Intergenerational Poverty Scholarship (IGP) Application Utah High-Quality School Readiness Program Expansion (HQSR-E) Grant

The High-Quality School Readiness Program Expansion Grant (HQSR-E) is intended to expand access to high-quality school readiness programs for eligible students to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. The

HQSR-E Grant program provides scholarships for children experiencing intergenerational poverty (IGP) and are four-years old on or before September 2 of the school year in which the child intends to enroll in a school readiness program. Intergenerational poverty means poverty in which two or more generations of a family continue in the cycle of poverty and government dependence.

The Department of Workforce Services (DWS) provides the scholarships to eligible families. The family submits the scholarship to programs deemed high quality. The program then submits the scholarship to DWS for reimbursement.

Who May Apply

Programs that have room in existing classrooms to accept students with IGP scholarships. Applicants must meet all of the criteria listed below:

- An ECERS-3 observation and achieve an overall score of 3 with no more than 2 subscale scores below 3.
- Complete an application and interview process describing how the program demonstrates the high-quality elements outlined in the legislation. The program must receive an overall score of 5 on the interview rubric and at least 70/85 points on the application rubric.

Preschool Responsibilities

- Provide "high-quality preschool" services to eligible children and their families in a manner consistent with the needs of the local community, including partnerships with other early childhood providers, to enhance program services and avoid duplication.
- Utilize an evidence-based curriculum that includes all of the developmental domains and academic content areas as defined in the Utah Early Childhood Standards adopted by the State Board of Education.
- Incorporate intentional and differentiated instruction in whole group, small group, and child-directed learning, including the following academic content areas:
    - oral language and listening comprehension;
    - phonological awareness and pre-reading;
    - alphabet and word knowledge;
    - prewriting;
    - book knowledge and print awareness;
    - numeracy;
    - creative arts;

- science and technology; and
  - social studies, health, P.E., and safety
- Provide ongoing, focused, and intensive professional development for staff of the school readiness program
- Provide ongoing assessment of a student's educational growth and development progress to inform instruction
- Provides a class size that does not exceed 20 students, with one adult for every 10 students in the class
- Provide ongoing program evaluation and data collecting to monitor program goal achievement and implementation of required program components
- Encourage family engagement, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances
- Each teacher must have at least obtained:
  - the minimum standards of a child development associate certification; or
  - an associate or bachelor's degree in an early childhood education related field
- Preschool programs may use funds for allowable activities (See Appendix B: Appropriate Uses of TANF)

APPLICATION

A. Statement of Need

The intent of the TANF preschool grant is to provide local communities with high-quality preschool programs for underserved children who are at high risk for school failure due to poverty. Applicants must demonstrate how they will serve additional new children who are IGP eligible.

A1. What policies and procedures will be used to admit and serve *eligible* IGP students to the preschool program?

B. High-Quality School Readiness Criteria

Describe how the preschool program demonstrates the following elements of a high-quality school readiness program (as defined by 53A-1b-105; Lines 106-138).

B1. Actively implements an evidence-based curriculum that is aligned with all the developmental domains and academic content areas as defined in the Utah Early Childhood Standards, including the following academic content areas: oral language and listening comprehension, phonological awareness and prereading, alphabet and word knowledge, prewriting, book knowledge and print awareness, numeracy, creative arts, science and technology, social studies, health, physical education, and safety.

B2. Incorporates intentional and differentiated instruction in whole group, small group, and child-directed learning,

B3. Provides ongoing, focused, and intensive professional development for staff.

B4. Provides ongoing assessment of a student's educational growth and developmental progress to inform instruction.

B6. Ensures class size does not exceed 20 students, with at least one adult for every 10 students in the class—consider lower ratios for preschool classrooms with students with disabilities.
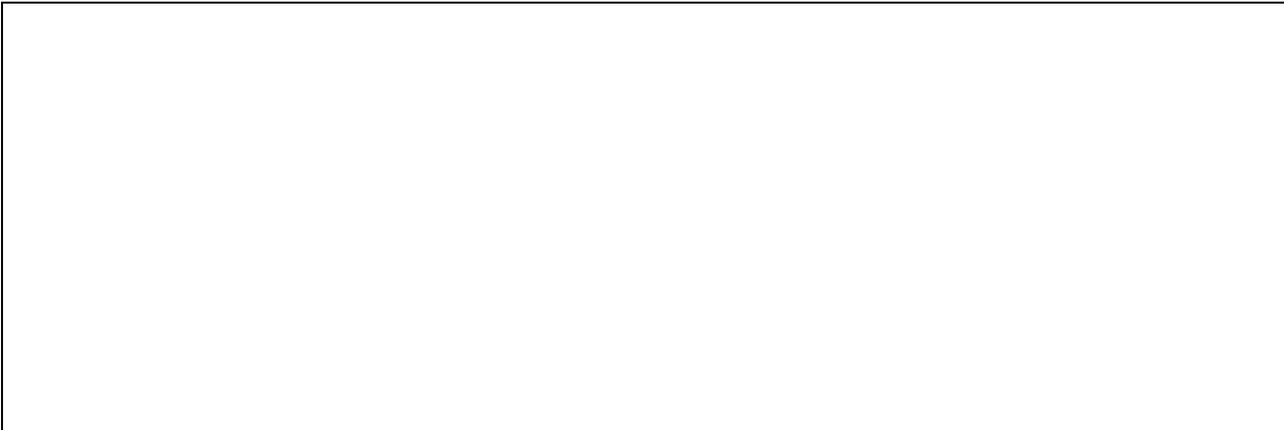
B7. Engages families, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances.
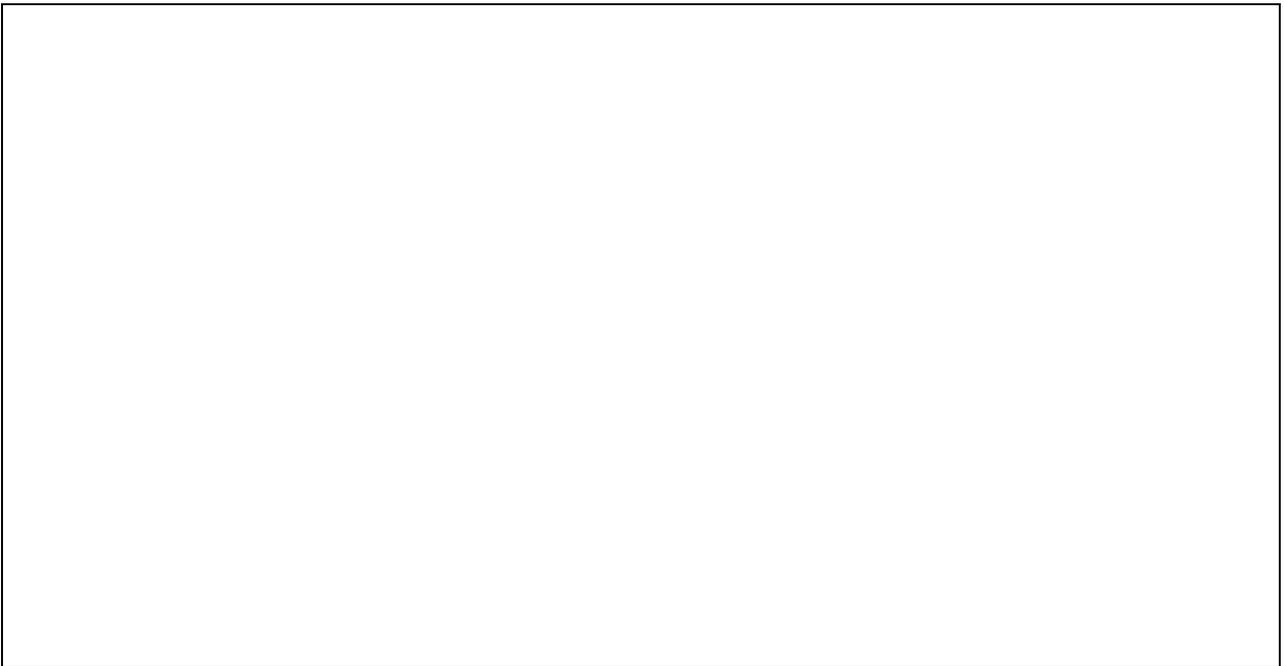
B8. Staffs the program with a teacher who has at least obtained an associate's or a bachelor's degree in an early childhood education related field or a child development associate certification.

B9. Conducts ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.

Sample

Outcome	Measurement	Activities/Collaborations	Timeline
25 eligible children will improve vocabulary and language readiness by 50%.	*Creative Curriculum Progress reports* *ELSA* *PPVT-3*	*Writing center Big Books/Story acting* *Monthly Field Trips/Projects* *Family Library Program Raising Readers* *Teacher Training on Language Development- CDC* *CDC Speech/Language*	*October baseline established in CC and ELSA-June end of year assessment.* *October Parent Program on language* *Ongoing Sp/L Visits*
6 native Spanish-speaking parents will increase in knowledge of conversational English by 30%	*Tutor logs* *ELP*	*Even Start* *County Library Literacy Program* *School District GED*	*Parents will choose appropriate programs and be assessed at entry.* *Post-test at completion.*

Complete your outcomes for the High-Quality School Readiness Program Expansion

Outcome	Measurement	Activities/Collaborations	Timeline

(This table may be extended as needed)

Appendix A

Cost per Child

To determine a program cost per child, consider the monthly or yearly amounts for staff salaries and benefits, snack supplies and consumables (paper, crayons, paint, etc). You may have an assigned purchasing card or warehouse budgets per classroom. DWS needs to see the costs are reasonable and requires a description of all costs. Identify all costs along with a description of the cost in a table. Transportation may also be included if provided for other students.

Add in the nonrestricted indirect cost rate for your LEA.
https://www.schools.utah.gov/financialoperations/reporting.

A one-time registration fee may also be added. Include a description of what the fee is for.

The requested amount will be submitted to DWS for approval. Once the amount is approved a contract will be established between DWS and the LEA. The LEA requests reimbursement directly from DWS and can be submitted as often as monthly.

Example:

DISTRICT:

ITEM	AMOUNTS	DIRECTIONS
Staff Salaries and Benefits		Monthly for all assigned staff (teachers and paras) in the classroom
Purchase Card (snack)		Monthly
Warehouse Budget (consumables: paper, paint, crayons, etc…)		Monthly
Total		Add salaries and benefits, purchase card and warehouse budget
Total number of students classroom staff served for the month		
MONTHLY Cost per child		Divide **total** by number of students
Indirect Cost Rate	%	https://www.schools.utah.gov/financialoperations/reporting
Indirect Costs		Multiply the non-restricted indirect cost rate by the **total** of monthly cost per child and transportation to get the indirect cost amount
IGP Monthly Scholarship GRAND TOTAL		Add **Total** and Indirect Cost amounts

One time Registration fee (administrative costs for registration)	

Appendix B
Appropriate Uses of TANF Funds

The TANF program provides funding for a wide variety of employment and training activities, supportive services, and benefits that will enable clients to get a job, keep a job, and improve their economic circumstances. As a general rule, grantees must use the available funds to assist eligible, needy families with a child and to accomplish one of the four purposes of the TANF program:

1. Provide assistance to needy families so that children may be cared for in their own homes or in the homes of relatives.
2. Reduce the dependency of needy parents by promoting job preparation, work and marriage.
3. Prevent and reduce the incidence of out-of-wedlock pregnancies.
4. Encourage the formation and maintenance of two-parent families.

Any use of Federal TANF funds must be consistent with TANF purposes and applicable TANF rules. Any costs charged to the TANF program must be necessary, reasonable, and allocable to the program. For more details and additional guidance, refer to Office of Management and Budget (OMB) cost principles in OMB Circular A-87 Part 200 Subpart E. The following list identifies some possible uses of TANF funds.

Allowed	Disallowed
☐ Administrative Expenditures ☐ Advertising and public relations ☐ Audit costs and related services ☐ Basic needs *(i.e. food, clothing, shelter)* ☐ Bonding costs ☐ Communication costs *(i.e. telephone services, postage, electronic or computer transmittal services)* ☐ Compensation *(i.e. salaries, wages, fringe benefits, pension, retirement benefits, severance pay)* ☐ Eligibility determination *(i.e completing forms, gathering documentation)* ☐ Equipment *(i.e. office equipment, furnishings, HVAC, copiers, IT equipment and systems)* ☐ Food Service costs *(i.e. catered meals for trainings, meetings or conferences)* ☐ Indirect Costs ☐ Insurance and indemnification ☐ Maintenance and repairs *(i.e. vehicles, buildings security, janitorial, upkeep of grounds)* ☐ Materials and supplies ☐ Meetings and conferences ☐ Memberships *(i.e. business, professional organizations)* Professional Services ☐ Publication and Printing	☐ Alcoholic Beverages ☐ Alumnae activities ☐ Bad debts *(i.e. contractor debts, uncollectable accounts, collection costs, legal costs)* ☐ Building purchases, facilities, land or real estate ☐ Capital expenditures *(unit cost of $5000 or more)* ☐ Construction *(i.e. new buildings, remodeling, renovation)* ☐ Cost incurred in criminal and civil proceedings ☐ Contributions or donations rendered ☐ Employee morale/team building ☐ Entertainment *(i.e. amusement, diversion, entertainers, social activities, tickets to shows, sports events, meals, lodging, gratuities)* ☐ Entertainment related food service costs *(i.e. catered parties or holiday parties for staff or clients, award dinners, Mother's Day lunch at a local restaurant, catered lunch for Grand Opening events)* ☐ Fines and penalties ☐ Fund raising *(i.e financial campaigns, endowment drives, solicitation of gifts and bequest)* ☐ Goods or services for personal use Idle ☐ facilities or idle capacity *(i.e. unused facilities and cost associated)*

☐ Rental costs of building and equipment ☐ Training and education ☐ Transportation Costs ☐ Travel *(i.e. airfare, lodging, transportation, meals)*	☐ Medical Services ☐ Prescriptions or Copays ☐ Mortgage payments ☐ Vehicle purchases ☐ Stipends and honorariums ☐ Supplanting ☐ Sales Tax ☐ Foreign travel