

AFTERSCHOOL QUALITY IMPROVEMENT GRANT

IV. PROPOSAL NARRATIVE

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

Organization: _____ **Program or Program Site:** _____

Age Group(s) to be served: Youth Ages 5 to 12 Youth Ages 13 to 18

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

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

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

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

COMMUNITY RISK & NEED DETERMINATION CONTINUED (SPACE CAN ONLY BE USED FOR COMMUNITY RISK & NEED DETERMINATION SECTION)

2. PROGRAM DESIGN & SERVICES (20 points possible)

Provide detailed descriptions of the following:

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

PROGRAM DESIGN & SERVICES CONTINUED (SPACE CAN ONLY BE USED FOR PROGRAM DESIGN & SERVICES SECTION)

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to provide program design and services details.

3. ACADEMIC SUPPORT EFFORTS (18 points possible)

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

ACADEMIC SUPPORT EFFORTS CONTINUED (SPACE CAN ONLY BE USED FOR ACADEMIC SUPPORT EFFORTS SECTION)

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

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

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

A. Explain how the **two (2)** components were selected, the relevance to the population to be served and how the program will implement the selected components utilizing evidence-based curriculum.

**Note: Teen programs providing Pregnancy and STI Prevention must obtain written parental permission for each student before teaching Pregnancy and STI Prevention.*

B. Describe **three (3)** SMART (specific, measurable, attainable, realistic, and time-bound) outcomes expected from utilizing prevention and education components in the afterschool program.

C. Indicate how the prevention and education programming outcomes will be collected and reported.

PREVENTION AND EDUCATION COMPONENTS PROGRAMMING CONTINUED (SPACE CAN ONLY BE USED FOR PREVENTION AND EDUCATION COMPONENTS PROGRAMMING SECTION)

5. STAFF PROFESSIONAL DEVELOPMENT (18 points possible)

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

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

STAFF PROFESSIONAL DEVELOPMENT CONTINUED (SPACE CAN ONLY BE USED FOR STAFF PROFESSIONAL DEVELOPMENT SECTION)

Empty space for staff professional development notes.

6. COST INFORMATION (18 points possible)

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

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

COST INFORMATION CONTINUED (SPACE CAN ONLY BE USED FOR COST INFORMATION DETERMINATION SECTION)

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

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

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

PROGRAM DEVELOPMENT & IMPROVEMENT EFFORTS CONTINUED (SPACE CAN ONLY BE USED FOR PROGRAM DEVELOPMENT & IMPROVEMENT EFFORTS SECTION)