

High Quality School Readiness

Renewal Application

Program Name:

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A high quality school readiness program is comprised of the following multiple requirements as outlined in HB 96: 1. The first part of the Bill outlines the requirements of the Programs: 1a) Provide access for economically disadvantaged children, 1b) Assign and report on a unique student number, 1c) Participate with an independent evaluator, 1d) Ensure teacher qualifications are appropriate for setting 1d) Ensure appropriate class ratio 1e) Number of eligible children served for Special Education.

The second part of the Bill outlines the program components: 2a) Utilize an evidence based curriculum that aligns with all of the developmental domains and academic areas defined in the Utah EC standards 2b) Incorporates intentional and differentiated instruction in whole and small groups and child directed learning 2c) provide ongoing, focused and intensive professional development for staff 2d) Utilize ongoing assessment of the student's educational growth and developmental progress to inform instruction 2e) Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components 2f) Family engagement including ongoing communication between home and school and parent education opportunities based on each family's circumstances

High Quality School Readiness Data

*Provide Data for HQSR sites and classrooms only.

1. Demographics

“Provide access for economically disadvantaged children to high quality education.”

(UT Code 53A-1b-108/2)

	1 st Quarter		2 nd Quarter	
	3 year olds	4 year olds	3 year olds	4 year olds
1a. Number of students by age:				
1b. Total number of 3 and 4 year-old students:				
1c. Number and percentage of students who are economically disadvantaged:	___#/___%		___#/___%	
1d. Number of students who are English Language Learners (ELL):				
1e. Number and percentage of students who are Individual Disability Education Act (IDEA) eligible: **	___#/___%		___#/___%	
1f. Number and percentage of students who are typically developing: ***	___#/___%		___#/___%	
1g. Number and percentage of students who are chronically absent (more than 10% absenteeism): ****	___#/___%		___#/___%	
1h. Number of students with assigned Statewide Student Identification Number (SSID) (UT Code 53A-1b-108/2):				
1i. Average class size and teacher size ratios. Local Education Agency (LEA)—must meet 1:10 ratio. Private—meets license requirements:				
1j. Program cost per child.				

*Divide total number of disadvantaged students by the total number of students.

**Divide the number of IDEA eligible students by the total number of students.

*** Divide the number of typically developing by the total number of students.

**** Divide the number of chronically absent by the total number of students.

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2. Program Information

Please write a short narrative for each of the following:

2a. Describe the programs recruiting process for locating and enrolling children who are economically disadvantaged.

2b. Summarize the effectiveness of the programs recruiting process and identify any changes to be made for next year:

2c. Describe the effectiveness of coordinating with the independent evaluator in pre- and post-evaluation for each participating student, including obtaining consent, setting up and keeping appointments, and tracking and providing attendance dates. Indicate needed improvement.

2d. Declare other funding sources (if no other sources, program must declare no other sources).

3. Curriculum

“Utilize an evidence based curriculum that aligns with all of the developmental domains and academic content areas defined in the Utah Early Childhood Standards.”

(UT Code 53A-1b-105/a)

Indicator-Documentation Required

3a. For each of the following content areas, review the gap analysis, include how program goals are achieved, and provide a new gap analysis for next school year for the following academic content areas (type information under each header):

i.oral language and listening comprehension

ii.phonological awareness and pre-reading

iii.alphabet and word knowledge

iv.pre-writing

v.book knowledge and print awareness

vi.numeracy

vii.science and technology

viii.social/emotional and social studies

ix.creative arts

x.physical/health and safety

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3b. Indicate below if the programs curriculum is the same as indicated in the initial application. If the curriculum has changed, how does it align with all domains and academic areas as defined in the Utah's Early Childhood Core Standards. Also include any supplemental curriculum changes.

3c. Identify how the curriculum(s) is monitored with fidelity.

3d. Describe how often fidelity is checked and in how many classrooms.

3e. Report data from classroom monitoring and checklists (attach data).

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3f. Review data from **3e** and narrate plans for improvement.

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5. Staffing Pattern & Average Daily Attendance

“Ensure a class size that does not exceed 20 students, with one adult for every 10 students in the class.”

(UT Code 53A-1b-105/e)

Indicator-Documentation Required

Staffing pattern ratio.

	1 st Quarter	2 nd Quarter
Adult to child ratio:		

Average daily attendance for all classrooms.

	1 st Quarter	2 nd Quarter
Average daily attendance:		

6. Intentional and Differentiated Instruction

“Incorporates intentional and differentiated instruction in whole group, small group and child directed learning in the 9 academic content areas.”

(UT Code 53A-1b-105 (a) (i-ix))

6a. Describe what tools are used to ensure intentional and differentiated instruction in all 9 academic areas with fidelity. Include a timeline when these tools are used.

6b. Describe how whole group, small group and child directed learning is incorporated in the classroom daily schedule. Include amount of time for each setting. Describe how these settings are monitored for effectiveness and provide a short gap analysis.

Setting	Average Daily Minutes
Whole Group	
Small Group	
Child Directed Learning	

Whole Group Gap Analysis:

Small Group Gap Analysis:

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Child Directed Learning Gap Analysis:

7. Professional Development

“Provide ongoing, focused and intensive professional development for all staff members.”

(UT Code 53A-1b-105/b)

Indicator-Documentation Required

7a. Dates and topics of professional development activities:

7b. Describe any program gaps related to professional development:

7c. Describe how the effectiveness of professional development is monitored:

7d. Describe how professional development topics are determined:

High Quality School Readiness Data

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8. Assessment Data

“Utilize ongoing assessment of the student’s educational growth and developmental progress in all academic areas defined in the Utah Early Childhood Standards to inform instruction.”

(UT Code 53A-1b-105/c)

Indicator-Documentation Required

8a. Attach pre- and mid-year student data (tables, graphs, benchmarks etc....) for each of the following student populations:

- **Class and Program** data for all typically developing 3-year-old students
- **Class and Program** data for all typically developing 4-year-old students
- **Class and Program** data for only free/reduced lunch typically developing 3-year-old students
- **Class and Program** data for only free/reduced lunch typically developing 4-year-old students
- **Class and Program** data for 3-year-old students who have an IEP
- **Class and Program** data for 4-year-old students who have an IEP

8b. Describe how student assessment is informing instruction and demonstrating student growth:

8c. Describe how student assessment is given in a reliable and standardized administration:

Be sure to attach data as outlined above.

9. Program Evaluation

“On-going program evaluation and data collection to monitor program goal achievement and implementation of required program components.”

(UT Code 53A-1b1105/f)

Indicator-Documentation Required

9a. List program goals and tools used to monitor school readiness program components.

9b. Provide **preliminary** data collected of program goals and components.

9c. Provide **mid-year** data collected of program goals and components. Identify any needs or program corrections determined by data.

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9d. Review proposed timeline/staff designation in the original grant. Analyze and refine the timeline to meet program goals.

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10. Family Engagement

“Provide family engagement, including ongoing communication between home and school, and parent education opportunities based on each family’s circumstances.”

(UT Code 53A-1b-105)

Indicator-Documentation Required

Complete the table following the example provided in the first row. Attach any documentation that applies to parent engagement activities (eg. newsletters, surveys, sign in sheets, activity plan, etc....). Add rows as needed.

Dates and topics of family engagement activities with a purpose of school readiness.	Number of families in attendance.	How did strategies support the families to engage with children around school readiness?	How was the effectiveness of each parent engagement activity monitored?
<i>Example: 12/13/2017. Book Knowledge.</i>	<i>37</i>	<i>Families took activities and a book home to work with their child on literacy.</i>	<i>Parents took a survey and students brought a picture to class that reflected what they read at home.</i>

11. Sustainability

Review and summarize the current plan for sustainability and self-sufficiency to build the program's long term capacity. Address the progress made toward the programs goal. Discuss any updates or needed changes to the plan to ensure high-quality programming for students beyond the current funding period.

Identify all other funding sources for this program which serve the same purpose as this HQSR grant. For each source, provide a total dollar amount and detail how the funds are used in the program.

*Add more rows as needed.

Funding Source	Funding Amount	How Funds are Used	Funding End Date

12. Budget and Budget Narrative

Review the last two quarters and identify any on-going or remaining program gaps in relation to the initial application or the end of the 1st year final report. Analyze what the gaps are and provide a plan for closing the gaps. Budget must be clearly tied to improved instruction, gap analysis and support the development of a high-quality program. Budget narrative and expenditures must be complete and accurate to support amount requested. Expenditures must be detailed and reasonable for the size of the program and the quality of the services to be provided. (Budget requests can only be in the categories that were approved in the previous year of the grant, and must reflect the program activities outlined in the narrative section of the renewal evaluation).

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*Reminder: This budget must reflect the original proposal and the narrative must not include expansion. For example, adding a new classroom to the preexisting grant is considered expansion.

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Category	Current	Requested
Salaries		
Fringe Benefits		
Travel/ Transportation		
Equipment		
Materials and Supplies		
Miscellaneous		
Professional Fees/ Contract Services		
Administrative/ Indirect (not allowed)		
TOTAL COSTS		

Provide a description for each category. Please refer to the **HQSR Budget Allowable Expenditures** description below.

Category	Description
Salaries	

High Quality School Readiness Data

Fringe Benefits	
Travel/ Transportation	
Equipment	
Materials and Supplies	
Miscellaneous	
Professional Fees/ Contract Services	
Administrative/ Indirect (not allowed)	
TOTAL COSTS	

HQSR Budget Allowable Expenditures:

Applicants must use the budget summary and provide a budget narrative detailing the costs for the improvement plan.

- The budget must reflect the program activities outlined in the narrative section of the application.
- All budget expenditures must be tied directly to improved instruction. Examples include, but are not limited to, professional development, curriculum, materials to support the implementation of the curriculum, coaching, and tools for assessing children’s ongoing growth.
- All purchases must be allowable under local procurement processes.
- Curriculum can be purchased upon approval.

HQSR Funding Cannot be Used to . . .

- Expand the program (adding classrooms).
- Fund child enrollment.
- Supplant current funding.
- Purchase disallowed items/activities.
- Fund capital outlay, fixed assets, building projects – items expected to last or be used more than one year (playground equipment, furniture – tables, chairs, shelves etc.).