



**Request for Grant Applications (RFGA)**  
Utah School Readiness Initiative  
High Quality School Readiness Grant



**APPLICATIONS DUE:**

**Thursday, March 1, 2018, 5:00 PM, Electronic Timestamp**

The application must be emailed in one email, complete with all documents to:

LEAS: Utah State Board of Education (USBE) [preschoolgrants@schools.utah.gov](mailto:preschoolgrants@schools.utah.gov)  
OR

Private providers: The Department of Workforce Services (DWS) to [schoolreadiness@utah.gov](mailto:schoolreadiness@utah.gov)

**RFGA INFORMATIONAL MEETINGS:**

**USBE & DWS**

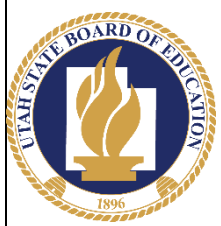

Friday, December 1, 2017

1PM -3:30 PM at the Utah State Board of Education, Basement West  
250 East 500 South  
Salt Lake City, Utah

Please bring a copy of the RFGA and all attachments to the Informational Meeting.

- To access the RFGA through DWS go to:  
<http://www.jobs.utah.gov/edo/rfp.html>
- To access the RFGA through USBE go to:  
<http://www.schools.utah.gov/CURR/preschool>

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

	<p><b>Request for Grant Applications</b>  <b>Utah School Readiness Initiative</b>  <b>High Quality School Readiness Grant</b>  <b>Due: Thursday, March 1, 2018, 5:00 PM</b></p>	
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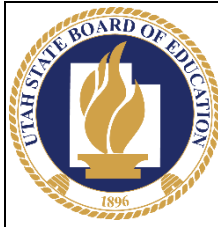
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**FORMS**  
**(POSTED SEPARATELY ON WEBSITE)**

- FORM 1 – Applicant Information and Assurances
- FORM 2 – Budget Summary Form
- FORM 3 –HQSR Risk Factor Assessment
- FORM 4 – Score Sheet for Evaluators

**ATTACHMENTS FOR DWS PRIVATE PROVIDER GRANTS ONLY**  
**(POSTED SEPARATELY ON WEBSITE)**

- Attachment A – DWS Terms and Conditions
- Attachment B – Scope of Work
- Attachment C – Background Check Policy
- Attachment D – Code of Conduct
- Attachment E – Financial Reporting
- Attachment F – Scoring Rubric



**Request for Grant Applications  
Utah School Readiness Initiative  
High Quality School Readiness Grant  
Due: **Thursday, March 1, 2018, 5:00 PM****



## Grant Information

### Introduction

#### *Purpose of the High Quality School Readiness Grant Program*

The High Quality School Readiness (HQSR) Grant is defined by the Utah School Readiness Initiative, [Utah Code §53A-1b-106](#) (Initiative). The purposes of the Utah School Readiness Initiative are to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. One component of the Initiative is the HQSR Grant Program. The HQSR Grant Program provides resources to existing early education programs administered by Local Education Agencies (LEAs), private child care providers and home-based educational technology programs. The grants are available to programs serving economically disadvantaged three- and four-year-old students not receiving special education services. It is highly 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).

### Background

The School Readiness Initiative Act establishes the School Readiness Board (hereafter referred to as the Board) and the following initiatives: (1) the HQSR Grant Program, (2) Results-Based School Readiness Contracts, and (3) an independent evaluation of outcomes ([Utah Code §53A-1b-101 et seq.](#)). The following describes each initiative:

#### 1. HQSR Grant Program

The School Readiness Initiative Act outlines the elements of a high-quality early childhood education program ([Utah Code §53A-1b-105](#)) (for more information see the *Questions and Additional Information* section). The HQSR Grant Program enables LEAs and private child care providers of early education programs to develop the necessary structures and processes to implement the components. The goals of the program are to increase high-quality early education capacity in the state and collect longitudinal data. The longitudinal data collected includes academic outcomes, special education use, and English language learner services for Results-Based School Readiness Contracts. Additional data may be requested.

LEAs and charter schools using federal (Title I) or state education funding for their current early childhood education (pre-kindergarten) program must apply for this Grant through the Utah State Board of Education (USBE).

Private providers, home-based technology providers and Charter schools with early childhood education provided by private providers must apply through the Department of Workforce Services (DWS).

2. Results-Based School Readiness Contracts

Results-Based School Readiness Contracts enable private investors to fund access for economically disadvantaged students to attend high-quality, early education programs demonstrating academic achievement and reduced special education costs. Performance metrics are established in the contracts, and if these are met, Utah will repay the private investor.

3. Independent Evaluation of Outcomes

As required by the School Readiness Initiative Act, the School Readiness Board selected an independent evaluator responsible for reviewing all data and determining whether a program has effectively implemented the components of a high-quality early education program ([Utah Code §53A-1b-110](#)). The independent evaluator reports findings to the Board. Individual programs are not responsible for the cost of the evaluation.

### **Appropriation and Sustainability**

It is anticipated that the Initiative will receive an ongoing appropriation. Each year, the Board will determine the amounts appropriated to Results-Based School Readiness Contracts and the High Quality School Readiness Grant Program.

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 school readiness programs toward high quality. Programs will be expected to have an in-depth sustainability plan to continue funding a high-quality early education program when the grant funds are no longer available. **Applicants must receive a minimum score of 15 out of a possible 20 points on the Sustainability portion of the scoring rubric to be considered for the Grant. Sustainability will be monitored through quarterly reports and continued funding will be contingent on measurable progress.**

### **Authorization**

Utah Code 53A-1b, School Readiness Initiative, can be found at:

[http://le.utah.gov/xcode/Title53A/Chapter1B/C53A-1b-P1\\_2014040320140513.pdf](http://le.utah.gov/xcode/Title53A/Chapter1B/C53A-1b-P1_2014040320140513.pdf)

### **Eligible Applicants**

This grant is not intended to fund the expansion of preschools, which may include providing additional slots for children or opening new preschool classrooms.

Programs must meet all of the following criteria to be eligible for this grant. Applications from inclusive programs are encouraged.

1. Applicant must be an existing, early childhood education program, primarily serving typically developing students;
2. Applicant must be one of the following:
  - a. LEA or charter school using federal (Title I) or state education funding for its current

- early childhood education (pre-kindergarten) program (these programs apply through the USBE); or
- b. Private child care provider, home-based educational technology provider 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 (these programs apply through DWS).
3. Applicant must agree to use the awarded funds in schools serving at least 25 percent of economically disadvantaged students, as defined in [Utah Code 53A-1b-102\(2\)](#);
  4. Applicant's school readiness program must agree to register and maintain a minimum enrollment of 25 percent of economically disadvantaged 3- and 4-year -old students throughout the grant cycle 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 53A-1b-105](#);
  6. Applicant must have, or be willing to obtain, a data system with the capacity to collect longitudinal, academic outcome data, including special education use by student;
  7. Applicant must partner with USBE to provide each student with a statewide unique student identifier (SSID);
  8. The following preschool programs are not eligible for this grant:
    - a. Pay for Success participants (i.e. entities with a results-based contract under [Utah Code 53A-1b-110](#));
    - b. Applicants receiving HQSR-E grant funding;
    - c. Applicants from private preschool programs receiving funds through the Utah Office of Child Care Preschool Quality Improvement grant; or
    - d. Applicants having received three years of funding through this Grant.
  9. Applicant 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; and
  10. Applicant must agree to cooperate with the independent evaluator. In addition, a minimum of 80 percent of the economically disadvantaged families must submit parent consent forms for data collection and tracking SSID number purposes.

### **Funding Information**

This Grant is funded through the Governor's Office of Management and Budget (GOMB) utilizing the Utah General Fund. **Failure to comply with all grant requirements will result in an applicant's ineligibility for an award.**

This Grant is intended to develop and build high-quality early childhood education programs serving general education populations from economically disadvantaged backgrounds. Funding from this Grant may not be used to fund student enrollment and cannot supplant current funding, nor can it pay for new classrooms. This grant funding cannot be used for director, teacher, paraprofessional or any other staff bonuses.

*Note: USBE, DWS and the State of Utah are not bound by any estimates in this notice.*

### **Period of Performance & Renewal Options**

Grant period ends June 30, 2019, with an option to renew for a maximum of two additional one-year periods. Grantees will be required to submit a renewal proposal by the required date in 2019 in order

to be considered for renewal. Funding of renewal periods is not guaranteed and will be at the discretion of the Board. Renewal of the grant will be dependent on, but not limited, to an evaluation of the renewal proposal, grantee performance, meeting all grant requirements, including the final report, and funding availability. Because available funds fluctuate year to year, grantees may be required to reduce budget requests during the renewal process. Where appropriate progress is not being made toward program goals as defined in [Utah Code 53A-1b-105](#), program funds will be discontinued at the discretion of the Board or the Utah State Legislature.

### **Evaluation and Award**

Applications for this grant program will be initially scored by a committee of experts. Applications receiving scores of less than 15 points in the Sustainability section will not be considered for an award. Applications with scores of less than 60 total points will not be considered for an award. The highest scoring applications will be recommended to the School Readiness Board within the Governor’s Office of Management and Budget for final approval.

DWS will send notification of conditional award to DWS applicants selected for an award. An award is conditional upon availability of funds, an initial classroom observation, completion of an onsite interview and successful negotiation of the grant agreement. The selected applicant(s) will be required to submit all required documents stated in the notification of conditional award. Those documents will include a copy of business license or articles of incorporation. Proof of the elements of quality included in the gap analysis must be provided during the onsite interview. DWS will not send contracts for signature until all required items are received.

### **Questions**

Questions regarding proposal may be directed to [schoolreadiness@utah.gov](mailto:schoolreadiness@utah.gov) ([DWS-Private Providers](#)) or [preschoolgrants@schools.utah.gov](mailto:preschoolgrants@schools.utah.gov) ([USBE-Local Education Agencies](#)). Answers will be posted online under the High Quality School Readiness Grant section at <http://www.jobs.utah.gov/edo/rfp.html>.

### **Addenda**

If the DWS or USBE finds it necessary to modify the Request for Grant Applications (RFGA) for any reason, DWS/USBE will issue a written addendum to the original RFGA. Addenda (final) will be posted no later than Thursday, February 22, 2018.

## **Application Process**

### **Timeline**

- Applicants are highly encouraged to submit a “Letter of Intent” to apply by **February 23, 2018, at 5:00 PM, MST. Failure to submit a “Letter of Intent” does not preclude an applicant from applying for the Grant.** The “Letter of Intent” should state the applicant’s interest in applying for the program in the 2018 application window. It must be emailed to [preschoolgrants@schools.utah.gov](mailto:preschoolgrants@schools.utah.gov) for LEAs and to [schoolreadiness@utah.gov](mailto:schoolreadiness@utah.gov) for private providers. Please include the name of the applying LEA or private child care provider and include “Letter of Intent” in the subject line.

- **Grant Submission Deadline: Thursday, March 1, 2018, at 5:00 PM.** Proposals must be received no later than 5:00 PM (**electronic timestamp**). Proposals received after March 1, 2018, at 5:00 PM will not be accepted. Applicants are responsible to submit applications as instructed below.
- **Notification of Award:** Applicants will be notified of awards after the final approval of the School Readiness Board.
- **Contract Start Date: July 1, 2018**
- **End of First Grant Term: June 30, 2019.** Funded programs must spend all grant funds by June 30, 2019. 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 for details.

### **Application Instructions**

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

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 detail:

1. How the program will be operated in the different sites; and
2. 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 DWS applicants can be found at <http://www.jobs.utah.gov/edo/rfp.html>. Forms for USBE applicants can be found at <http://www.schools.utah.gov/CURR/preschool>.
2. The forms have been created as fillable, savable PDF documents. Applications must be typed and may not be hand-written. Fill out all fields in the forms.
3. The application must be emailed in one email, complete with all documents to: [preschoolgrants@schools.utah.gov](mailto:preschoolgrants@schools.utah.gov) (LEAs) [schoolreadiness@utah.gov](mailto:schoolreadiness@utah.gov) (DWS). The applicant organization name must be listed in the subject line.

### **Application Checklist – (115points with 5 bonus points possible if applicant agrees to use the *Risk Factor Assessment* in the proposal narrative = 120 total possible points maximum).**

All proposals must include all of the following components:

- Form 1 - Applicant Information and Assurances;
- Proposal Narrative;
- Form 2 - Budget and Budget Narrative; and
- Resumes and Letters of Support.

### **Instructions for Application Components:**

1. **Form 1 – Applicant Information and Assurances** can be found online at <http://www.jobs.utah.gov/edo/rfp.html> or <http://www.schools.utah.gov/CURR/preschool>  
This form must be filled out entirely.

## 2. Proposal Narrative

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

The Program Narrative must be formatted as follows:

- *Page size:* 8.5x11;
- *Margins:* 1" at top, bottom, and sides;
- *Font & spacing:* 12 point or larger Times New Roman, Calibri, or Arial;
- *Letter spacing:* normal;
- *Line spacing:* double spaced for all text in the application narrative, including titles, headings, footnotes, quotations, references and captions. Double spacing is optional for charts, tables, figures and graphs; and
- *Page limit:* fifteen (15); the page limit only applies to the program narrative. It does not apply to the cover sheet, budget/budget narrative; applicant information and assurances; resumes, or letters of support. Reviewers will not read any pages that exceed the page limit.

The Proposal Narrative must include the following components:

- Basic Program Information;
- Program Description, Gap Analysis & Strategy for Implementation;
- Progress Monitoring; and
- Sustainability Plan.

### Basic Program Information

- A. Description of the program. *If applying as a home-based technology provider, please include information on the role within a private program.*
- B. Demographic information for current program, including:
  - i. Number of students who are eligible to receive free or reduced lunch or can be classified as economically disadvantaged, as defined in [Utah Code 53A-1b-102](#) (see *Questions and Answers* section for definition).
  - ii. Number of students who are English language learners.
  - iii. Number of students who are eligible for special education services.
  - iv. Number of students who are typically developing.
  - v. *For home-based educational technology providers:* the number of eligible students served who participate in any other public or private early education program, including the type of early education program attended.
- C. Demographic information for the *planned program*, including:
  - i. The number of students the program plans to serve, categorized by age.
  - ii. 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. \*\*\**

- D. Current recruitment process for students and families participating in the



program.

- i. Applicant's school readiness program must agree to register and maintain a minimum enrollment of 25 percent economically disadvantaged 3- and 4-year-old students throughout the grant period.
- ii. Applicants that agree to use the HQSR Risk Factor Assessment form <http://schools.utah.gov/CURR/preschool> during the student enrollment process and give priority to economically disadvantaged students with the highest number of risk factors will receive five points.

Program Description, Gap Analysis and Strategy for Implementation of High Quality Components

*The following are the components of a high-quality school readiness program. Please address each component by providing the information requested as a description of your current program. Include an analysis of each area, indicating issues for which improvement is needed to create a high-quality program, and the plan for improvement in that area.*

- A. Evidence-based curriculum aligned with all the developmental domains and academic content areas defined in the Utah Early Childhood Core Standards (<http://www.schools.utah.gov/CURR/preschoolkindergarten/Core.aspx>), including a description, gap analysis, and plan for improvement, if needed. This encompasses the following academic content areas:
  - i. Oral language and listening comprehension;
  - ii. Phonological awareness and pre-reading;
  - iii. Alphabet and word knowledge;
  - iv. Prewriting;
  - v. Book knowledge and print awareness;
  - vi. Numeracy;
  - vii. Science and technology;
  - viii. Social/emotional and social studies;
  - ix. Creative arts; and
  - x. Physical/health and safety.
- B. 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
  - ii. Gap analysis and plan for improvement, if needed
- C. Program's ongoing, focused and intensive professional development for staff of the program.
  - i. Description
  - ii. Gap analysis and plan for improvement, if needed
- D. 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 and plan for improvement, if needed
- E. Process by which the program will partner with the independent evaluator in pre- and post-evaluation, in accordance with Utah Code Section 53A-1b-110, for each participating student. This could include obtaining SSID numbers, setting up and keeping assessment appointments, tracking and providing attendance data and obtaining 80 percent (minimum) informed consent from parents of enrolled students.
  - i. Description
  - ii. Gap analysis and plan for improvement, if needed
- F. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.
  - i. Description
  - ii. Gap analysis and plan for improvement, if needed
- G. Methods by which the program encourages and supports family engagement, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances.

*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 and plan for improvement, if needed
- H. The plan of the program to identify and serve students with disabilities in an inclusive environment.
  - i. Description of plan to identify and serve students with disabilities
  - ii. Gap analysis and plan for improvement, if needed
- I. Description of program staff in the narrative, as well as their resumes, experience in the early childhood field and the educational level of each provider.
  - i. *For private providers:* a description of the plan to ensure all lead teachers meet the minimum certification standard by the teacher's second year in the program (CDA, AA/AS, or BA/BS).
  - ii. *For LEAs:* include documentation that all lead teachers meet the certification standards **upon hire**. (CDA, AA/AS, or BA/BS)

#### Progress Monitoring

- A. Timeline of grant implementation activities, including responsible program staff, for the grant funding period. For a sample timeline, see the *Questions and Additional Information* section.
- B. Description of the process by which the program will monitor, analyze and adjust during the implementation of the grant to ensure program activities are completed on an appropriate timeline.

Program Sustainability (Applicant must receive a minimum of 15 out of 20 possible points on this section to be eligible for an award). Applicant will submit an in-depth description of the plan to develop sustainability and self-sufficiency to ensure high-quality programming for students beyond the grant funding period.

- A. Describe how the program will sustain the targeted indicators identified in the gap analysis upon completion of the grant.
- B. Identify strategies that will be used to acquire needed funding beyond the grant funding period.
- C. Describe how the program will register and maintain a minimum enrollment of 25 percent economically disadvantaged 3- and 4-year-old students when the grant funding period ends.

### **3. Budget and Budget Narrative**

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 Form: applicant must use *Form 2 -Budget Summary Form*. The form is an Excel spreadsheet and will automatically calculate budget totals. Applicants with multiple sites must submit a budget for each site.
- B. Budget narrative describing the costs for the improvement plan. For a sample budget narrative, see *Questions and Additional Information* section. Applicants with multiple sites must submit a budget narrative for each site.
  - i. The grant period will be for one year, with an option to apply and renew for a maximum of two additional one-year periods. Applicants must include all years for which they are requesting funds.
  - ii. The budget should reflect the amount of time required for the program to become a high-quality program.
  - iii. The budget must reflect the program activities outlined in the narrative section of the application.
  - iv. All purchases must be allowable under local procurement processes.
  - v. All budget expenditures must be tied directly to improved instruction. Examples include, but are not limited to, professional development, curriculum and materials to support the implementation of the curriculum, coaching and tools for assessing students' ongoing growth.
  - vi. Funds from this program cannot be used for the following:
    - a. Capital outlay, fixed assets, or building projects. Capital outlay and fixed assets are defined as land, machinery, facilities/buildings and items expected to last or be used more than one year. Examples of these expenditures may include, but are not limited to, playground equipment, furniture, tables, chairs and shelves. An exception to the one-year use rule would be the purchase of curriculum, which is an allowable purchase.
    - b. One-time professional development workshops or conferences.

These expenditures do not meet the statutory requirement that professional development be “ongoing, focused and intensive professional development” in 53A-1b-105(b).

- c. Student enrollment.
- d. Ongoing program costs that will not be supported by the program after the grant funding ends.
- e. Food for students during instruction (snacks and meals).
- f. Equipment that will be used by administrators; however, equipment directly supporting student instruction may be allowable.

#### 4. Resumes and Letters of Support

Applicants must attach the following information to the application:

- A. Resumes of key personnel 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.
- B. Letter(s) of support from the leadership of the host site(s) indicating support of the program and acknowledging space and personnel requirements. This may include a letter from a school principal or school leader.
- C. Letter(s) of support from any additional stakeholders, as described in your plan (optional).

## Questions and Additional Information

### *Additional Information*

#### A. What does a high-quality Early Childhood Education Program include?

##### Utah Code 53A-1b-105. Elements of a high quality school readiness 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 Early Childhood Standards 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:
  - (i) oral language and listening comprehension;
  - (ii) phonological awareness and prereading;
  - (iii) alphabet and word knowledge;
  - (iv) prewriting;
  - (v) book knowledge and print awareness;
  - (vi) numeracy;
  - (vii) creative arts;
  - (viii) science and technology; and
  - (ix) social studies, health, and safety;
- (b) ongoing, focused, and intensive professional development for staff of the school readiness program;

- (c) ongoing assessment of a student's educational growth and developmental progress to inform instruction;
  - (d) a pre- and post-assessment, selected by the board in accordance with Section 53A-1b-110, of each student;
  - (e) 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;
  - (f) ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components;
  - (g) family engagement, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances;
  - (h) 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 Section 53A-1b-110, of each eligible student; and
  - (e) require technology providers to ensure successful implementation and utilization of the technology program.

**B. What is the definition of “economically disadvantaged”?**

**Utah Code 53A-1b-102. Definitions.**

As used in this part:

- (1) "Economically disadvantaged" means a student who:
  - i. is eligible to receive free lunch;
  - ii. is eligible to receive reduced price lunch; or (c)
  - iii. is not otherwise accounted for in Subsection(2)(a) or (b); and (ii)
  - iv. is enrolled in a Provision 2 or Provision 3 school, as defined by the United States Department of Agriculture;
  - v. has a Declaration of Household Income on file;
  - vi. is eligible for a fee waiver; or
  - vii. is enrolled at a school that does not offer a lunch program and is a sibling of a student accounted for in Subsection (2) (a) or (b).

### C. 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 100percent 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.

**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 x 18.55% (established LEA rate) 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.

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

- i. 3 people x \$500 airfare = \$1,500
- ii. 3 people x 3 days x \$40 per diem = \$360
- iii. 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 x 12 months = \$900.00.

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

**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 students at the after school program.

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

**Indirect Costs**—Indirect costs cannot be taken on this funding.

### D. 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 Person	J	F	M	A	M	J	J	A	S	O	N	D
Year 1													
Activity	Name												
Activity	Name												

**E. What is Student Find?**

Student 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. Student Find applies to all students, birth to 21, 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 Student Find. If a student is suspected of having a disability, he or she should 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.