Utah State Board of Education

Utah Office of Child Care
A Division of the Utah Department of Workforce Services

Applicant Name:_____ Applicant #:_____ Amount Requested:_____ Evaluator #:_____

*Programs must register and maintain a minimum enrollment of 25% of economically disadvantaged students throughout the HQSR grant period.

Instructions: Evaluate the application based on the criteria listed in the rubric. Enter a score of 1-4 for section where indicated. Score as follows: High Quality = 5, Developing = 3, Emerging = 2, Insufficient = 1 No Response = 0

1. Basic Program Information (15 points + 5 bonus points for Risk Factor Assessment = 20 Points Possible)

1a. Description of the program and its role within the child care program. *If applying as a home-based technology provider*, please include information on the role within a private program.

No Response – (0 Points)	Insufficient – (1 Points)	Emerging – (3 Points)	Developing – (4 Points)	High Quality – (5 Points)
	• The program is not described clearly. • There is no mention of connections between the program, schools and school districts.	• The program is summarized. • It is unclear if the program has made connections to the schools and school districts where the participating students will attend Kindergarten.	• The program is summarized. • There is vague mention of the program connecting to the schools and school districts where the participating students will attend Kindergarten.	• The program is summarized clearly. • The program has made strong connections to the schools and school districts where the participating students will attend Kindergarten. • The program is intentionally focused to support a comprehensive K-12 program.
Comments:			Possible Points for 1a: (5 Points) Points Awarded:_____	

1b. Demographic information for <u>current</u> 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 in RFGA 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* – Number of eligible students served who participated in any other public or private preschool program including the type of preschool attended.

1c. Demographic information for the <u>planned</u> program including:
    vi. The number of students the program plans to serve, categorized by age.
    vii. 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 applicants proposal.

No Response – (0 Points)	Insufficient – (1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• The information is not provided, or the source of the information is not provided. • Some information is missing.	• Some of the required information is included.	• Most of the required information is included.	• The information and the source of the information is clearly described. • All required information is included.
Comments:			Possible Points for 1 b-c: (5 Points) Points Awarded:_____	

1d. Current recruitment process for students and families participating in the program. Applicants stating they agree to use Form 3 – *Risk Factor Assessment* as part of their recruitment process will receive five (5) bonus points. (Note to reviewer: indicate bonus points in the bonus point section below.) Programs must register and maintain a minimum enrollment of 25% of economically disadvantaged students throughout the grant funding period.

No Response – (0 Points)	Insufficient –(1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• The process described does not appear to provide access to families; the program is dependent on families finding the program.	• A recruitment process is described that demonstrates the program provides access to some families in the program's service area.	• A recruitment process is described that demonstrates the program provides access to all families in the program's service area.	• A recruitment process is described that demonstrates the program provides access to all families in the program's service area, including families that are low-income.

Comments:		
	Possible Points for 1 d: (5 Points) **Points Awarded:_____**	

Applicants stating they agree to use Form 3 – *Risk Factor* Assessment as part of their recruitment process will receive four (5) bonus points		**5 points Maximum**
	YES	**5 Points**
	NO	**0 Points**
TOTAL Section 1: *Applicant Information (15 Points + 5 Bonus Points =20 Points Maximum):*		**/20 Points**

2.	Program Description, Gap Analysis, and Strategy for Implementation of High Quality Components (36 points)

2a. Evidence-based curriculum aligned with **all** the developmental domains and academic content areas defined in the *Utah Early Childhood Standards,* including a description, gap analysis, and plan for improvement,   including the following academic content areas:

    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.

No Response – (0 Points)	Insufficient – (1 Point)	Emerging –(2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program demonstrates most of the elements of a high-quality program.	• Proposal details a research-based curriculum aligned with the *Utah Early Childhood Standards*. • Curriculum reflects a balance of all areas of learning and is offered in an integrated manner that reflects the holistic nature of learning. • Proposal provides a description of how the educational program can be adjusted to be developmentally appropriate for each student. • Curriculum, classroom materials, and equipment are appropriate to the developmental levels and unique needs of each student. Throughout this section: • *Gap analysis clearly describes the current program in context of the required elements.* • *Plan for improvement clearly articulates the program's needs and goals for funding period.*

Comments:			Possible Points for 2 a: (5 Points) Points Awarded:_____

2b. 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.
    xi.   Description
    xii.   Gap analysis and plan for improvement

No Response – (0 Points)	Insufficient – (1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program demonstrates most of the elements of a high-quality program.	• Proposal describes varied and intentional teaching strategies that are planned depending on the developmental levels and unique needs of students and include descriptions of differentiated instruction. • Proposal describes how staff intentionally teach and differentiate student's engagement with their environment in whole-group, small group, and student-directed learning. • Proposal describes how a positive, responsive, and caring environment promotes the interaction of students with adults, other students, and curriculum/materials. • Proposal describes how the social environment is structured to promote engagement, interaction, communication, and learning through whole-group, small group, and student-directed learning. Throughout this section: • *Gap analysis clearly describes the current program in context of the required elements.* • *Plan for improvement clearly articulates the program's needs and goals for funding period.*

Comments:		Possible Points for 2 b: (5 Points) Points Awarded:_____

2c. Program's ongoing, focused, and intensive professional development for staff of the program.
    xiii.   Description
    xiv.   Gap analysis and plan for improvement

No Response – (0 Points)	Insufficient – (1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program demonstrates most of the elements of a high-quality program.	• Professional learning needs of staff are assessed in the design of the professional development program. • Proposal describes a clear, thorough and well-detailed staff development plan for all staff. • Professional development is varied and includes a full range of experiences that provide initial preparation and ongoing support. • Professional development assists all staff in understanding and overcoming barriers to equitable participation. • Professional development is intensive, focused, and of sufficient duration to achieve the purposes and goals of the program. • The plan includes adequate time for learning and implementing professional development into program application. Throughout this section: • *Gap analysis clearly describes the current program in context of the required elements.* • *Plan for improvement clearly articulates the program's needs and goals for funding period.*

Comments:

Possible Points for 2 c: (5 Points)

Points Awarded:_____

2d. Process by which the program will conduct ongoing assessment of a student's educational growth and developmental   progress to inform instruction.
   xv.   Description
   xvi.   Gap analysis and plan for improvement

No Response – (0 Points)	Insufficient – (1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program. Assessments are not used to inform instruction or are used only minimally to inform parents of student's progress.	• The program demonstrates some of the elements of a high-quality program. Assessment data collected pre- and post-assessment only. • Assessment data is reported to parents, but minimal evidence that teachers use the data to change or inform instruction.	• The program demonstrates most of the elements of a high-quality program.	• Program demonstrates the use of ongoing (pre-, mid-, and post) authentic assessments, including, but not limited to: observations, curriculum-based assessments, developmental checklists, portfolios of student's work, and narrative summary reports. • Program describes how assessment data collected will be used to inform instruction. • Student progress plans are developed to be reflective of the *Utah Early Childhood Standards* and are a part of regular, sustained communication between home and school. • Proposal describes the program's data system capacity to collect longitudinal academic outcome data, including special education use by student, by identifying each student with a statewide unique student identifier. Throughout this section: • *Gap analysis clearly describes the current program in context of the required elements.* • *Plan for improvement clearly articulates the program's needs and goals for funding period.*

Comments:	
	Possible Points for 2 d: (5 Points) **Points Awarded:_____**

2e. Process by which the program will partner with the independent evaluator in pre- and post-evaluation, in accordance with 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% (minimum) informed consent.				
No Response – **(0 Points)**	**Insufficient – (1 Point)**	**Emerging – (2 Points)**	**Developing – (3 Points)**	**High Quality – (5 Points)**
	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program. Assessments are not used to inform instruction or are used only minimally to inform parents of student's progress.	• The program demonstrates some of the elements of a high-quality program. Assessment data collected pre- and post-assessment only. • Assessment data is reported to parents, but minimal evidence that teachers use the data to change or inform instruction.	• The program demonstrates most of the elements of a high-quality program.	• Program demonstrates the use of ongoing (pre-, mid-, and post) authentic assessments, including, but not limited to: observations, curriculum-based assessments, developmental checklists, portfolios of student's work, and narrative summary reports. • Staff members are assigned to coordinate and cooperate with independent evaluators. • Program describes how assessment data collected will be used to inform instruction. • Student progress plans are developed to be reflective of the *Utah Early Childhood Standards* and are a part of regular, sustained communication between home and school. • Proposal describes the program's data system capacity to collect longitudinal academic outcome data, including special education use by student, by identifying each student with a statewide unique student identifier. Throughout this section: • *Gap analysis clearly describes the current program in context of the required elements.* • *Plan for improvement clearly articulates the program's needs and goals for funding period.*
Comments:			**Possible Points for 2 e: (5 Points)** **Points Awarded:_____**	

2f. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.
     xvii. Description
     xviii. Gap analysis and plan for improvement				

No Response – **(0 Points)**	**Insufficient – (1 Point)**	**Emerging – (2 Points)**	**Developing – (3 Points)**	**High Quality –(5 Points)**

	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program demonstrates most of the elements of a high-quality program.	• Proposal describes a well-detailed and thorough plan for the rigorous, objective, and ongoing evaluation of program and staff, during the grant period, which:
				   • Determines whether progress is being made toward achieving the required components of a high-quality program;
				   • Reviews the results to make appropriate organizational or programmatic changes;
				   • Examines the relationship between program implementation and program impact to determine success.
				 Throughout this section:
				   • *Gap analysis clearly describes the current program in context of the required elements.*
				   • *Plan for improvement clearly articulates the program's needs and goals for funding period.*

Comments:			**Possible Points for 2 f: (5 Points)** **Points Awarded:_____**	

2g. 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				

No Response – (0 Points)	Insufficient – (1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program demonstrates most of the elements of a high-quality program.	Proposal describes a schedule of comprehensive and integrated activities that ensure the following areas are addressed: • Communication between home and the program includes one-on-one conferences between teachers and parents, home visits, and regular progress reports. • The program accommodates varied schedules of parents, language barriers, and family circumstances. • Parent education/training will include developmentally appropriate practices and multiple strategies, modeled for parents to support their student's development. • Description of how parents, grandparents, or other caregivers are welcomed in the program and encouraged to observe their students, participate with students in group activities, and volunteer in the classroom and other areas of the program. • Parents will be included in the development and implementation of program activities. Throughout this section: • *Gap analysis clearly describes the current program in context of the required elements.* • *Plan for improvement clearly articulates the program's needs and goals for funding period.*
Comments:			**Possible Points for 2 g: (5 Points)** **Points Awarded:**_____	

2h. The plan of the program to identify and serve students with disabilities in an inclusive environment.				
No Response – (0 Points)	Insufficient – (1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program demonstrates most of the elements of a high-quality program.	• Proposal provides a plan to identify and serve all students in a positive and inclusive environment, e.g. collaborating with school district preschool special education staff, policies and procedures demonstrating non-discrimination of students with disabilities, how staff will be supported in serving students with disabilities. Throughout this section: • *Gap analysis clearly describes the current program in context of the required elements.* • *Plan for improvement clearly articulates the program's needs and goals for funding period.*
Comments:			**Possible Points for 2 h: (5 Points)** **Points Awarded:_____**	

2i. Description of program staff, including the educational level of each provider.
    iii. *For private providers:* include information about the plan to ensure all providers meet the minimum standard of certification by a 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)

No Response – (0 Points)	Insufficient – (1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program demonstrates most of the elements of a high-quality program.	• *For private providers:* A sustainable plan to ensure all providers meet the minimum standard of certification by a teacher's second year in the program (CDA, AA/AS, or BA/BS). • *For LEAs:* All lead teachers have, at a minimum, a CDA Certificate or an associate's or bachelor's degree in an early childhood education related field. A sustainable plan to ensure all providers continue to meet the minimum standard is described. • All staff role descriptions are clear, detailed, and appropriate to support a high-quality program. • Administrator is knowledgeable and experienced in operating high-quality programs. Throughout this section: • *Gap analysis clearly describes the current program in context of the required elements.* • *Plan for improvement clearly articulates the program's needs and goals for funding period.*

Comments:	Possible Points for 2 i: (5 Points) Points Awarded:_____

TOTAL Section 2: Program Description, Gap Analysis, and Strategy for Implementation of High Quality Components:	/45 Points

3.	Evaluation/Progress Monitoring (5 Points Possible)			
3a. Timeline of grant implementation activities, including and identifying the program staff responsible for conducting activities, for the grant funding period. Relevant activities beginning before August 1, 2018, may be included.				
No Response – (0 Points)	Insufficient –(1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality –(5 Points)
	• No timeline is provided, or timeline activities are not clear. • Responsible staff is not identified.	• The proposal provides a minimal timeline of program activities. • Some staff is designated.	• The proposal provides a comprehensive timeline of program activities that is reasonable. • Staff is designated for most activities.	• The proposal provides a comprehensive timeline of program activities that is reasonable and achievable. • Staff is designated for each activity.
Comments:			Possible Points for 3 a: (5 Points) Points Awarded:_____	

3c.. Description of the process by which the program will monitor, analyze, and adjust processes and strategies during the implementation of the grant, to ensure program activities are completed on an appropriate timeline.				
No Response – (0 Points)	Insufficient – (1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• The program does not demonstrate a process to regularly review and adjust activities to ensure appropriate implementation.	• The program demonstrates some of the elements of a high-quality program.	• The program demonstrates most of the elements of a high-quality program.	• The program has a regular internal process to monitor, analyze, and adjust processes and strategies throughout the grant period to ensure appropriate implementation. • The staff will review progress being made toward achieving the required components of the program and make appropriate organizational or programmatic changes. • The staff examines the relationship between program implementation and program impact to determine success.
Comments:			Possible Points for 3 b: (5 Points) Points Awarded:_____	

TOTAL Section 3: Evaluation/Progress Monitoring:	**/10 Points**

4. Sustainability (20 Points Possible) *Applicants must receive a minimum of 15 out of the possible 20 points in this section to be considered for an award.				
4a. Description of the ongoing plans to develop sustainability and self-sufficiency within the program to ensure high-quality programming for students beyond the grant funding period.				
No Response – (0 Points)	Insufficient – (5 Point) • No timeline is provided, or timeline activities are not clear. • Responsible staff is not identified.	Emerging – (10 Points) • The proposal provides a minimal timeline of program activities. • Some staff is designated.	Developing – (15 Points) • The proposal provides a comprehensive timeline of program activities that is reasonable. • Staff is designated for most activities.	High Quality – (20 Points) • The proposal provides a comprehensive timeline of program activities that is reasonable and achievable. • Staff is designated for each activity.
Comments:			Possible Points for 4 a: (20 Points) Points Awarded:_____	
TOTAL Section 4: Sustainability:				**/20 Points**

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5. Budget and Budget Narrative (20 Points Possible)

5a. Expenditures are explained, appropriate, and build sustainability.

No Response – (0 Points)	Insufficient – (5 Point)	Emerging – (10 Points)	Developing – (15 Points)	High Quality – (20 Points)
	• Expenditures are not adequately explained. • Budget narrative does not completely justify each expenditure. • Expenditures for student enrollment are included (not allowable). • Expenditures are not appropriate and support daily programming or student enrollment. • Expenditures do not build long-term program capacity. • Expenditures for student enrollment are included (not allowable).	• Expenditures are explained, but do not directly support the goals and activities of the program. • Expenditures are not all directly tied to program development. • Expenditures do not supplant current funding. • Expenditures may contribute to the program's long-term capacity, but many are short-term purchases.	• Expenditures are explained and support the goals of the program. • The majority of expenditures are directly tied to program development. • Expenditures do not supplant current funding. • The majority of expenditures build the program's long-term capacity.	• Budget expenditures are clearly tied to improved instruction e.g. professional development, curriculum, and materials to support the implementation of the curriculum, coaching, tools for assessing student's progress. • Budget expenditures are complete and accurate and meet local procurement processes. • Budget narrative explains each item completely and gives calculations to support the amount requested. • Costs are detailed and reasonable for the size of the program and the quality of the services to be provided. • Expenditures are appropriate and support the development of high quality programs including the number of years (1-3) expected to meet quality standards. • Expenditures do not supplant current funding. • Expenditures build the program's long-term capacity. • The budget reflects detailed activities from the program narrative.

Comments:	Possible Points for 5 a: (20 Points) Points Awarded:_____

TOTAL Section 5: Budget and Budget Narrative:	/20 Points

6. Additional Materials (7 Points Possible)

6a. Resumes of key program staff are included and demonstrate professional capacity.

No Response – (0 Points)	Insufficient – (1 Point)	Emerging – (2 Points)	Developing – (3 Points)	High Quality – (5 Points)
	• Resumes are not included, and/or program staff does not meet the program requirements.	• Resumes of some key program staff are included.	• Resumes of most key program staff are included.	• Resumes are included and demonstrate professional background, education, relevant certification. If personnel have not been hired for a specific position, narrative includes job description and will be used for hiring those positions. • Key staff has appropriate education and professional experience, meeting at least the grant program requirements.
Comments:			**Possible Points for 6 a: (5 Points)** **Points Awarded:**_____	

6b. Letters of support are included.
    i.   Site Leader(s)
    ii.   Additional stakeholders (optional)

No Response – (0 Points)	Insufficient –(1 Points)	Emerging – (2 Point)	Developing – (3 Points)	High Quality – (5 Points)
	• Both letters and MOUs are missing.	• Either all Letters or all MOUs are completely missing	• Letters are provided for some, but not all sites. • MOUs are provided from some, but not all, partners.	• A letter from the site leader is included for each site. • If additional resources are provided by partners, a memorandum of understanding is included.
Comments:			**Possible Points for 6 a: (5 Points)** **Points Awarded:**_____	
TOTAL Section 6: Additional Materials:				**/5 Points**

SUBTOTALS FOR EACH SECTION:		
Total Section 1: Basic Program Information	15 Point Maximum	
Five (5) Point Bonus for Agreement to Use Risk Factor Assessment	5 Point Maximum	
Total Section 2: Program Description, Gap Analysis and Strategy for Implementation of High Quality Components	45 Point Maximum	
Total Section 3: Evaluation/Progress Monitoring	10 Point Maximum	
Total Section 4: Sustainability	20 Point Maximum	
Total Section 5: Budget and Budget Narrative	20 Point Maximum	
Total Section 6: Additional Materials	5 Point Maximum	
	TOTAL ALL POINTS: (120 Points Maximum)	