

**SCHOOL-AGE QUALITY IMPROVEMENT GRANT**

**IV. PROPOSAL NARRATIVE**

**Instructions:** Please use the provided space and PDF form fill format for responses.

<b>COMPETITIVE PRIORITY POINTS</b>		
1. Program serves an average of 60% or more school-age children receiving child care subsidy for February, March and April 2015. (3 points)	Documentation Required	<input type="checkbox"/> <b>3 Points Possible</b>
2. Program operates continuously 52 weeks per year. (1 Point)	Documentation Required	<input type="checkbox"/> <b>1 Point Possible</b>
3. Program operates until 6:00 P.M. or later, five days per week. (1 Point)	Documentation Required	<input type="checkbox"/> <b>1 Point Possible</b>
4. Program has dedicated space solely for use of school-age children. (1 Point)	Documentation Required	<input type="checkbox"/> <b>1 Point Possible</b>
5. Program provides additional healthy snack(s) for children in attendance after 5:30 P.M. (1 point)	Documentation Required	<input type="checkbox"/> <b>1 Point Possible</b>
6. Program school-age teacher currently has the <i>Career Ladder School-Age Endorsement</i> . (1 Point)	Documentation Required	<input type="checkbox"/> <b>1 Point Possible</b>
7. Program operates in a rural county. See <i>Attachment E, Utah Rural Map</i> . (3 Points)	<b>NO</b> Documentation Required	<input type="checkbox"/> <b>3 Points Possible</b>
8. Program center meets at least <b>ONE</b> of the following: <ul style="list-style-type: none"> <li>• Program center has NOT received an Office of Child Care <b>afterschool</b> grant within the past three years. (1 Point)</li> <li>• Program center has NOT received an Office of Child Care <b>afterschool</b> grant within the past six years. (1 Point)</li> <li>• Program center has NEVER received an Office of Child Care <b>afterschool</b> grant. (1 Point)</li> </ul>	<b>NO</b> Documentation Required	<input type="checkbox"/> <b>1 Point Possible</b>
<b>TOTAL COMPETITIVE PRIORITY POINTS</b>		<b>12 Points Possible</b>

**1. COMMUNITY RISK & NEED DETERMINATION (20 points possible)**

- A. Provide a community and center profile justifying the need for afterschool programming while considering the population the program serves.
- B. Include a description of the specific data sources used and risk information provided below.

<b>Center Risk Determination Factors</b>	<b>Current Percentage of Children &amp; Families Served</b>	<b>Anticipated Percentage of Children &amp; Families to be Served</b>
Kindergarten children		
Children eligible for free school lunch		
Children eligible for reduced price lunch		
Children not currently living with both parents		
Children with special needs		
Children with Limited English Speaking Proficiency [English Language Learners (ELL)]		
Families currently homeless		
Families receiving child care subsidy		
Families with refugee status		

**COMMUNITY RISK & NEED DETERMINATION CONTINUED (SPACE CAN ONLY BE USED FOR COMMUNITY RISK & NEED DETERMINATION SECTION)**

**2. PROGRAM DESIGN & SERVICES (20 points possible)**

Provide detailed descriptions of the following:

- A. Explain the school-age daily schedule demonstrating balanced programming in the areas of academic and enrichment activities (See Attachment F, *Definitions*). Proposals entirely academic or entirely enrichment will not be considered.
- B. Describe the evidence-based curriculum and resources used in the school-age classroom(s).
- C. Describe how the center will build relationships with the school-age children’s parents and guardians.

**PROGRAM DESIGN & SERVICES CONTINUED (SPACE CAN ONLY BE USED FOR PROGRAM DESIGN & SERVICES SECTION)**

A large, empty rectangular box with a thin black border, occupying the majority of the page. It is intended for program design and services content.

**3. ACADEMIC SUPPORT EFFORTS (18 points possible)**

The center will be required to focus on academic support for school-age children.

- A. Explain the plan for reading and homework support provided for children in the school-age classroom(s).
- B. Describe how the center will track academic efforts for school-age children.
- C. Describe how the center will coordinate with the school(s) attended by the children in the center in order to support reading improvement and academic skills and how often the teachers of school-age children will communicate with administrators and teachers at the schools attended by the children in the center, **if able.**

**ACADEMIC SUPPORT EFFORTS CONTINUED (SPACE CAN ONLY BE USED FOR ACADEMIC SUPPORT EFFORTS SECTION)**

**4. STAFF PROFESSIONAL DEVELOPMENT (18 points possible)**

- A. Describe the qualifications of the individual(s) identified to oversee and support the successful implementation of the center's school-age afterschool program.
- B. Describe the center's plan for school-age staff retention.
- C. Describe the training and mentoring provided by center management to the school-age staff when hired and ongoing. (e.g. Career Ladder, CCPDI, Utah Afterschool Network, conferences, trainings, etc.) and how school-age staff will be offered support in their own professional development.

**STAFF PROFESSIONAL DEVELOPMENT CONTINUED (SPACE CAN ONLY BE USED FOR STAFF PROFESSIONAL DEVELOPMENT SECTION)**

Empty rectangular box for staff professional development notes.

**5. COST INFORMATION (18 points possible)**

Grant funds may be used for administrative costs, salaries and fringe benefit increases\*, curriculum, equipment, supplies and professional development for school-age staff. Justify the program's financial need and how the need aligns with *Budget Forms V. and VI.*

- A. Explain the need for these funds to provide a quality school-age programming.
- B. Provide a summary of how the funds will be utilized to continue the program in years two and three that aligns with *Budget Forms V. and VI.*
- C. Identify key financial staff that will be involved with the invoice preparation processes and fiscal management of the school-age program.

**COST INFORMATION CONTINUED (SPACE CAN ONLY BE USED FOR COST INFORMATION DETERMINATION SECTION)**