

Attachment F – Questions and Additional Information

Items 1 and 2, as defined in House Bill 96, Utah School Readiness Initiative. The Enrolled Copy of the authorizing legislation can be downloaded at:

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

1. What does a high quality Early Childhood Education Program include?

- (a) an evidence-based curriculum that is aligned with all of the developmental domains
- 170 and academic content areas defined in the Utah Early Childhood Standards
171 adopted by the
172 State Board of Education, and incorporates intentional and differentiated
173 instruction in whole
174 group, small group, and child-directed learning, including the following academic
175 content
176 areas:
177 (i) oral language and listening comprehension;
178 (ii) phonological awareness and pre-reading;
179 (iii) alphabet and word knowledge;
180 (iv) prewriting;
181 (v) book knowledge and print awareness;
182 (vi) numeracy;
183 (vii) creative arts;
184 (viii) science and technology; and
185 (ix) social studies, health, and safety;
186 (b) ongoing, focused, and intensive professional development for staff of the
187 school
188 readiness program;
189 (c) ongoing assessment of a student's educational growth and developmental
190 progress
191 to inform instruction;
192 (d) a pre- and post-assessment, selected by the board in accordance with
193 Section
194 53A-1b-110, of each student;
195 (e) for a preschool program run by an eligible LEA, a class size that does not
196 exceed 20
197 students, with one adult for every 10 students in the
198 class;
199 (f) ongoing program evaluation and data collection to monitor program goal
200 achievement and implementation of required
201 program components;
202 (g) family engagement, including ongoing communication between home and
203 school,
204 and parent education opportunities based on each family's circumstances;
205 (h) for a preschool program run by an eligible LEA, each teacher having at
206 least
207 obtained:
208 (i) the minimum standard of a child development associate certification; or
209 (ii) an associate or bachelor's degree in an early childhood education related
210 field; and
211 (i) for a preschool program run by an eligible private provider, by a teacher's
212 second
213 year, each teacher having at least obtained:
214 (i) the minimum standard of a child development associate certification; or
215 (ii) an associate or bachelor's degree in an early childhood education related
216 field.
217 (2) A high quality school readiness program run by a home-based educational
218 technology provider shall:

205 (a) be an evidence-based and age appropriate individualized interactive
206 assessment and feedback technology program that teaches eligible students
207 early learning skills
207 needed to be successful upon entry into
208 kindergarten;
208 (b) require regular parental engagement with the student in the student's use
209 of the
209 home-based educational technology program;
210 (c) be aligned with the Utah early childhood core
210 standards;
211 (d) require the administration of the pre- and post-assessment, designated by
211 the board
212 in accordance with Section 53A-1b-110 , of each
212 eligible student; and
213 (e) require technology providers to ensure successful implementation and
213 utilization of
214 the technology program.

2. What is the definition of “economically disadvantaged”?

78 (2) "Economically disadvantaged" means a student
78 who:
79 (a) is eligible to receive free lunch;
80 (b) is eligible to receive reduced price lunch; or
81 (c) (i) is not otherwise accounted for in Subsection
81 (2)(a) or (b); and
82 (ii) (A) is enrolled in a Provision 2 or Provision 3 school, as defined by the
82 United
83 States Department of Agriculture;
84 (B) has a Declaration of Household Income on file;
85 (C) is eligible for a fee waiver; or
86 (D) is enrolled at a school that does not offer a lunch program and is a sibling of
86 a
87 student accounted for in Subsection (2)(a) or (b).

3. What is a Budget Narrative?

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

Budget Narrative

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.

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

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

Project Director: $\$35,000 \times 18.55\%$ for 100% of project = \$6,493

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. **State travel rates apply to calculations.** Information about state travel rates can be found at:

<http://www.rules.utah.gov/publicat/code/r025/r025-007.htm>

Regional/Statewide Meeting: Three people to professional development in Destination City.

1. 3 people x \$500 airfare = \$1,500
2. 3 people x 3 days x \$40 per diem = \$360
3. 3 people x 2 nights x \$100.00 hotel = \$600

Equipment - List non-expendable items to be purchased. Explain how the equipment is necessary for the success of the project.

One iPad will be purchased to use with students in the reading lab = \$350

Materials and Supplies - List expendable items by type and show the basis for computation.

Meeting Supplies: For professional development meetings. $\$75.00 \times 12$ months = \$900.00.

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

Conferences/Workshops – These may include required or desired trainings, workshops, or classes for staff. The project-related purpose should be noted and explained.

Program staff will complete 10 hours of training on early phonics instruction and art integration provided by consultants.

8 staff members x 10 hours @ \$12/hour = \$960

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.

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 children at the after school.

Computer Instructor: \$11.10/hour x 26 hours/week x 52 weeks = \$15,000

Indirect Costs – Indirect costs cannot be charged to this funding.

4. What should a project timeline chart include?

A timeline chart should include the activities that will occur during each year of the program. A sample is included below.

Activity	Responsible	J	F	M	A	M	J	J	A	S	O	N	D
Year 1													
<i>Activity</i>	<i>Person</i>												
Year 2													

5. What is *Child Find*?

Child Find, mandated by the Individuals with Disabilities Education Act (IDEA), requires all school districts to identify, locate and evaluate children with disabilities, regardless of the severity of their disability. *Child Find* applies to all children, birth to 21 years old, including children who attend private or public schools, migrant or homeless children, or children who are wards of the state. Each school district in the state of Utah has a duty to participate in *Child Find*. If a child is suspected of having a disability, they should be referred to the school district the child resides in for assessment to determine if: a) the child has a disability and b) the child is eligible for special education services. If the child 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 that child’s needs.