of performance and that if, in the opinion of DWS, GRANTEE’S record keeping practices and/or reporting to DWS are not conducted in a timely and satisfactory manner, DWS may withhold part or all payments under this or any other Agreement until such deficiencies have been remedied. In the event of the payment(s) being withheld, DWS agrees to notify GRANTEE of the deficiencies that must be corrected in order to bring about the release of withheld payment.

36. OVERPAYMENT/AUDIT EXCEPTIONS/DISALLOWANCES: GRANTEE agrees that if during or subsequent to GRANTEE’S CPA audit or DWS determines payments were incorrectly reported or paid, DWS may amend the Agreement and adjust the payments. To be eligible for reimbursement GRANTEE expenditures must be adequately documented. Upon written request GRANTEE will immediately refund to DWS any overpayments as determined by audit or DWS. GRANTEE further agrees that DWS shall have the right to withhold any or all subsequent payments under this or other Agreements with GRANTEE until recoupment of overpayment is made.

37. REDUCTION OF FUNDS: The maximum amount authorized by this Agreement shall be reduced or Agreement terminated if required by federal/state law, regulation, or action or if there is significant under-utilization of funds, provided GRANTEE shall be reimbursed for all services performed in accordance with this Agreement prior to date of reduction or termination. If funds are reduced, there will be a comparable reduction in the amount of services to be given by GRANTEE. DWS will give GRANTEE thirty (30) days’ notice of reduction.

38. PRICE REDUCTION FOR INCORRECT PRICING DATA: If any price, including profit or fee, negotiated in connection with this Agreement, or any cost reimbursable under this Agreement was increased by any significant sum because GRANTEE furnished cost or pricing data (e.g., salary schedules, reports of prior period costs) which was not accurate, complete and current, the price or cost shall be reduced accordingly. The Agreement may be modified in writing as necessary to reflect such reduction, and amounts overpaid shall be subjected to overpayment assessments. Any action DWS may take in reference to such price reduction shall be independent of, and not be prejudicial to, DWS’s right to terminate this Agreement.

39. FINANCIAL/COST ACCOUNTING SYSTEM: GRANTEE agrees to maintain a financial and cost accounting system in accordance with accounting principles generally accepted in the United States of America. An entity’s accounting basis determines when transactions and economic events are reflected in its financial statements. An entity may record its accounting transactions
and events on a cash basis, accrual basis, or modified accrual basis; however the cash method of accounting is not appropriate for governmental entities. GRANTEE further agrees that all program expenditures and revenues shall be supported by reasonable documentation (e.g., vouchers, invoices, receipts), which shall be stored and filed in a systematic and consistent manner. GRANTEE further agrees to retain and make available to independent auditors, State and Federal auditors, and program and grant reviewers all accounting records and supporting documentation for a minimum of six (6) years after the final payment, or until all audits initiated within the six (6) years have been completed, whichever is later. GRANTEE further agrees that, to the extent it is unable to reasonably document the disposition of monies paid under this Agreement, it is subject to an assessment for over-payment.

40. DWS COST PRINCIPLES FOR COST REIMBURSEMENT AGREEMENTS:
   a. Federal cost principles determine allowable costs in DWS grants. GRANTEE may locate the Federal Cost Principles applicable to its organization by searching the appropriate federal government websites.
   b. Compliance with Federal Cost Principles: For GRANTEE’S convenience, DWS provides Table 1 below, “Cost Principles,” as a reference guide to the applicable cost principles. However, the information in this table is not exhaustive, and GRANTEE understands that it is obligated to seek independent legal and/or accounting advice. As shown in Table 1, “Cost Principles,” the principles applicable to a particular GRANTEE depend upon GRANTEE’S legal status.

<table>
<thead>
<tr>
<th>GRANTEE</th>
<th>Federal Cost Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>State/Local/Indian Tribal Governments</td>
<td>2 CFR 200 Subpart E</td>
</tr>
<tr>
<td>College or University</td>
<td></td>
</tr>
<tr>
<td>Non-Profit Organization</td>
<td>48 CFR Part 31.2</td>
</tr>
<tr>
<td>For-Profit Entity</td>
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</tbody>
</table>

c. Compensation for Personal Services - Additional Cost Principles:
   In addition to the cost principles in the Federal circulars concerning compensation for personal services, the following cost principles also apply:
   i. The portion of time a person devotes to a program should be disclosed in the budget as a percent of 40 hours per week.
   ii. Employees who are compensated from one or more grants, or from programmatic functions must maintain time reports, which reflect the distribution of their activities.
   iii. If total work time exceeds 40 hours in a week and GRANTEE wants reimbursement for the time devoted to DWS programs over 40 hours, the following two conditions must be met: 1)a perpetual time record must be maintained and 2) prior written approval must be obtained from DWS’s Finance-Contracting Division
   iv. Compensation for Personal Expenses: DWS will not reimburse GRANTEE for personal expenses. For example, spouse travel when the travel costs of the spouse is unrelated to the business activity, telecommunications and cell phones for personal uses, undocumented car allowances, payments for both actual costs of meals and payments for per diem on the same day, and business lunches (not connected with training).

d. Third-Party Reimbursement and Program Income: GRANTEE is required to pursue reimbursement from all other sources of funding available for services performed under this Agreement. Other sources of funding include, but are not limited to, third-party reimbursements and program income. In no instance shall any combination of other sources of funding and billings to DWS be greater than “necessary and reasonable costs to perform the services” as supported by audited financial records. Collections over and above audited costs shall be refunded to DWS.

41. ADMINISTRATIVE EXPENDITURES: DWS will reimburse administrative expenses as allowed by the budget terms of this agreement. GRANTEES with a federally approved Negotiated Indirect Cost Rate Agreement (NICRA) must provide DWS with a copy of their approval letter from the federal cognizant agency along with information on the base(s) used to distribute indirect costs.
42. **CHANGES IN BUDGET (Cost Reimbursement Grants Only):** The budget attached hereto shall be the basis for payment. GRANTEE may not make any adjustment in budgeted funds from Category III, “Program Expenses” to either Category I, “Indirect Expenses” or Category II, “Direct Administrative Expenses” or between Categories I and II, without prior written approval by DWS. Expenditures in excess of those budgeted in either Category I or II may be considered questioned costs. Resolution of such questioned costs will normally result in a request that such excesses be refunded to DWS. GRANTEE may, however, shift between either Category I or II to Category III with prior approval from DWS. Expenditures in excess of those budgeted in Category III will not normally result in questioned costs unless restrictions have been placed on subcategories within this major category. When the grant restricts expenditures within defined subcategories, any unapproved excess will be considered a questioned cost.

43. **NON-FEDERAL MATCH:** For those grants requiring a non-federal match, said match shall be:
   a. Expenses which are reasonable and necessary for proper and efficient accomplishment of the Agreement program objectives.
   b. Allowable under applicable cost principles.
   c. Not paid by the Federal Government under another award except where authorized by Federal statute.
   d. In accordance with the appropriate Federal grant being matched.
   e. Invoices submitted to DWS should detail the total cost of program expenditures and should distinguish between which expenditures are match and which are requested for reimbursement.

44. **WAIVER:** A waiver of any right, power, or privilege shall not be construed as a waiver of any subsequent right, power, or privilege.

45. **NOTIFICATION TO THE INTERNAL REVENUE SERVICE:** It is DWS’s policy to notify the Internal Revenue Service of any known violations of IRS regulations.

46. **ORDER OF PRECEDENCE:** In the event of any conflict in the terms and conditions in this Agreement, the order of precedence shall be: (i) this Attachment A; (ii) Agreement Signature Page(s); and (iii) any other attachment listed on the Agreement Signature Page(s). Any provision attempting to limit the liability of GRANTEE or limit the rights of DWS or the State of Utah must be in writing and attached to this Agreement or it is rendered null and void.

47. **SURVIVAL OF TERMS:** Termination or expiration of this Agreement shall not extinguish or prejudice DWS’s right to enforce this Agreement with respect to any default of this Agreement or of any of the following clauses: Governing Law and Venue, Laws and Regulations, Records Administration, Remedies, Indemnity, Indemnification Relating to Intellectual Property, Insurance.

48. **SEVERABILITY:** The invalidity or unenforceability of any provision, term, or condition of this Agreement shall not affect the validity or enforceability of any other provision, term, or condition of this Agreement, which shall remain in full force and effect.

49. **ERRORS AND OMISSIONS:** GRANTEE shall not take advantage of any errors and/or omissions in this Agreement. GRANTEE must promptly notify DWS of any errors and/or omissions that are discovered.

50. **ENTIRE AGREEMENT:** This Agreement constitutes the entire agreement between the parties and supersedes any and all other prior and contemporaneous agreements and understandings between the parties, whether oral or written.
ATTACHMENT B
PERFORMANCE REQUIREMENTS
Becoming High-Quality Grant

I. GRANTEE RESPONSIBILITIES
Grantee shall comply with the requirements listed below. Failure to do so may result in immediate termination of the Becoming High-Quality grant.

1. Administration
Grantee shall perform all tasks proposed in the grant application. Any deviations from the original grant application must be approved in writing by the Department of Workforce Services (DWS). DWS reserves the right to deny any changes to the original proposal.

2. Grantee Orientation Meeting
Grantee shall attend a grantee orientation meeting to be conducted by DWS and the Utah State Board of Education (USBE) after the start of the contract period. Grantee will receive notification of time and location of the meeting upon award.

3. Student Identifiers
Grantee shall coordinate with USBE to assign a unique Statewide Student Identifier (SSID) to each student enrolled in the program. See Attachment I, Data Sharing, for specific data elements and transmission requirements.
   a. Grantee shall provide [Local Education Agency (LEA): SSIDs and or Private Provider (PP):] associated student tracking information to USBE.

4. Student/Teacher Ratios
Grantee shall comply with class sizes, ratios, and quality per the requirements of the governing statute. [LEAs: Class size cannot exceed 20 children, with one adult for every 10 children in the class. or PP: Private providers must meet state licensing ratios at a minimum.]

5. Child Find
Grantee shall comply with all requirements of Child Find under the Individuals with Disabilities Education Act (IDEA).
   a. If a student is suspected of having a disability, grantee shall refer the student to the school district in which the student resides for assessment and services.

6. School Readiness Assessments
Within 30 days of execution of the agreement, Grantee shall select an internal assessor to administer assessments identified by the Board, for each student who is four years old before September 2, 2019, as follows:
   a. Pre-assessments shall be performed within the first four weeks before and the first four weeks after the start of the program year.
   b. Post-assessments shall be performed within the last four weeks before the end of the program year.
   c. School Readiness Assessment administration:
      i. Grantee shall coordinate with USBE to assign staff to attend Preschool Entry and Exit Profile (PEEP) assessment training. Providers shall ensure the internal assessor administers the pre- and post- assessments with fidelity by participating in a collaborative DWS and USBE training.
      ii. Providers shall ensure that they are capable of storing and sending student data securely to USBE.
      iii. Providers shall ensure that an internal employee is designated to collect pre- and post-assessment data and submit that data to USBE.
iv. Programs shall submit school readiness assessment data to USBE in a manner that correlates student data to assigned SSIDs.

7. Data Collection
See Attachment I, Data Sharing, for specific data elements and transmission requirements. Grantee shall collect, track and report the following data to USBE:

a. SSID associated student tracking data;

b. Eligibility determination used to qualify students:
   i. Number of students who are economically disadvantaged with at least one reported risk factor; and
   ii. Number ranges of risk factors present for eligible students; or
   iii. Number of students who are English language learners.

c. School Readiness assessment data;

d. Enrolled eligible and total students who were four before September 2, 2019, that remained in the program for the complete program year; and

e. Other data requested by the School Readiness Board, USBE, or DWS

8. ECERS Observations
[Pending final determination by the Board,] grantee shall submit to a minimum of [((LEA) two annual observations in one-third of preschool classrooms or (PP) two annual onsite classroom observation in a minimum of one classroom per site] to monitor progress toward becoming high-quality.

9. Classroom Visits
Grantee shall make funded site preschool classrooms available for classroom visits by the following:

a. USBE or its designee

b. DWS or its designee

10. Prioritize Enrollment of Eligible Children

a. Grantee shall prioritize enrollment of eligible students. Grantee’s Becoming High-Quality program must register and maintain a minimum of 25 percent of eligible students throughout the grant period. Eligible students are 3-, 4-, and 5-year-old students that:
   i. are not eligible for Kindergarten; and
      1. are eligible to receive free or reduced lunch; and
      2. for whom a parent or legal guardian reports that the student has experienced at least one risk factor, as determined by completion of the “Eligibility Form” (Appendix IV); or
      3. are English Learners.

b. Enrollment of eligible students shall include collecting the following:
   i. Name, address, phone number
   ii. Birthdate and age of child at time of enrollment
   iii. Race/Ethnicity (optional)
   iv. Eligibility Form

11. Document Retention

a. Grantee shall maintain copies of the following:
   i. Invoices
   ii. Enrollment forms
   iii. Eligibility Forms
   iv. SSID numbers and any data produced for the Board, USBE, or DWS
   v. Attendance records for all children in each classroom funded by the Becoming High-Quality grant
   vi. Documentation related to expenses billed to DWS

b. Retained documents shall be maintained in an organized, easy-to-read format
c. Documents shall be maintained onsite and be accessible at the request of DWS and USBE staff.

d. Documents shall be retained:
   i. for at least six (6) years after final payment; or
   ii. until all audits initiated within the six (6) years have been completed, whichever is later.

12. Elements of High Quality

Grantee shall strive to reach high-quality preschool services at all times during the grant period, consistent with Utah Code §35A-15-202. Grantee shall provide instruction including:

a. Explicit instruction in key areas of literacy and numeracy, as determined by USBE, that is;
   i. teacher led or through a partnership with a contractor as defined in Section 53F-4-401.

b. An evidence-based curriculum that is aligned with all of the developmental domains and academic content areas as defined in Utah’s Early Childhood Core Standards adopted by USBE that incorporates;
   i. intentional and differentiated instruction in whole group, small group, and child-directed learning; and
   ii. includes specific literacy and numeracy skills, such as phonological awareness; and

1) **English Language Arts**
   i. Reading Standards: Literature
   ii. Reading Standards: Informational Text
   iii. Reading Standards: Foundational Skills
   iv. Writing
   v. Speaking and Listening
   vi. Language

2) **Mathematics**
   i. Counting Cardinality
   ii. Operations and Algebraic Thinking
   iii. Number and Operations Base Ten
   iv. Measurement and Data
   v. Geometry

3) **Approaches to Learning and Science**
   i. Students will learn processes, communication, and nature of science
   ii. Students will gain an understanding of earth and space science
   iii. Students will gain an understanding of the physical science through the study of motion and the properties of materials
   iv. Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things

4) **Social/Emotional and Social Studies**
   i. The child develops self-awareness and positive self-esteem
   ii. The child develops social skills that promote positive interactions with others

5) **Creative Arts**
   i. Students will participate in a variety of activities that allow for creative and imaginative expression

6) **Physical/Health and Safety**
   i. The child develops fine and gross motor coordination (small and large muscle)
ii. The child develops an understanding of health and safety

c. Ongoing, focused and intensive professional development for staff of the school readiness program;

d. Includes provider monitoring and ongoing professional learning and coaching;

e. Ongoing pre-, mid-, and post-assessment of all preschool student’s educational growth and development progress to inform instruction;

f. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components;

g. A pre- and post-school readiness assessment of each student who was four (4) years old before September 2, 2019;

h. Family engagement, including ongoing communication between home and school, and parent education opportunities based on each family’s circumstances;

i. A class size that does not exceed [PP: child care licensing requirements or LEA: 20 students, with one adult for every 10 students in the class]; and

j. [PP: All teachers, by the second year of employment or LEA: All teachers] must have obtained an education equivalent at least to one of the following:
   i. Minimum standard of a child development associate certification; or
   ii. An associate or bachelor’s degree in an early childhood education related field.

13. Monitoring

Each year the program shall make available each funded site for onsite and/or offsite monitoring visits by DWS and USBE as requested. Other monitoring may include, but is not limited to: technical assistance; desk reviews; mid-year on-site portfolio visit; expenditure document review; and/or monitoring by a third party.

14. Portfolios

For monitoring purposes, Grantees shall build an organized portfolio for each classroom to identify any program gaps and set goals toward achieving high-quality preschool programming.

a. The portfolio must include the following:
   i. How the evidence-based curriculum has been implemented.
   ii. Two weeks of prepared upcoming lesson plans linked to the Utah’s Early Childhood Core Standards (see Appendix II).
   iii. Evidence of lesson plans for individual learning needs. Include adaptations made to address specific needs of individuals or groups and the range of ability levels at which a task or activity may be experienced.
   iv. Evidence of ongoing, focused, and intensive professional development for staff (i.e. schedule, themes, sign in sheets for staff, guest trainers).
   v. Evidence of ongoing assessment of student’s educational growth and development progress to inform instruction (i.e. individual student records, anecdotal notes, developmental checklists, records on how the children responded to the individualized instruction and activities, records of the children’s progress).
   vi. Evidence of program evaluation and data collection to monitor program goal achievement.
   vii. Examples of current family engagement. Include a description of ongoing communication between home and school. Include parent education opportunities, parent teacher conferences, or other methods of involving families with their child’s education.
   viii. A list of all teachers and their certifications
ix. Enrollment and student/teacher ratio of preschool classrooms.

x. Kindergarten transition plan including communicating assigned SSID numbers with the receiving school(s).

xi. Evidence of explicit instruction in literacy and numeracy

b. Beginning at mid-year monitoring, grantee shall provide [LEA a minimum of five portfolios or PP a minimum of one portfolio per funded classroom].

15. Quarterly Reports

a. Grantee shall submit quarterly reports during the program year using templates provided by DWS.

b. Reports must include, but are not limited to:
   i. programming information;
   ii. program progress reports;
   iii. pre-, mid-, and post- assessment data and analysis;
   iv. portfolio information;
   v. program gaps and improvement steps;
   vi. teacher accreditation;
   vii. eligible student enrollment data, disaggregated by: number of economically disadvantaged students with at least one risk factor, number ranges of risk factors present for eligible students, number of English learners;
   viii. aggregated student attendance data;
   ix. cost per eligible student; and
   x. number of enrolled eligible and total students who were four before September 2, 2019, that remained in the program for the complete program year.

16. Reporting

Reports shall be prepared according to reporting guidelines using the templates that will be provided by DWS. For each program year, reports shall be submitted as follows:

a. Enrollment information and September attendance shall be submitted no later than October 18, 2019

b. Mid-year reports, no later than January 17, 2020

c. Mid-year portfolio site visits, no later than January 24, 2020

d. End of year report no later than June 15, 2020

17. Expense Reimbursement

a. Grantee shall submit requests for reimbursement of expenses using a billing template to be provided by DWS.

b. Program must submit monthly or quarterly billing invoices as well as a general ledger or detailed report as to how the money was spent. At minimum, requests for reimbursement must be submitted at the end of each quarter.

c. The final invoice must be submitted by July 1, 2020.

d. Reimbursement may be held until grantee has resolved any issues regarding compliance with grant requirements, including outcomes.

e. All funds must be spent by the end of the grant contract term. Unspent funds will be forfeited.

18. Budget and Grant Proposal Changes

Budgets approved by the Board are final. Changes may be requested by grantee using DWS provided budget change forms, and must receive prior approval from the program specialist. Modifications to the budget require alignment with the Becoming High-Quality grant and the purposes and outcomes identified by the grantee in the grant application.

a. Budget may be modified for failure to perform the requirements of the contract agreement.
b. Budget changes shall not be made in the last calendar month of the contract term.

19. Performance Improvement Plan
   If monitoring of Grantee’s performance under this agreement documents deficiencies in meeting the expectations, requirements and outcome measures, DWS in coordination with USBE, can design and implement a performance improvement plan. Grantee shall adhere to the requirements and expectations in this plan within the required timeframe for improvement. Failure to follow the performance improvement plan may result in immediate termination of this agreement.

20. Renewal
   Renewal eligibility is based on Grantee’s performance under this agreement and if funding is available. Grantee must submit an application to the posted solicitation in order to be eligible for an award in the subsequent program year. At the time of renewal, evaluation of Grantee’s application will assess performance under this agreement, including but not limited to, successfully meeting outcomes and responsibilities, and Grantee’s adherence to any performance improvement plan.

II. EXPECTED OUTCOMES:
   1. Grantee shall demonstrate progress toward becoming high-quality and shall meet quantitative and qualitative progress goals developed with the external coach and the assigned program specialist.
   2. Grantee shall conduct monthly internal coaching sessions per teacher for each month the program is in operation throughout the grant period.
   3. Grantee shall conduct a monthly external coaching sessions per internal coach for each month throughout the grant period.
   4. Grantee shall conduct a minimum of nine (9) coaching professional developments throughout the throughout the grant period.
   5. Grantee shall use pre-, mid-, and post- assessments to analyze data in order to individualize and differentiate instruction through whole group, small group, and child directed learning.
   6. Grantee shall provide evidence of student academic development and social skill growth demonstrating preparation for student entry into kindergarten through student assessment data, quarterly progress reports, and monitoring.
   7. Grantee shall collaborate with the DWS program specialist and the external coach to use the ECERS-3 and ECERS-E tool to:
      a. Debrief about the ECERS-3 and ECERS-E observation to identify gaps;
      b. Set ongoing targeted goals;
      c. Create steps to meet targeted goals;
      d. Ongoing meetings to discuss progress;
      e. Identify needed classroom materials;
      f. Increase teacher/child interaction;
      g. Adjust the classroom environment; and
      h. Achieve progress towards becoming high-quality.
ATTACHMENT _C_
CRIMINAL BACKGROUND CHECK REQUIREMENT
FOR GRANTEES & CONTRACTORS PROVIDING SERVICES TO DWS CUSTOMERS, MINORS AND/OR VULNERABLE ADULTS

A. All Contractors/Sub-Contractors and Grantees/Sub-Grantees (collectively referred to herein as “Contractors”) must obtain an annual Utah Bureau of Criminal Identification (BCI) Utah criminal background check for all of their employees and volunteers who have access to DWS customer confidential information. In addition, if the Contractor’s primary customers are minors or vulnerable adults, the Contractor must obtain an annual fingerprint-based national criminal history record check for all employees and volunteers who provide direct services to or have direct access to minors and/or vulnerable adults.

B. This policy does not apply to Contractors who are required by law or by another governmental entity to obtain background checks. In such cases, the Contractor shall provide DWS with a description of the background check policy (type of check, who is required to be checked, and frequency) and proof of compliance with such law(s), regulation(s) or requirements.

C. Definitions

- “Confidential information” includes but is not limited to: personal identifying information, medical/clinical/counseling records, financial records, case information, etc.

- “Direct service” means providing services to a DWS customer, minor, and/or vulnerable adult when the services are rendered in the physical presence of the DWS customer, minor, and/or vulnerable adult or in a location where the person rendering services has access to the physical presence of the DWS customer, minor and/or vulnerable adult. Services include, but are not limited to: providing individual services such as counseling, mentoring, job coaching, training, job search activities, testing and/or providing mental health and medical services to DWS customers. See Utah Code Ann. 62A-5-101(6).

- "Direct access” means that an individual has, or likely will have, contact with or access to a minor or vulnerable adult that provides the individual with an opportunity for personal communication or touch. See Utah Code Ann. 62A-2-101(8).

- “Minor” means any person under the age of 18.

- “Vulnerable adult” means an elder adult, or an adult 18 years of age or older who has a mental or physical impairment including mental illness, mental deficiency, physical illness or disability, chronic use of drugs, chronic intoxication, short-term memory loss, or other cause which substantially affects that person's ability to:
  - provide personal protection;
  - provide necessities such as food, shelter, clothing, or medical or other health care;
  - obtain services necessary for health, safety, or welfare;
  - carry out the activities of daily living;
  - manage the adult's own resources; or
  - comprehend the nature and consequences of remaining in a situation of abuse, neglect, or exploitation. See Utah Code Ann. 76-5-111(1)(s).
D. Background checks shall be obtained according the Contractor’s qualifications per Utah statute:

- If the Contractor meets the requirements to request Utah criminal history information under Utah Code Annotated 53-10-102(19), 53-10-108(1)(b) and (g) and the National Child Protection Act (Public Law 105-251, 42 USC 5119a) (working with children and vulnerable adults and/or fiduciary funds, national security, or under other statutory authority) then the Contractor must be or become certified as a Qualified Entity by the Utah Bureau of Criminal Identification and obtain Utah and fingerprint-based national criminal history record checks through the BCI.

- If the Contractor does not meet the statutory requirements referenced above, then the Contractor shall require their employee/volunteer to contact the BCI and follow the BCI procedures to obtain their own Utah and national fingerprint-based national criminal history record checks.

- BCI information can be found at http://publicsafety.utah.gov/bci/.

E. Contractor shall be responsible for all fees associated with the background check unless otherwise assigned to the individual by the Contractor, or otherwise provided for by DWS herein.

F. Contractor must immediately notify DWS if an employee/volunteer’s record shows criminal history.

G. DWS may restrict or prohibit an individual from accessing confidential information, providing direct customer service, or having direct access to a minor and/or vulnerable adult until a valid criminal background check is completed or in the event the background check indicates:

- convictions or a plea in abeyance involving such offenses as theft, illegal drug use and/or trafficking, fraud, sexual offenses, lewdness, domestic violence, assault, battery, identity theft, any felony, any class A misdemeanor, or any other conduct or action that may, in the judgment of DWS, create a risk of harm to a DWS customer, minor, and/or vulnerable adult and/or suggests the individual is at risk for compromising confidential information.

H. It is the Contractor's responsibility to prevent direct services or direct access to minors and/or vulnerable adults by employees or volunteers whose criminal history record shows any of the following offenses:

- Any matters involving an alleged sexual offense.
- Any matters involving an alleged felony or class “A” misdemeanor drug offense.
- Any matters involving an alleged “crime against the person” under Utah Code 76- 5-101 et seq.

I. For each individual subject to this policy, the Contractor shall keep the annual and verifiable background check on file. Verification that background check has been performed must be made available to DWS upon request.

J. DWS may terminate this Agreement in the event the Contractor fails to complete and maintain records of background checks for staff members in a manner consistent with this policy.
**Each Contractor/Grantee employee or volunteer and each Sub-Contractor/Grantee employee or volunteer who has interaction with clients must sign this Code of Conduct (Code) at the beginning of the grant or upon hire. A signed copy of this Code must be in employee’s/volunteer’s file subject to inspection and review by Department.**

The purpose of this Code is to protect vulnerable clients from abuse, neglect, maltreatment and exploitation. The Code clarifies the expectation of conduct for providers of contracted, licensed and certified programs and their employees, which includes administrative staff, non direct care staff, direct care staff, support services staff and any others when interacting with clients.

Persons protected by this Code include any person under the age of 18 years and any person 18 years of age or older who is impaired because of: mental illness; mental deficiency; physical illness or disability; use of drugs; intoxication; or other cause, to the extent that he is unable to care for his own personal safety, health or medical care, and is a participant in, or a recipient of a program or service contracted with, or licensed or certified by the Department of Workforce Services.

All references to "Contractor" herein shall include the Contractor, its employees, officers, agents, representative or those authorized by the Contractor to perform services under this Agreement.

The Contractor agrees that it shall adhere to this Code when providing services and shall require all others authorized through or engaged by the Contractor to perform services to follow the same Code.

Contractor understands and acknowledges that failure to comply with this Code may result in corrective action, probation, suspension, and/or termination of contract, license or certification.

Nothing in this Code shall be interpreted to mean that clients should not be held accountable for misbehavior or inappropriate behavior on their part, or that providers are restricted from instituting suitable consequences for such behavior.

Contractor and its authorized agents shall not abuse, sexually abuse or sexually exploit, neglect, exploit or maltreat or cause physical injury to any client. All injury to clients (explained or unexplained) shall be documented in writing and immediately reported to supervisory personnel.

Contractor shall not, by acting; failing to act; encouragement to engage in; or failure to deter from; cause any client to be subject to abuse, sexual abuse or sexual exploitation, neglect, exploitation, or maltreatment. Contractor shall not engage any client as an observer or participant in sexual acts. Contractor shall not make clearly improper use of a client or their resources for profit or advantage.

Abuse includes, but is not limited to:

1. Harm or threatened harm, meaning damage or threatened damage to the physical or emotional health and welfare of a person.
2. Unlawful confinement.
4. Physical injury including, but not limited to, any contusion of the skin, laceration, malnutrition, burn, bone fracture, subdural hematoma, injury to any internal organ, any injury causing bleeding, or any physical condition which imperils a person’s health or welfare.

5. Any type of physical hitting or corporal punishment inflicted in any manner upon the body.

Sexual abuse and sexual exploitation includes, but is not limited to:

1. Engaging in sexual intercourse with any client.
2. Touching the anus or any part of the genitals or otherwise taking indecent liberties with a client, or causing an individual to take indecent liberties with a client, with the intent to arouse or gratify the sexual desire of any person.
3. Employing, using, persuading, inducing, enticing, or coercing a client to pose in the nude.
4. Employing, using, persuading, inducing, enticing or coercing a client to engage in any sexual or simulated sexual conduct for the purpose of photographing, filming, recording, or displaying in any way the sexual or simulated sexual conduct. This includes displaying, distributing, possessing for the purpose of distribution, or selling material depicting nudity, or engaging in sexual or simulated sexual conduct with a client.
5. Committing or attempting to commit acts of sodomy or molestation with a client.
6. This definition is not to include therapeutic processes used in the treatment of sexual deviancy or dysfunction which have been outlined in the clients treatment plan and is in accordance with written agency policy.

Neglect includes but is not limited to:

1. Denial of sufficient nutrition.
2. Denial of sufficient sleep.
3. Denial of sufficient clothing or bedding.
4. Failure to provide adequate supervision, including impairment of employee resulting in inadequate supervision. Impairment of an employee includes but is not limited to use of alcohol and drugs, illness, and/or sleeping.
5. Failure to arrange for medical care and/or medical treatment as prescribed or instructed by a physician when not contraindicated by agency after consultation with agency physician.
6. Denial of sufficient shelter, except in accordance with the written agency policy.

Exploitation includes, but is not limited to:

1. Utilizing the labor of a client without giving just or equivalent return except as part of a written agency policy which is in accordance with reasonable therapeutic interventions and goals.
2. Using property belonging to clients.
3. Acceptance of gifts as a condition of receipt of program services.

Maltreatment include, but is not limited to:

1. Physical exercises, such as running laps or performing pushups, except in accordance with an individual's service plan and written agency policy.
2. Chemical, mechanical or physical restraints except when authorized by individual’s service plan and administered by appropriate personnel or when threat of injury to the client or other person exists.
3. Assignment of unduly physically strenuous or harsh work.
4. Requiring or forcing the individual to take an uncomfortable position, such as squatting or bending, or requiring or forcing the individual to repeat physical movements when used solely as a means of punishment.
5. Group punishments for misbehavior of individuals except in accordance with the written agency policy.
6. Verbal abuse by agency personnel. Engaging in language whose intent or result is demeaning to the client except in accordance with written agency policy which is in accordance with reasonable therapeutic interventions and goals.
7. Denial of any essential program service solely for disciplinary purposes except in accordance with written agency policy.
8. Denial of visiting or communication privileges with family or significant others solely for disciplinary purposes except in accordance with written agency policy.
9. Requiring the individual to remain silent for long periods of time solely for the purpose of punishment.
10. Extensive withholding of emotional response or stimulation.
11. Exclusion of a client from entry to the residence except in accordance with the written agency policy.

Contractor shall document and report to DWS abuse, sexual abuse and sexual exploitation, neglect, maltreatment and exploitation as outlined in this Code and cooperate fully in any resulting investigation. Reports may be made by contacting the local Regional Office within 24 hours on the first available work day. All injury to clients (explained or unexplained) shall be documented in writing and immediately reported to the Department of Workforce Services.

______________________________  ______________________________
Employee/Volunteer Signature              Date

______________________________
Print Employee/Volunteer Name

[Rev.01/15]
ATTACHMENT _E_

NON-DISCLOSURE AGREEMENT

Each **Contractor/Grantee** employee or volunteer and each **Sub-Contractor/Grantee** employee or volunteer who has access to Customer personal information must sign this Non-Disclosure Agreement at the beginning of the grant or upon hire. A signed copy of this Agreement must be in each employee’s/volunteer’s file subject to inspection and review by the Department of Workforce Services (DWS).

The **Contractor/Grantee** and its employees and volunteers will comply with the following measures to protect the privacy of the information released under this agreement against unauthorized access or disclosure.

1. The information shall be used only to the extent necessary to assist in the purposes identified within this Agreement and shall not be re-disclosed for any purposes not specifically authorized in this contract.

2. The information shall be stored in a place physically secure from access by unauthorized persons.

3. Information in electronic format shall be stored and processed in such a way that unauthorized persons cannot retrieve the information by computer, remote terminal or any other means.

4. Precautions shall be taken to ensure that only authorized personnel are given access to on-line files.

5. The Contractor/Grantee has provided me instruction regarding the private nature of the information and I understand I am subject to State and Federal law penalties for unauthorized disclosure of information.

____________________________________________________
Signature                                                                       Date

____________________________________________________
Print Name
ATTACHMENT F – SCORE SHEET FOR EVALUATORS

Applicant Name: ____________________________ Applicant #: ____________________________ Amount Requested: _______ Evaluator #: _______

*Programs must register and maintain a minimum enrollment of 25% of eligible students throughout the HQSR grant period.
Instructions: Evaluate the application based on the criteria listed in the rubric. Enter a score of 1-4 for section where indicated. Score as follows: High Quality = 5, Developing = 3, Emerging = 2, Insufficient = 1 No Response = 0

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Points)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Applicant Information and Assurances (5 Points Possible)</td>
<td>No Response – (0 Points)</td>
<td>Insufficient – (1 Points)</td>
<td>Emerging – (2 Points)</td>
<td>Developing – (3-4 Points)</td>
<td>High Quality – (5 Points)</td>
</tr>
<tr>
<td>1a.</td>
<td>Form describing applicant information and assurances page.</td>
<td>No Response – (0 Points)</td>
<td>Insufficient – (1 Points)</td>
<td>Emerging – (2 Points)</td>
<td>Developing – (3-4 Points)</td>
<td>High Quality – (5 Points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Response – (0 Points)</td>
<td>Partial information is completed.</td>
<td>Partial information is completed.</td>
<td>Partially describes current program.</td>
<td>All information is filled out with accuracy.</td>
</tr>
</tbody>
</table>

Comments:

Possible Points for 2a: (10 Points)
Points Awarded: ____________

TOTAL Section 1: Applicant Information and Assurances (5 Points Maximum).  5 Points
### 2. Program Snapshot (5 Points Possible)

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Points)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Minimal information has been entered.</td>
<td>• Partial information is completed.</td>
<td>• Some of the information is filled out and most of the information is addressed.</td>
<td>• All information is filled out with accuracy.</td>
</tr>
</tbody>
</table>

**Comments:**

**Possible Points for 2a: (5 Points)**

Points Awarded:________

---

**TOTAL Section 2: Program Snapshot and Eligibility Form Prioritization (5 Points + 5 Eligibility Form Prioritization Bonus Points =5 Points Maximum).** /5 Points

### ***Extra POINTS***

Applicants stating they agree to prioritize Appendix IV – Eligibility Form as part of their recruitment process will receive five (5) extra points.

**Comments:**

<table>
<thead>
<tr>
<th>YES</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>0 Points</td>
</tr>
</tbody>
</table>
### 3. Basic Program Information (15 Points Possible)

#### 3a. Description of the program and its role within the preschool program. *If applying as a home-based technology provider, please include information on the role within a private program.*

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
</table>
|                         | • The program is not described clearly. | • The program is summarized.  
                       | • There is no mention of connections between the program, schools and school districts. | • It is unclear if the program has made connections to the schools and school districts where the participating students will attend Kindergarten. | • The program is summarized.  
                       | | • There is vague mention of the program connecting to the schools and school districts where the participating students will attend Kindergarten. | • The program is summarized clearly.  
                       | |                              | • The program has made strong connections to the schools and school districts where the participating students will attend Kindergarten. |

**Comments:**

**Possible Points for 3a: (5 Points)**

**Points Awarded:**

---

#### 3b. Demographic information for current program, including:

1. Number of students who are eligible to receive free or reduced lunch or can be classified as eligible students as defined in Utah Code 35A-15-301 (see Definitions section in RFGA for definition)
2. Number of students who are English Learners
3. Number of students who are eligible for special education services
4. Number of students who are typically developing
5. *For home-based educational technology providers* – Number of eligible students served who participated in any other public or private preschool program including the type of preschool attended.

**Comments:**

**Possible Points for 3b: (5 Points)**

**Points Awarded:**

---

#### 3c. Demographic information for the planned program including:

1. The number of students the program plans to serve, categorized by age.
2. The number of high-quality preschool classrooms that will be operating in the program.

***Private providers who develop plans for 1:10 teacher to children ratio may receive priority consideration, based on the quality of the plan outlined in the applicant’s proposal.***

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
</table>
|                         | • The information is not provided, or the source of the information is not provided. | • Some of the required information is included. | • Most of the required information is included. | • The information and the source of the information is clearly described.  
                       | • Some information is missing. |                              |                              | • All required information is included. |

**Comments:**

**Possible Points for 3b & 3c: (5 Points)**

**Points Awarded:**

---
3d. Current recruitment process for students and families participating in the program. To receive any points, applicants must state that they will use the Eligibility Form to determine student eligibility. Programs must register and maintain a minimum enrollment of 25% of eligible students throughout the grant funding period.

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The process described does not appear to provide access to families; the program is dependent on families finding the program.</td>
<td>• A recruitment process is described that demonstrates the program provides access to some families in the program’s service area.</td>
<td>• A recruitment process is described that demonstrates the program provides access to all families in the program’s service area.</td>
<td>• A recruitment process is described that demonstrates the program provides access to all families in the program’s service area, including families that are low-income with additional risk factors and/or English Learners (EL). • The recruitment process describes the means by which the program will retain all Eligibility Forms for monitoring purposes.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Possible Points for 3d: (5 Points)
Points Awarded: ____________

TOTAL Section 3: Basic Program Information (15 Points Maximum). /15 Points
### Program Description, Gap Analysis, and Strategy for Implementation of High Quality Components (65 points)

#### 4a. 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, including the following academic content areas:

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Reading Standards: Literature</td>
<td>i. Counting Cardinality</td>
</tr>
<tr>
<td>ii. Reading Standards: Informational Text</td>
<td>ii. Operations and Algebraic Thinking</td>
</tr>
<tr>
<td>iii. Reading Standards: Foundational Skills</td>
<td>iii. Number and Operations Base Ten</td>
</tr>
<tr>
<td>iv. Writing</td>
<td>iv. Measurement and Data</td>
</tr>
<tr>
<td>v. Speaking and Listening</td>
<td>v. Geometry</td>
</tr>
<tr>
<td>vi. Language</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approaches to Learning and Science</th>
<th>Social/Emotional and Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Students will learn processes, communication, and nature of science</td>
<td>i. The child develops self-awareness and positive self-esteem</td>
</tr>
<tr>
<td>ii. Students will gain an understanding of earth and space science</td>
<td>ii. The child develops social skills that promote positive interactions with others</td>
</tr>
<tr>
<td>iii. Students will gain an understanding of the physical science through the study of motion and the properties of materials</td>
<td></td>
</tr>
<tr>
<td>iv. Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Arts</th>
<th>Physical/Health and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Students will participate in a variety of activities that allow for creative and imaginative expression</td>
<td>i. The child develops fine and gross motor coordination (small and large muscle)</td>
</tr>
<tr>
<td></td>
<td>ii. The child develops an understanding of health and safety</td>
</tr>
</tbody>
</table>

#### No Response – (0 Points)
- Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

#### Insufficient – (1 Point)
- Program response did not follow structure required (description, gap analysis, and plan for improvement).

#### Emerging – (2 Points)
- The program demonstrates some of the elements of a high-quality program.
- Program response did not follow structure required (description, gap analysis, and plan for improvement).

#### Developing – (3-4 Points)
- The program demonstrates most of the elements of a high-quality program.
- Proposal response did not include all of required structure: description, gap analysis, and plan for improvement.

#### High Quality – (5 Points)
- Proposal details a research-based curriculum aligned with the *Utah Early Childhood Standards*.
- Curriculum reflects a balance of all areas of learning and is offered in an integrated manner that reflects the holistic nature of learning.
- Proposal provides a description of how the educational program can be adjusted to be developmentally appropriate for each student.
- Curriculum, classroom materials, and equipment are appropriate to the developmental levels and unique needs of each student.

Throughout this section:
- Gap analysis clearly describes the current program in context of the required elements.
- Plan for improvement clearly articulates the program’s needs and goals for funding period.
<table>
<thead>
<tr>
<th>Comments:</th>
<th>Possible Points for 4a: (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Points Awarded: __________</td>
</tr>
</tbody>
</table>
4b. Instructional methods that demonstrate intentional and differentiated instruction in whole group, small group, and student-directed learning.

*For home-based educational technology providers.* Description of evidence-based and age appropriate individualized interactive instruction assessment and feedback technology program, including: How the program teaches eligible students early learning skills needed to be successful upon entry into kindergarten and how the provider will ensure successful implementation and utilization of the technology program.

i. Description
   - Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

ii. Gap analysis
   - The program demonstrates some of the elements of a high-quality program.
   - Plan for building learning environment is incomplete or poorly described.
   - Program response did not follow structure required (description, gap analysis, and plan for improvement).

iii. Plan for improvement
   - The program demonstrates most of the elements of a high-quality program.
   - Program discusses learning environment plan in general, but lacks sufficient detail.
   - Proposal response did not include all of required structure: description, gap analysis, and plan for improvement.

**Possible Points for 3b:** (5 Points)

**Points Awarded:**

<table>
<thead>
<tr>
<th>No Response — (0 Points)</th>
<th>Insufficient — (1 Point)</th>
<th>Emerging — (2 Points)</th>
<th>Developing — (3-4 Points)</th>
<th>High Quality — (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>The program demonstrates some of the elements of a high-quality program. Plan for building learning environment is incomplete or poorly described. Program response did not follow structure required (description, gap analysis, and plan for improvement).</td>
<td>The program demonstrates most of the elements of a high-quality program. Program discusses learning environment plan in general, but lacks sufficient detail. Proposal response did not include all of required structure: description, gap analysis, and plan for improvement.</td>
<td>Proposal describes varied and intentional teaching strategies that are planned depending on the developmental levels and unique needs of students and include descriptions of differentiated instruction. Proposal describes how staff intentionally teach and differentiate student’s engagement with their environment in whole-group, small group, and student-directed learning. Proposal describes how a positive, responsive, and caring environment promotes the interaction of students with adults, other students, and curriculum/materials. Proposal describes how the social environment is structured to promote engagement, interaction, communication, and learning through whole-group, small group, and student-directed learning. Throughout this section: Gap analysis clearly describes the current program in context of the required elements. Plan for improvement clearly articulates the program’s needs and goals for funding period.</td>
</tr>
</tbody>
</table>

Comments:
4c. Program’s ongoing explicit instruction methods in key areas of literacy and numeracy skills, as determined by the State Board of Education, that is teacher led or through a partnership with contractor as defined in Section 53F-4-401 (UPSTART). Program must describe tools being used to build this learning environment: UPSTART, curriculum, or combination of both.

i. Description
   • Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

ii. Gap analysis
   • The program demonstrates some of the elements of a high-quality program.
   • Plan for building explicit instruction in math and numeracy is incomplete or poorly described.
   • Program response did not follow structure required (description, gap analysis, and plan for improvement).

iii. Plan for improvement
   • The program discusses a plan for explicit instruction, but lacks sufficient detail.
   • Proposal response did not include all of required structure: description, gap analysis, and plan for improvement.

No Response – (0 Points)  Insufficient – (1 Point)  Emerging – (2 Points)  Developing – (3-4 Points)  High Quality – (5 Points)

- Proposal describes ongoing explicit instruction methods in key areas of literacy and numeracy skills that are teacher led or through a partnership with contractor as defined in Section 53F-4-401 (UPSTART).
- Proposal describes how a positive, responsive, and caring environment promotes the explicit instruction of numeracy and literacy skills.
- Proposal describes how the social environment is structured to promote engagement, interaction, communication, and learning during explicit instruction.

Throughout this section:
- Gap analysis clearly describes the current program in context of the required elements.
- Plan for improvement clearly articulates the program’s needs and goals for funding period.

Comments:

Possible Points for 4c: (5 Points)

Points Awarded:____________

---

Becoming High-Quality Grant — Score Sheet for Evaluators

Page 47 of 69
4d. Program’s ongoing, focused, and intensive professional development for staff of the program.

   iv. Description
   v. Gap analysis
   vi. Plan for improvement

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-5 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>The program demonstrates some of the elements of a high-quality program.</td>
<td>The program demonstrates most of the elements of a high-quality program.</td>
<td>Professional learning needs of staff are assessed in the design of the professional development program.</td>
</tr>
<tr>
<td></td>
<td>Program response did not follow structure required (description, gap analysis, and plan for improvement).</td>
<td>Program response did not follow structure required (description, gap analysis, and plan for improvement).</td>
<td>Proposal response did not include all of required structure: description, gap analysis, and plan for improvement.</td>
<td>Proposal describes a clear, thorough and well-detailed staff development plan for all staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional development is varied and includes a full range of experiences that provide initial preparation and ongoing support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional development assists all staff in understanding and overcoming barriers to equitable participation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional development is intensive, focused, and of sufficient duration to achieve the purposes and goals of the program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The plan includes adequate time for learning and implementing professional development into program application.</td>
</tr>
</tbody>
</table>

Throughout this section:

- Gap analysis clearly describes the current program in context of the required elements.
- Plan for improvement clearly articulates the program’s needs and goals for funding period.

Comments:

Possible Points for 4d: (5 Points)

Points Awarded:___________
4e. Process by which the program will conduct ongoing pre-, mid- and post-assessments of a student’s educational growth and developmental progress to inform instruction.
   i. Description
   ii. Gap analysis
   iii. Plan for improvement

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>The program demonstrates some of the elements of a high-quality program. Assessment data collected pre- and post-assessment only.</td>
<td>The program demonstrates most of the elements of a high-quality program. Assessment data is shown to be partially incorporated in responsive instruction. Assessment data is collected, but response did not describe student progress planning.</td>
<td>Program demonstrates the use of ongoing (pre-, mid-, and post) authentic assessments, including, but not limited to: observations, curriculum-based assessments, developmental checklists, portfolios of student’s work, and narrative summary reports. Program describes how assessment data collected will be used to inform instruction. Student progress plans are developed to be reflective of the Utah Early Childhood Standards and are a part of regular, sustained communication between home and school. Proposal describes the program’s ability to collect and store data. Throughout this section: Gap analysis clearly describes the current program in context of the required elements. Plan for improvement clearly articulates the program’s needs and goals for funding period.</td>
</tr>
<tr>
<td></td>
<td>Assessments are not used to inform instruction or are used only minimally to inform parents of student’s progress.</td>
<td>Assessment data is reported to parents, but minimal evidence that teachers use the data to change or inform instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment data is not reported to parents.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Possible Points for 4e: (5 Points)

Points Awarded: ____________
4f. Process and plan by which the program will communicate with and conduct the Preschool to Kindergarten transition school plan with students and parents.

<table>
<thead>
<tr>
<th>No Response — (0 Points)</th>
<th>Insufficient — (1 Point)</th>
<th>Emerging — (2 Points)</th>
<th>Developing — (3-4 Points)</th>
<th>High Quality — (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program addresses the preschool to kindergarten transition plan minimally or fails to demonstrate an effective data collection plan.</td>
<td>The program demonstrates some of the elements of a preschool to kindergarten transition plan. Program response lists a framework for transition, but does not describe a detailed plan to support student transition to kindergarten. Program response did not follow structure required (description, gap analysis, and plan for improvement).</td>
<td>The program demonstrates most of the elements of a preschool to kindergarten transition plan. The program describes transition planning communication practices, but response is vague or lacks detail. Proposal response did not include all of required structure: description, gap analysis, and plan for improvement.</td>
<td>Program demonstrates a clear proposal for communicating and conducting the Preschool to Kindergarten transition school plan with students and parents. Program response shows active attempts to communicate and build relationships required for a strong transition of students to kindergarten. Program uses a variety of family engagement communication methods to prepare parents for the changes in transition to kindergarten. Program shows strong communication and intentional preparation for students to feel supported and confident in the transition. Program provides collaboration opportunities for kindergarten teachers to work with early childhood teachers in order to understand expectations for incoming students. Program describes how data collected will be used to inform design of future kindergarten readiness transition to ensure success. The program is intentionally focused to support a comprehensive K-12 program. Program describes how they will communicate the child’s SSID number to receiving school, to avoid duplication of SSID numbers.</td>
</tr>
</tbody>
</table>

Throughout this section:
- Gap analysis clearly describes the current program in context of the required elements.
- Plan for improvement clearly articulates the program’s needs and goals for funding period.

Comments:

Possible Points for 4f: (5 Points)

Points Awarded: ____________
4g. Process to administer a state-mandated School Readiness Assessments within the approved testing windows.
- Pre Assessment testing must take place during the four weeks before and four weeks after the beginning of the school year.
- Post Assessment must take place during the four weeks prior to the end of the school year.

For example, who will attend the training and administer the assessments with fidelity?

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Program addresses the standard minimally or fails to demonstrate ability to meet requirements.</td>
<td>- The program demonstrates some of requirements.</td>
<td>- The program demonstrates most of the elements of a high-quality program.</td>
<td>- Program demonstrates the ability to administer the School Readiness entry and exit assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Program demonstrates how the assessment will be administered with fidelity, and is specific about staff conducting assessments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Program describes how assessment data collected will be handled with fidelity, and identifies specific procedure for storing, entering and transmitting data to USBE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Program demonstrates that assessors are willing to attend entry and exit School Readiness training provided by USBE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Provider describes how they plan to ensure that student School Readiness assessment information is kept confidential.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Program describes how they will use the entry and exit School Readiness data to inform instruction.</td>
</tr>
</tbody>
</table>

Throughout this section:
- Gap analysis clearly describes the current program in context of the required elements.
- Plan for improvement clearly articulates the program’s needs and goals for funding period.

Comments:  

Possible Points for 4g: (5 Points)  
Points Awarded: _______________
4h. Process by which the program will obtain State Student Identifier (SSID) numbers or collaborate with Utah State Board of Education (USBE) to ensure that all eligible students are allocated numbers.
   i. Description
   ii. Gap analysis
   iii. Plan for improvement

<table>
<thead>
<tr>
<th>No Response — (0 Points)</th>
<th>Insufficient — (1 Point)</th>
<th>Emerging — (2 Points)</th>
<th>Developing — (3-4 Points)</th>
<th>High Quality — (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Program addresses the standard minimally or fails to demonstrate of a high-quality program.</td>
<td>• The program demonstrates some of the elements of a high-quality program.</td>
<td>• The program demonstrates most of the elements of a high-quality program.</td>
<td>• Staff demonstrates a concise plan of how to administer or obtain SSID numbers for students. • A staff member has been assigned to administer or obtain SSID numbers for students. • Program describes how and when they will obtain the Child’s birth certificate in order to ensure that the student’s full name and date of birth are correct. • Program demonstrates how they will keep the students data secure. Throughout this section: • Gap analysis clearly describes the current program in context of the required elements. • Plan for improvement clearly articulates the program’s needs and goals for funding period.</td>
</tr>
</tbody>
</table>

Comments:

Possible Points for 4h: (5 Points)

Points Awarded: ____________
4i. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.
   i. Description
   ii. Gap analysis
   iii. Plan for improvement

<table>
<thead>
<tr>
<th>No Response — (0 Points)</th>
<th>Insufficient — (1 Point)</th>
<th>Emerging — (2 Points)</th>
<th>Developing — (3-4 Points)</th>
<th>High Quality — (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>The program demonstrates some of the elements of a high-quality program.</td>
<td>The program demonstrates most of the elements of a high-quality program.</td>
<td>Program demonstrates ongoing evaluation and data collection using monitoring tools to ensure program fidelity. Program implements data collected from fidelity checklists to improve program quality and ensure compliance with best practice policies. Proposal describes an ongoing system of transparent communication between program director, coach(es) and staff. Program has ongoing development of goals around collection of data and program fidelity.</td>
</tr>
</tbody>
</table>

Throughout this section:
- Gap analysis clearly describes the current program in context of the required elements.
- Plan for improvement clearly articulates the program’s needs and goals for funding period.

Comments:

Possible Points for 4i: (5 Points)
Points Awarded:__________
4) 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.

*If applying as a home-based educational technology provider: also 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
ii. Gap analysis
iii. Plan for improvement

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>The program demonstrates some of the elements of a high-quality program.</td>
<td>The program demonstrates most of the elements of a high-quality program.</td>
<td>Proposal describes a schedule of comprehensive and integrated activities that ensure the following areas are addressed:</td>
<td></td>
</tr>
<tr>
<td>Communication between home and the program includes one-on-one conferences between teachers and parents, home visits, and regular progress reports.</td>
<td>The program accommodates varied schedules of parents, language barriers, and family circumstances.</td>
<td>Parent education/training will include developmentally appropriate practices and multiple strategies, modeled for parents to support their student’s development.</td>
<td>Description of how parents, grandparents, or other caregivers are welcomed in the program and encouraged to observe their students, participate with students in group activities, and volunteer in the classroom and other areas of the program.</td>
<td>Parents will be included in the development and implementation of program activities.</td>
</tr>
<tr>
<td>Gap analysis clearly describes the current program in context of the required elements.</td>
<td>Plan for improvement clearly articulates the program’s needs and goals for funding period.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Possible Points for 4: (5 Points)

Points Awarded:__________
4k. The plan of the program to identify and serve students with disabilities in an inclusive environment. Explanation of program’s IDEA process for students with disabilities.

   i. Description
   ii. Gap analysis
   iii. Plan for improvement

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>The program demonstrates some of the elements of a high-quality program.</td>
<td>The program demonstrates most of the elements of a high-quality program.</td>
<td>Proposal provides a plan to identify and serve all students in a positive and inclusive environment, e.g. collaborating with school district preschool special education staff, policies and procedures demonstrating non-discrimination of students with disabilities, how staff will be supported in serving students with disabilities. Proposal provides a clear plan to locate services for students with disabilities and connect with local educational agencies to provide services. Program provides process by which they develop and/or support the individualized education plans specific to individual student goals and needs.</td>
</tr>
</tbody>
</table>

Throughout this section:
- Gap analysis clearly describes the current program in context of the required elements.
- Plan for improvement clearly articulates the program’s needs and goals for funding period.

Comments:

Possible Points for 4k: (5 Points)

Points Awarded:___________
4l. The plan to maintain a 1:10 class ratio. Plan to regularly assess safety.
   
   i. Description
   ii. Gap analysis
   iii. Plan for improvement

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>The program demonstrates some of the elements of a high-quality program.</td>
<td>The program demonstrates most of the elements of a high-quality program.</td>
<td>Proposal provides a plan to maintain a 1:10 teacher/student ratio.</td>
<td>Proposal includes the overall security of the building. Provider discusses the importance of not only ratios, but also group size. Provider provides a plan of how caregivers will regularly assess the indoor and outdoor environment for child safety. Proposal includes the overall security of the building.</td>
</tr>
</tbody>
</table>

Throughout this section:
- Gap analysis clearly describes the current program in context of the required elements.
- Plan for improvement clearly articulates the program’s needs and goals for funding period.

Comments:

Possible Points for 4l: (5 Points)

Points Awarded: __________

Becoming High-Quality Grant — Score Sheet for Evaluators
4m. The plan of the program to have ongoing learning and coaching. Program should have attached coach work schedules and credentials, if any.
   i. Description
   ii. Gap analysis
   iii. Plan for improvement

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>• The program demonstrates some of the elements of a high-quality program.</td>
<td>• The program demonstrates most of the elements of a high-quality program.</td>
<td>• Proposal provides a plan to have ongoing learning and coaching. • Proposal provides detail of the coaches proposed work schedule for next school year. • Proposal demonstrates that the coach has a coaching certificate or has a plan for coaching trainings. Throughout this section: • Gap analysis clearly describes the current program in context of the required elements. • Plan for improvement clearly articulates the program’s needs and goals for funding period.</td>
</tr>
</tbody>
</table>

Comments:

Possible Points for 4m: (5 Points)

Points Awarded:__________
4n. Description of program staff, including the educational level of each teacher.
   
   i. **For private providers:** include documentation for teaching credentials *or* information about the plan to ensure all providers meet the minimum standard of certification by a teacher’s second year in the program (CDA, AA/AS, or BA/BS).
   
   ii. **For LEAs:** include a list of all teachers and their teaching credentials. (CDA, AA/AS, or BA/BS)

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>The program demonstrates some of the elements of a high-quality program.</td>
<td>The program demonstrates most of the elements of a high-quality program.</td>
<td><strong>For private providers:</strong> A sustainable plan to ensure all providers meet the minimum standard of certification by a teacher’s second year in the program (CDA, AA/AS, or BA/BS). <strong>For LEAs:</strong> All lead teachers have, at a minimum, a CDA Certificate or an associate’s or bachelor’s degree in an early childhood education related field. A sustainable plan to ensure all providers continue to meet the minimum standard is described.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program states teachers have educational levels, but documentation is not provided (as required for a private provider).</td>
<td>Program fails to provide documentation of all teacher education levels (as required for a private provider).</td>
<td>All staff role descriptions are clear, detailed, and appropriate to support a high-quality program. Administrator is knowledgeable and experienced in operating high-quality programs. Throughout this section: Gap analysis clearly describes the current program in context of the required elements. Plan for improvement clearly articulates the program’s needs and goals for funding period.</td>
</tr>
</tbody>
</table>

**Comments:**

**Possible Points for 4n: (5 Points)**

Points Awarded: ___________
### 5. Progress Monitoring (10 Points Possible)

5a. Timeline of grant implementation activities, including and identifying the program staff responsible for conducting activities, for the grant funding period (See Appendix V). Relevant activities beginning before August 1, 2019, may be included.

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient –(1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality –(5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• No timeline is provided, or timeline activities are minimal and/or not clear.</td>
<td>• The proposal provides an incomplete timeline of program activities.</td>
<td>• The proposal provides a comprehensive timeline of program activities that is reasonable.</td>
<td>• The proposal provides a comprehensive timeline of program activities that is reasonable and achievable.</td>
</tr>
<tr>
<td></td>
<td>• Responsible staff is not identified.</td>
<td>• Some staff is designated.</td>
<td>• Staff is designated for most activities.</td>
<td>• Proposed timeline reflects specific goals the timeline activities support working to meet in a reasonable timeframe.</td>
</tr>
<tr>
<td>Comments:</td>
<td>Possible Points for 5a: (5 Points)</td>
<td>Points Awarded: __________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5b. Description of the process by which the program will monitor, analyze, and adjust processes and strategies during the implementation of the grant, to ensure program activities are completed on an appropriate timeline. Proposal needs to identify personnel that will undertake activities, monitoring and analysis.

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The program does not demonstrate a process to regularly review and adjust activities to ensure appropriate implementation.</td>
<td>• The program demonstrates some of the elements of a high-quality program.</td>
<td>• The program demonstrates most of the elements of a high-quality program.</td>
<td>• The program has a regular internal process to monitor, analyze, and adjust processes and strategies throughout the grant period to ensure appropriate implementation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• The staff will review progress being made toward achieving the required components of the program and make appropriate organizational or programmatic changes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• The staff examines the relationship between program implementation and program impact to determine success.</td>
</tr>
<tr>
<td>Comments:</td>
<td>Possible Points for 5b: (5 Points)</td>
<td>Points Awarded: __________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL Section 5: Progress Monitoring (10 Points Maximum). /10 Points
### 6. Sustainability (5 Points Possible)

6a. Description of the ongoing plans to develop sustainability and self-sufficiency within the program to ensure high-quality programming for students beyond the grant funding period.

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.</td>
<td>• The proposal provides some elements of high-quality.</td>
<td>• The proposal provides most elements of high-quality.</td>
<td>• Response identifies a plan to continue high-quality programming components (increased salaries, coaching, professional development, family engagement, etc.) without the support of this grant. • The proposal provides a comprehensive ongoing plan to develop sustainability and self-sufficiency within the program to ensure high-quality programming for students beyond the grant funding period.</td>
</tr>
</tbody>
</table>

Comments:

Possible Points for 6a: (5 Points)

Points Awarded: __________

TOTAL Section 6: Sustainability (5 Points Maximum). /5 Points
### 7. Budget and Budget Narrative (20 Points Possible)

#### 7a-c. Expenditures are explained, appropriate, and build program sustainability. Budget expenditures must not supplant current funding (View attachments).

<table>
<thead>
<tr>
<th>No Response — (0 Points)</th>
<th>Insufficient – (1-5 Points)</th>
<th>Emerging – (6-10 Points)</th>
<th>Developing – (11-15 Points)</th>
<th>High Quality – (16-20 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expenditures are not</td>
<td>Expenditures are</td>
<td>Expenditures are</td>
<td>Budget expenditures are</td>
</tr>
<tr>
<td></td>
<td>adequately explained.</td>
<td>explained, but do not</td>
<td>explained and support</td>
<td>complete and accurate.</td>
</tr>
<tr>
<td></td>
<td>Budget narrative does</td>
<td>directly support the</td>
<td>the goals of the program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not completely justify</td>
<td>goals and activities of</td>
<td>The majority of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>each expenditure.</td>
<td>the program.</td>
<td>expenditures are directly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenditures for student</td>
<td>Expenditures are not</td>
<td>tied to program development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>enrollment are included (not</td>
<td>all directly tied to</td>
<td>Expenditures do not</td>
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<tr>
<td></td>
<td>allowable).</td>
<td>program development.</td>
<td>supplant current funding.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenditures are not</td>
<td>Expenditures do not</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>appropriate and support</td>
<td>supplant current funding.</td>
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<td></td>
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<td></td>
<td>daily programming or</td>
<td>Expenditures may</td>
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<tr>
<td></td>
<td>student enrollment.</td>
<td>contribute to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenditures do not</td>
<td>program’s long-term</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>build long-term program</td>
<td>capacity, but many are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>capacity.</td>
<td>short-term purchases.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Expenditures for student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>enrollment are included</td>
<td></td>
<td></td>
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<td></td>
<td>(not allowable).</td>
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<td></td>
<td>Expenditures appear to</td>
<td></td>
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<td></td>
<td>supplant current funding.</td>
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<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Possible Points for 7a-c: (20 Points)</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Points Awarded:</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**TOTAL Section 7: Budget and Budget Narrative (20 Points Maximum).**
8. Resumes and Letters of Support (10 Points Possible)

8a. Resumes of key program staff are included and demonstrate professional capacity.
   i. For private providers: include all documentation for key program staff.
   ii. For LEAs: include a sample of at least 1/3 of key program staff.

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Point)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Resumes are not included, and/or program staff does not meet the program requirements.</td>
<td>• Resumes of some key program staff are included.</td>
<td>• Resumes of most key program staff are included.</td>
<td>• Resumes are included and demonstrate professional background, education, relevant certification. If personnel have not been hired for a specific position, narrative includes job description and will be used for hiring those positions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Programs has teacher staffing plan for upcoming year, but does not provide documentation of either current professional qualifications or plan to obtain credentials within a year (as required for private providers).</td>
<td>• If lead teachers do not have the teaching credentials, the narrative demonstrates a plan to ensure that teachers obtain their credentials within a year (as required for private providers).</td>
<td>• If response includes plan to hire additional staff, job descriptions intentionally seek professionally qualified teachers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Key staff has appropriate education and professional experience, meeting at least minimum grant program requirements.</td>
</tr>
</tbody>
</table>

Comments: Possible Points for 8 a: (5 Points) Points Awarded:___________

8b. Letters of support are included.
   i. Site Leader(s) (REQUIRED)
   ii. Additional stakeholders (optional)

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient –(1 Points)</th>
<th>Emerging – (2 Points)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Letters are vague, and fail to indicate support of grant activities, or set of submission appears incomplete.</td>
<td>• Letters are provided for some, but not all sites.</td>
<td>• Letters are provided for all sites.</td>
<td>• A letter from the site leader is included for each site.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Letters are provided, but do not indicate support of grant activities.</td>
<td>• Letters lack detail for support for grant activities during the contract period.</td>
<td>• Submitted letters indicate a strong commitment to support grant activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• If additional resources are provided by partners, memoranda of understanding are included.</td>
</tr>
</tbody>
</table>

Comments: Possible Points for 6b: (5 Points) Points Awarded:___________

TOTAL Section 8: Resumes and Letters of Support (10 Points Maximum) /10 Points
### 9. Proof of Insurance (5 Points Possible)

9a. Program provides proof of liability insurance.

<table>
<thead>
<tr>
<th>No Response – (0 Points)</th>
<th>Insufficient – (1 Points)</th>
<th>Emerging – (2 Point)</th>
<th>Developing – (3-4 Points)</th>
<th>High Quality – (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Provides a response, but documentation is insufficient or expired.</td>
<td>• Does not provide insurance for all sites. • Provides insurance documents, but the coverage is below amount required in standard terms and conditions. • For LEAs, submitted explanation is unclear or lacks detail.</td>
<td>• Provides current insurance for all sites. • Provided insurance meets the required amount in the standard terms and conditions. • For LEAs, some explanation is provided for liability coverage.</td>
<td>• Provided insurance is current and is submitted for all sites. • Provided insurance meets the required amount in the standard terms and conditions. • Names DWS as additional insured. • For LEAs, letters explaining liability coverage are provided.</td>
</tr>
</tbody>
</table>

Comments:

Possible Points for 9a: (5 Points)

Points Awarded: 

TOTAL Section 10: Proof of Insurance (5 Points Maximum).
## SUBTOTALS FOR EACH SECTION:

<table>
<thead>
<tr>
<th>Section Description</th>
<th>Points Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Section 1: Grant Application Cover Sheet</td>
<td>5</td>
</tr>
<tr>
<td>Total Section 2: Program Snapshot</td>
<td>5</td>
</tr>
<tr>
<td>Bonus Points: Eligibility Form Prioritization (if providers agree to prioritize the Eligibility Form in enrollment 5 extra points will be awarded)</td>
<td>5 Point Possible Bonus</td>
</tr>
<tr>
<td>Total Section 3: Basic Program Information</td>
<td>15</td>
</tr>
<tr>
<td>Total Section 4: Program Description, Gap Analysis and Strategy for Implementation of High Quality Components</td>
<td>70</td>
</tr>
<tr>
<td>Total Section 5: Progress Monitoring</td>
<td>10</td>
</tr>
<tr>
<td>Total Section 6: Sustainability (Need to score at least a 10 to be eligible)</td>
<td>5</td>
</tr>
<tr>
<td>Total Section 7: Budget and Budget Narrative</td>
<td>20</td>
</tr>
<tr>
<td>Total Section 8: Resumes and Letters of Support</td>
<td>10</td>
</tr>
<tr>
<td>Total Section 9: Proof of Insurance</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL ALL POINTS:</strong> (145 Points Maximum)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Description</th>
<th>Points Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Section 10: Score Sheet for OCC and USBE (Renewals)</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL ALL POINTS:</strong> (15 Points Maximum)</td>
<td>(-5 Points Minimum)</td>
</tr>
</tbody>
</table>

Becoming High-Quality Grant — Score Sheet for Evaluators

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ATTACHMENT G – SUPPLEMENTAL SCORE SHEET FOR RETURNING APPLICANTS

Renewal Applicant Name: ____________________________ Applicant #: ____________________________ Amount Requested: _______ Evaluator: ________________

*Programs must be meeting grant expectations in order to score full points. If grantee is not meeting expectations, they will be considered as a new applicant. Enter a score of 1-4 for section where indicated. Score as follows: High Quality = 15, Developing = 10, Emerging = 5, Insufficient = -5 Non-compliant = -10

*Minimum of negative five (-5) to be considered for award.

10. Applicant Overall Performance for the school year (20 Points Possible)

<table>
<thead>
<tr>
<th>Non-Compliant – (-10 to -6 Points)</th>
<th>Insufficient – (-5 to 0 Points)</th>
<th>Emerging – (1 to 5 Points)</th>
<th>Developing – (6 to 10 Points)</th>
<th>High Quality – (11 to 15 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Program is not meeting all of the grant expectations and demonstrates no motivation to set goals for improvement.</td>
<td>• Program is not meeting all of the grant expectations and demonstrate minimal motivation to set goals for improvement.</td>
<td>• Program is not meeting all of the grant expectations, but is on an improvement plan and showing progress.</td>
<td>• Program is not meeting all of the grant expectations, but demonstrates a willingness to progress and have established goals to improve.</td>
<td>• Program is meeting grant expectations and demonstrates willingness to progress.</td>
</tr>
<tr>
<td>• Program submits quarterly reports and invoices late or not at all.</td>
<td>• Program submits quarterly reports and invoices late and the content is non-reflective, vague, and lacking goals.</td>
<td>• ECERS-3 and ECERS-E scores were significantly low, but the program is showing some progress.</td>
<td>• ECERS-3 and ECERS-E scores are increasing and they have set and progressed in their ECERS-3 and ECERS-E goals.</td>
<td>• Programs ECERS-3 and ECERS-E scores are increasing and they have set and progressed in their ECERS-3 and ECERS-E goals.</td>
</tr>
<tr>
<td>• Grantee is reluctant to meet or respond to emails and phone calls.</td>
<td>• Grantee has no plan to improve program.</td>
<td>• Programs have clear steps to progress on program-wide gaps.</td>
<td>• Programs have clear steps to progress on program-wide gaps.</td>
<td>• Programs have clear steps to progress on program-wide gaps.</td>
</tr>
</tbody>
</table>

Comments:

Possible Points for: (15 Points)
Points Awarded: ____________

TOTAL Section 10: Applicant Information and Assurances (15 Points Maximum).

/15 Points
ATTACHMENT H
DATA SHARING
Becoming High-Quality Grant

Grantee shall share student tracking information with Utah State Board of Education’s (USBE) Secure File Transfer Server (MOVEit). Data will be sent via secure logon access granted by USBE to download provided file templates and securely upload completed documents with the data elements identified below.

For the initial assignment and setup of SSID numbers:
- School Name
- Last Name
- First Name
- Middle Name
- Date of Birth
- Gender
- Birth State OR Birth Country
- Birth Certificate State File Number OR Passport Number
- Parent Name(s)

Data elements to be shared with USBE associated to assigned SSID number:
- Assigned SSID
- School Readiness Pre-Assessment scores for Literacy, Numeracy, and Life Learning Skills
- School Readiness Post-Assessment scores for Literacy, Numeracy, and Life Learning Skills
ATTACHMENT I
Allowed and Disallowed Costs

All proposed expenses must be consistent with the grant purpose of increasing program quality and follow applicable state finance rules for expenditures. Any costs charged to the Becoming High-Quality grant program must be necessary, reasonable, and allocable to the program. Grant funding cannot be used to supplant existing expenditures. The list below is not exhaustive, and any questions about budgets or expenditures should be reviewed with the program specialist.

<table>
<thead>
<tr>
<th>Allowed</th>
<th>Disallowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter or contract related to quality grant</td>
<td>Food expenses, with the exception of light refreshments for family engagement activities</td>
</tr>
<tr>
<td>Coaching</td>
<td>Rent or mortgage payment</td>
</tr>
<tr>
<td>Family Engagements</td>
<td>Building maintenance and repairs</td>
</tr>
<tr>
<td>Evidence based, developmentally appropriate curriculum</td>
<td>Major construction</td>
</tr>
<tr>
<td>Learning play materials</td>
<td>Business expenses required by Child Care Licensing (CCL) or other regulating agencies</td>
</tr>
<tr>
<td>Equipment (not furniture)</td>
<td>DVD players or gaming systems</td>
</tr>
<tr>
<td>Ongoing training for coach(es)</td>
<td>Office equipment such as desks, chairs, and computers</td>
</tr>
<tr>
<td>CDAs</td>
<td>Stationary playground equipment</td>
</tr>
<tr>
<td>Raise wages for existing staff above wage paid at time of application</td>
<td>Vehicle purchases, repair costs or maintenance</td>
</tr>
<tr>
<td>Salary for staff that work additional hours for parent/teacher conferences of family engagement events</td>
<td>Bad debts</td>
</tr>
<tr>
<td>Kindergarten transition (coordination and planning)</td>
<td>State sales tax for tax-exempt organizations</td>
</tr>
<tr>
<td>Salary for staff lesson planning/preparation time when staff are not responsible for students</td>
<td>Goods or services for personal use</td>
</tr>
<tr>
<td>Professional development for staff (fees and wages for time spent in class)</td>
<td>Bank fees</td>
</tr>
<tr>
<td>Professional resources for staff</td>
<td>Tuition for child care</td>
</tr>
<tr>
<td>Field trips that include an educational component, support prevention components or are related to quality programming and curriculums.</td>
<td>Field trips or activities for entertainment purposes such as movies, gaming arcades, amusement parks</td>
</tr>
<tr>
<td>Computers or tablets for children’s use, with program specialist pre-approval</td>
<td>Any payment to a family member of an owner, director, officer or board member of an organization without previous disclosure to and approval by DWS</td>
</tr>
<tr>
<td>Age-appropriate computer software that support the curriculum</td>
<td>Out-of-state travel without pre-approval from the DWS program specialist</td>
</tr>
<tr>
<td>Consumable products such as art or paper supplies (may not exceed 5% of annual grant amount, unless otherwise specified)</td>
<td>Entertainment for staff (i.e.: amusement, entertainers, social activities, tickets to shows, outside meals, lodging)</td>
</tr>
</tbody>
</table>
ATTACHMENT J

BUDGET INSTRUCTIONS

Category I: INDIRECT EXPENSES

This category is used if the organization has a federally approved Negotiated Indirect Cost Rate Agreement (NICRA) or chooses a de minimis rate.

a. NICRA – If the organization has a federally approved rate, it must be used in Category I, unless the organization voluntarily chooses to waive indirect costs or charge less than the full indirect cost rate. A NICRA is established on a cost base(s).
   • In the detail information, list the organization’s NICRA and cost base(s).
   • To determine the amount, multiply the NICRA against the established cost base(s) line item amounts listed in Category III.

If an organization voluntarily chooses to waive indirect costs or charge less than the full indirect cost rate, please note this in the detail information area. Waving indirect costs or charging less will not influence awarding decisions.

b. De minimis Rate - If the organization does not have a NICRA and would like to choose a de minimis rate, the organization must certify that they are making this choice. Once an organization chooses the de minimis rate, they MUST use this across all grants. The only way for an organization to stop using the de minimis rate once certified is to receive a NICRA. Please use caution when making this choice.

The de minimis rate can be charged at 10% of Modified Total Direct Costs (MTDC). MTDC is defined as being: All direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first $25,000 of each subaward.
   • In the Itemized Details of Grant Funds Requested column, indicate that de minimis has been chosen.
   • To determine the amount, determine the MTDC from line items in Category III (see the budget narrative notes for the eligible Category III expenses).
   • Multiply the MTDC by 10%. Enter this amount in Category I.

Category II: DIRECT ADMINISTRATIVE EXPENSES

This category is used if the organization does not have NICRA, does not choose a de minimis rate, or has administrative expenses that are not included in the cost base(s) of their NICRA. If the organization allocates administrative expenses with a cost allocation plan or other basis, those allocated costs should be included here. Any other direct administrative expenses should be listed as well.
   • In the Itemized Details of Grant Funds Requested column, indicate how the cost was arrived at including all items that make up the costs.

Category III: DIRECT PROGRAM EXPENSES

This category is used for the direct program expenses. Costs should be reasonable, necessary, and allowable under the grant proposal and federal regulations.
   • In the Itemized Details of Grant Funds Requested column, indicate how the cost was arrived at including all items that make up the costs.