

AFTERSCHOOL QUALITY IMPROVEMENT GRANT

SCOPE OF WORK

BACKGROUND & PURPOSE

Over 23 million parents of youth are employed full-time; leaving close to 11.3 million youth are on their own after school has ended. This time period correlates with the peak hours for juvenile crime and high-risk behavior.¹ High quality afterschool programs have the opportunity to fill this gap with engaging programming that meets the needs of youth and families, while fostering open-mindedness, interest in others and the world and a life-long interest in learning among youth. Years of research have validated the positive influence quality afterschool programs has on youth, families and communities. Sustained, consistent participation in a quality afterschool program is related to improved academic, social and behavioral outcomes for youth.²

A critical piece of quality afterschool programming involves the relationship between program staff and youth. Increased reading and math achievement is associated with this relationship, as well.³ The relationship between high quality professional development and youth success is clear; afterschool staff provide better learning opportunities and create better relationships with youth when they receive ongoing, high quality training and support.⁴

CURRENT GRANT OPPORTUNITY

The current Department of Workforce Services (DWS), Office of Child Care (OCC) grant opportunity is open to youth-serving organizations across Utah operating an afterschool program a minimum of 10 hours per week for 32 weeks during the regular school year; serving youth between the ages of 5 to 12 and 13 to 18. Programs must provide the following: (1) support academic achievement; (2) offer enrichment and recreation opportunities; (3) provide prevention and education programming; (4) collaborate with other public and/or private entities; (5) incorporate parental and/or family involvement; (6) provide appropriate training for staff and volunteers; and (7) adhere to specific quality, safety, data and reporting expectations as designated by DWS – OCC.

GRANTEE RESPONSIBILITIES

Grantee and funded program must comply with the requirements listed below. Failure to do so may result in immediate termination of grant.

1. Grantee must perform all tasks as proposed in the Afterschool Quality Improvement Request for Grant Application (RFGA).
2. **Start Date**
Grant period begins August 1, 2015.
3. **End Date**
Grant period ends July 31, 2018.
4. **Grant Orientation Meeting**
The Organization's grant administrator, fiscal management staff and program coordinator must attend a 2-3 hour, in-person, grant orientation meeting (TBA). If the program site coordinator changes during the grant year, the new site coordinator will be responsible for completing the online grant training.
5. **Staff Training**
Organization must provide documentation showing 20 hours of program-related training each year for every staff person working 10 or more hours/week.
6. **Service Population and Program Requirements**
 - a. Program must provide a regular, formally supervised afterschool program for youth, ages 5-18:
 - i. **A minimum of 32 weeks during the school year, 10 hours per week.** For purposes of this grant, a week is defined as a minimum of four (4) days during a calendar week. During the week, interim periods or any other time youth are unsupervised. Funding is not available for one-time, summer or sporadic club activities;

- ii. Regardless of race, religion, political ideology, physical ability and ability to pay in accordance with Title I of the *Workforce Investment Act*; and
- b. Programs are required to:
 - i. Serve average number of youth based on grant amount applied for attending daily, and allow youth to attend all hours of programming each week. Kindergarten youth can only be included in Average Daily Attendance (ADA) when they are served during the same hours and in the same program or classroom as youth in grades one through six;
 - ii. Provide a balance of academic and enrichment activities;
 - iii. If fees are charged, offer a sliding fee scale or accept child care assistance (subsidy) in order to provide equal access for families of all income level; and
 - iv. Post, in a location visible to the public, "*Equal Opportunity is the Law*" provided by the Department of Workforce Services (DWS).

7. National Lights On Event

Program must organize an annual Lights On event, and register the event on <http://www.afterschoolalliance.org/loaHostEvent.cfm>.

8. Academic Programming

Funded programs are encouraged to utilize evidence-based academic curriculum and resources.

9. Prevention and Education Components

The program must include at least **two (2)** prevention and education components utilizing evidence-based curriculum, from the following:

- Addiction Prevention
- Civic Engagement
- Education & Career Readiness
- Emotional Intelligence & Self-Concept
- Financial Literacy
- Healthy Relationship Education
- Physical Activity & Nutrition
- Positive Interpersonal Relationships
- Pregnancy & STI Prevention (Teen Programs Only)
- Youth Violence & Gang Prevention

**Note: Teen programs providing Pregnancy and STI Prevention must obtain written parental permission for each student before teaching Pregnancy and STI Prevention.*

10. Parent or Guardian Involvement

The program design must include parent or guardian involvement components.

11. Background Checks

Program must meet the background check requirement outlined in *Attachment I, Criminal Background Check Requirement*. This requirement is subject to change based on revisions to federal, state or local statute or rule. License-exempt providers must comply with background check requirements stated in UT CODE 26-39: http://www.le.utah.gov/xcode/Title26/Chapter39/C26-39_1800010118000101.pdf (pages seven to nine).

12. Computer Use

If the program utilizes computers, Grantee must install proper firewall software and internet filter software to prevent youth from accessing inappropriate websites.

13. Consultation and Technical Assistance

Funded entities must participate in direct consultation and technical assistance provided by DWS - OCC staff and/or its designees.

14. Program Quality

- a. Annually, the program must meet the current standard of quality set by DWS, as measured by the *Utah Afterschool Program Quality Assessment and Improvement Tool (Quality Tool)*. The *Quality Tool* is available online at <http://www.utahafterschool.org/what-we-do/quality>.
- b. The program's grant administrator and site coordinator must register with the *Utah Afterschool Network (UAN)* at www.utahafterschool.org within one month of the execution of this agreement.

15. Reporting and Data Collection

Annual progress reports must be prepared according to DWS report guidelines. The following lists the reporting requirements and data collection requirements:

- a. One mid-year and one annual progress report;
- b. Complete the *Quality Tool* self-assessment using the Utah Afterschool Network's (UAN) data collection system; and
- c. Funded organizations serving grades K through 8th must register or update the afterschool program information with the local Care About Childcare agency in order to provide a resource for parents and for afterschool program data collection, contact information for the appropriate referral agency can be found at:
<http://careaboutchildcare.utah.gov/contactRegions.aspx>; and
- d. Participate in statewide, afterschool/out-of-school time data collection efforts as requested by DWS.

16. Expense Reimbursement

- a. Programs shall submit requests for reimbursement of expenses using the reimbursement template(s) provided by DWS.
- b. Requests for reimbursement must be submitted no less than four times per contract year.
- c. Generally, reimbursements are paid within 30 days of receipt but may be affected by accuracy of invoice and approval by DWS Finance Division. DWS will strive to make timely payment.

17. Budget

- a. Budget changes of 10 percent or more, in any category, require the following:
 - i. Submission of a Budget Change/Renewal Form;
 - ii. Brief explanation detailing budget change; and
 - iii. Approval by the designated DWS - OCC Program Specialist.
- b. Unspent funds from one contract year may not be carried over into the next contract year.
- c. Average Daily Attendance (ADA) and gap analysis documentation will be reviewed on an annual basis for youth age 5 to 18 (depending on age of population served). Grant funds may be reduced if there is a reduction in the reported ADA or gap analysis documentation in accordance with the following tiered funding table:

10-20 youth	\$14,850 - \$29,700
21-30 youth	\$31,185 - \$44,550
31-40 youth	\$46,035 - \$59,400
41-50 youth	\$60,885 - \$74,250
51-60 youth	\$75,735 - \$89,100
61-70 youth	\$90,585 - \$103,950
71-80 youth	\$105,435 - \$118,800
81-90 youth	\$120,285 - \$133,650
91-100 youth	\$135,135 - \$148,500
101-120+ youth	\$149,985 - \$178,200

18. Oversight

- a. Grantee must follow proper administrative and accounting procedures.
- b. Grantee may not subcontract to any entity to administer the program.
- c. The grantee must provide program administration. This includes but is not limited to:
 - i. Hiring and employing the site coordinator or director;
 - ii. Being responsible for program structure and development;
 - iii. Operating as the DWS grant contact;
 - iv. Providing DWS progress and financial reports;
 - v. Program marketing;
 - vi. Maintaining fiscal accountability; and
 - vii. Ensuring program compliance and responsibility.

DWS RESPONSIBILITIES

DWS, or its designee(s), will be responsible for the following:

1. Providing contract monitoring support;
2. Providing technical assistance to programs when needed or requested;
3. Reviewing all invoiced expenditures for compliance with state and federal requirements; and
4. Coordinating with contracted Out-of-School Time (OST) Specialists to provide technical support.

EXPECTED OUTCOMES

The three (3) expected outcomes for the Grant include:

1. Increasing the overall quality of the grantee's afterschool program.
2. Expanding the professional development opportunities for afterschool professionals.
3. Improving relationships between youth and staff.

1. Afterschool Alliance (2014): http://www.afterschoolalliance.org/documents/Essentials_and_Polling_2014_010714.pdf

2. Deborah Lowe Vandell, "Afterschool Program Quality and Student Outcomes: Reflections on Positive Key Findings on Learning and Development From Recent Research," Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success (2013): <http://www.expandinglearning.org/expandingminds/article/afterschool-program-quality-and-student-outcomes-reflections-positive-key>

Joseph A. Durlak, Roger P. Weissberg, & Mary Pachan, "A Meta-Analysis of After-School Programs that Seek to Promote Personal and Social Skills in Children and Adolescents," American Journal of Community Psychology (2010): http://www.flume.com.br/pdf/Durlak_A_meta-analysisof_after_school.pdf

3. Kim Pierce, Daniel Bolt & Deborah Lowe Vandell, "Specific Features of After-School Program Quality: Associations with Children's Functioning in Middle Childhood," American Journal of Community Psychology (2010): <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2883935/>

4. "Promoting Quality Through Professional Development: A Framework for Evaluation," (2004): <http://files.eric.ed.gov/fulltext/ED484816.pdf>