



**Request for Grant Applications  
Utah School Readiness Initiative  
High Quality School Readiness Grant**



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

**APPLICATIONS DUE: Friday, April 1 2016, 5:00 PM**

**Pre-Proposal Applicant Meeting**

**Wednesday, February 17, 2016**

1:00 PM – 3:00 PM

Utah State Office of Education

North and South Board Rooms

250 East 500 South

Salt Lake City

*This Grant is funded by through the Governor's Office of Management and Budget utilizing the Utah General Fund.*

	<p><b>Request for Grant Applications</b>  <b>Utah School Readiness Initiative</b>  <b>High Quality School Readiness Grant</b>  <b>Due <span style="color: red;">Friday, April 1, 2016, 5:00 PM</span></b></p>	 <p><b>Utah Office of Child Care</b>  A Division of the Utah Department of  Workforce Services</p>
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**TABLE OF CONTENTS**

Grant Information ..... 3  
Application Process ..... 6  
Questions and Additional Information ..... 13

**FORMS**

**(POSTED SEPARATELY ON WEBSITE)**

- FORM 1 – Applicant Information & Assurances
- FORM 2 – Budget Summary Form
- FORM 3 – Risk Factor Assessment
- FORM 4 – Score Sheet for Evaluators

**ATTACHMENTS FOR DWS PRIVATE PROVIDER GRANTS ONLY**

**(POSTED SEPARATELY ON WEBSITE)**

- Attachment A – DWS Terms and Conditions
- Attachment B – Scope of Work
- Attachment D – Background Check Policy
- Attachment E – Code of Conduct
- Attachment F – Financial Reporting Attachment F – Scoring Rubric
- Attachment G - Utah Code 53A-1b School Readiness Initiative Act

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## Grant Information

### Introduction

#### *Purpose of the High Quality School Readiness Grant Program*

The High Quality School Readiness (HQSR) Grant is defined by the Utah School Readiness Initiative, [Utah Code §53A-1b-106](#) (hereafter called the Initiative). The purposes of the Utah School Readiness Initiative are to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. One component of the Initiative is the HQSR Grant Program. The HQSR Grant Program provides resources to existing early education programs administered by Local Education Agencies (LEAs), private child care providers, and home-based educational technology programs. The grants are available to programs serving economically disadvantaged three- and four-year-old students who are not receiving special education services. It is highly encouraged that programs serve students with disabilities in an inclusive environment (i.e., with both typically developing students and students with disabilities being educated together in the same room).

### Background

The School Readiness Initiative Act establishes the School Readiness Board (hereafter referred to as the Board) and the following initiatives: (1) the HQSR Grant Program, (2) Results-Based School Readiness Contracts, and (3) an independent evaluation of outcomes ([Utah Code §53A-1b-101 et seq.](#)). The following describes each initiative:

#### 1. HQSR Grant Program

The School Readiness Initiative Act outlines the elements of a high-quality early childhood education program ([Utah Code §53A-1b-105](#)) (for more information see the *Questions and Additional Information* section). The HQSR Grant Program enables LEAs and private child care providers of early education programs to develop the necessary structures and processes to implement the components. The goals of the program are to increase high-quality early education capacity in the state and collect longitudinal data. The longitudinal data collected includes academic outcomes, special education use, and English language learner services for Results-Based School Readiness Contracts. Additional data may be requested.

LEAs and charter schools using federal (Title I) or state education funding for their current early childhood education (pre-kindergarten) program must apply for this grant through the USOE.

Private providers, home-based technology providers, and Charter schools with early childhood education provided by private providers must apply through the Department of Workforce Services (DWS).

2. Results-Based School Readiness Contracts

Results-Based School Readiness Contracts enable private investors to fund access for economically disadvantaged students to attend high-quality, early education programs demonstrating academic achievement and reduced special education costs. Performance metrics are established in the contracts, and if these are met, Utah will repay the private investor.

3. Independent Evaluation of Outcomes

As required by the School Readiness Initiative Act, the School Readiness Board selected an independent evaluator responsible for reviewing all data and determining whether a program has effectively implemented the components of a high-quality early education program ([Utah Code §53A-1b-110](#)). The independent evaluator reports findings to the Board. The cost of the evaluation will not be calculated in individual grant applications; it will be allocated by the Board.

***Appropriation and Sustainability***

It is anticipated that the Initiative will receive an ongoing appropriation. Each year, the Board will determine the amounts appropriated to Results-Based School Readiness Contracts and the High Quality School Readiness Grant Program.

The grant program is not designed to provide ongoing financial support for high-quality early childhood education programs, but to fund the structure and processes needed in order to move school readiness programs toward high quality. Programs will be expected to have a sustainability plan to continue funding a high-quality early education program.

***Authorization***

Utah Code 53A-1b, School Readiness Initiative, can be found at:

[http://le.utah.gov/xcode/Title53A/Chapter1B/C53A-1b-P1\\_2014040320140513.pdf](http://le.utah.gov/xcode/Title53A/Chapter1B/C53A-1b-P1_2014040320140513.pdf)

***Eligible Applicants***

Programs must meet all of the following criteria to be eligible for this grant. Applications from inclusive programs are encouraged.

1. Applicant must be an existing, quality early childhood education program, primarily serving typically developing students.
2. Applicant must be an eligible (as defined by Utah [Code §53A-1b-107 to 109](#)):
  - a. LEA or charter school using federal (Title I) or state education funding for its current early childhood education (pre-kindergarten) program (these programs apply through the USOE); or
  - b. private child care provider; home-based educational technology provider; or charter school that does not use federal or state education funding for its current early childhood education (pre-kindergarten), and uses a private or third-party provider on its campus (these programs apply through DWS).

3. Applicant's school readiness program must serve economically disadvantaged students, as defined in [Utah Code 53A-1b-102\(2\)](#).
4. Applicant's school readiness program must currently exhibit some elements of high-quality programs, as defined in [Utah Code 53A-1b-105](#).
5. Applicant must have, or be willing to obtain, a data system with the capacity to collect longitudinal, academic outcome data, including special education use by student. Applicant must also be willing to partner with the USOE to provide each student with a statewide unique student identifier.
6. Pay for Success participants (i.e. entities with a results-based contract under Utah Code 53A-1b-110) are not eligible for this grant.
7. Applicants must file one application for each tax identification number. Where there are multiple sites under one tax identification number, applicants must apply for all sites using a single application.

### **Funding Information**

This Grant is funded through the Governor's Office of Management and Budget utilizing the Utah General Fund.

This Grant is intended to develop and build high-quality early childhood education programs serving general education populations from economically disadvantaged backgrounds. Funding from this Grant may not be used to fund student enrollment and cannot supplant current funding.

*Note: The USOE, DWS, and the State of Utah are not bound by any estimates in this notice.*

### **Period of Performance & Renewal Options**

Grant period ends June 30, 2017, with an option to renew for a maximum of two additional one-year periods. Grantees will be required to submit a renewal proposal by April 15, 2017, in order to be considered for renewal. Funding of renewal periods is not guaranteed and will be at the discretion of the Board. Renewal of grant will be dependent on, but not limited to an evaluation of the renewal proposal; grantee performance; meeting all grant requirements, including the final report; and funding availability. Because available funds fluctuate year to year, grantees may be required to reduce budget requests during the renewal process. Where appropriate progress is not being made toward program goals, as defined in [Utah Code 53A-1b-105](#), program funds will be discontinued, at the discretion of the Board or the Utah State Legislature.

### **Evaluation and Award**

Applications for this grant program will be initially scored by an expert committee. Applications with scores of 60 or below will not be considered for an award. The highest-scoring applications will be recommended to the School Readiness Board, within the Governor's Office of Management and Budget, for final approval. Whether a high-scoring application receives funding will be based on availability of funds.

In the case where an applicant's proposal includes multiple sites, those sites will be evaluated independently. The State may elect to fund only certain sites of the applicant. Funding for all sites is not guaranteed.

DWS will send notification of conditional award to DWS applicants selected for award. An award is conditional upon successful negotiation of the grant agreement. The selected

applicant(s) will be required to submit all required documents stated in the notification of conditional award. Those documents will include a copy of business license or articles of incorporation. DWS will not send contracts for signature until all required items are received.

### Questions

Questions regarding proposal may be directed to [schoolreadiness@utah.gov](mailto:schoolreadiness@utah.gov). Answers will be posted online under the High Quality School Readiness Grant section at <http://www.jobs.utah.gov/edo/rfp.html>. Last day to submit questions is Friday March 25, 2016. Final answers will be posted by close of business Monday, March 28, 2016.

### Addenda

If the DWS or USOE finds it necessary to modify the Request for Grant Applications (RFGA) for any reason, DWS/USOE will issue a written addendum to the original RFGA. Final Addenda will be posted no later than Friday, March 18, 2016.

## Application Process

### Timeline

- **Pre-Proposal Meeting: Wednesday, February 17, 2016**
  - In Person:
    - 1:00 PM to 3:00 PM
    - Utah State Office of Education
    - North and South Board Rooms
    - 250 East 500 South
    - Salt Lake City
  - Remote: Applicants may attend by logging in through the USOE Preschool/Kindergarten website at <http://schools.utah.gov/CURR/preschoolkindergarten/School-Readiness.aspx> Click on the Grant Workshop video icon,
  - or log in through <http://uvc.uen.net/videos/channel/78/>
  - Interested organizations may attend the pre-proposal meeting. Attending the meeting is not a pre-requisite for applying for this Grant. It is an opportunity to review the RFGA and ask questions.
  - **Please bring a copy of the RFGA and all attachments to the Pre-Proposal Meeting.**
    - To access the DWS RFGA go to: <http://www.jobs.utah.gov/edo/rfp.html>
    - To access the USOE RFGA go to: <http://www.schools.utah.gov/CURR/preschoolkindergarten/School-Readiness.aspx>
- Applicants may submit a letter of intent to apply. If an applicant elects to submit a letter of intent, the letter must be submitted no later than **February 12, 2016, at 5:00 p.m. MST**. The letter of intent must state the applicant's interest in applying for the program in the 2016

application window. It must be e-mailed to [schoolreadiness@utah.gov](mailto:schoolreadiness@utah.gov). Please include the name of the applying LEA or private child care provider, and include "Letter of Intent" in the subject line.

- **Submission Deadline: Friday, April 1, 2016 at 5:00 PM.** Proposals must be received no later than 5:00 PM. Proposals received after 5:00 PM will not be accepted. Applicants are responsible to submit applications as instructed below.
- **Notification of Award:** Applicants will be notified of awards no later than July 1, 2016.
- **Contract Start Date: July 1, 2016**
- **End of First Grant Term: June 30, 2017.** Funded programs must expend all grant funds by this date. Grants may be renewed for two additional one-year periods. Renewals are not guaranteed, see *Period of Performance & Renewal Options* section above for details.

### **Application Instructions**

Applicant is responsible for the cost of preparing and submitting proposal.

Applicants must file one application per tax id number.

Applicants must file one application for each tax identification number. Where there are multiple sites under one tax identification number, applicants must apply for all sites using a single application. Such applicants must provide the following detail:

- 1) how the program will be operated in the different sites, and
- 2) how the money will be distributed between the sites (a budget and budget narrative for each site).

### **How to Submit an Application**

1. Applicants must use the forms provided. Forms for DWS applicants can be found at <http://www.jobs.utah.gov/edo/rfp.html>. Forms for USOE applicants can be found at <http://www.schools.utah.gov/CURR/preschoolkindergarten/School-Readiness.aspx>
2. The forms have been created as fillable, save-able PDF documents. Applications must be typed and may not be hand-written. Fill out all fields in the form.
3. Applications must be emailed. You are not required to submit paper copies. All components must be attached to and sent in a single email.
4. The application must be emailed in one email, complete with all documents to [schoolreadiness@utah.gov](mailto:schoolreadiness@utah.gov). The Applicant organization name must be listed in the subject line.
5. Application must be submitted no later than **Friday, April 1, 2016 at 5:00 PM MST**. **Applications received after the due date and time will not be considered. No exceptions.**

### **Content of Application**

Proposals must include all of the following components:

- I. Form 1 - Applicant Information & Assurances (not scored)

- II. Proposal Narrative
  - 1. Basic Program Information (5 points)
  - 2. Program Description, Gap Analysis & Strategy for Implementation (40 points)
  - 3. Progress Monitoring (15 points)
  - 4. Sustainability Plan (20 points)
- III. Budget and Budget Narrative (5 points)
- IV. Resumes and Letters of Support (5 points)

I. **Form 1 – Applicant Information & Assurances (required but not scored)**  
***Applicants must complete, sign, date, and submit Form 1 - Application Information & Assurances posted on the RFGA website.***

II. **Proposal Narrative**

The Proposal Narrative allows applicants to provide details about the program and how it will meet the grant requirements.

The Program Narrative must be formatted as follows:

- *page size*: 8.5x11
- *margins*: 1" at top, bottom, and sides
- *font & spacing*: 12 point or larger Times New Roman, Calibri, or Arial
- *letter spacing*: normal
- *line spacing*: double spaced for all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. Double spacing is optional for charts, tables, figures, and graphs.
- *page limit*: fifteen (15); The page limit only applies to the program narrative. It does not apply to the cover sheet, budget/budget narrative; applicant information and assurances; resumes, or letters of support. Reviewers will not read any pages that exceed the page limit.

The Proposal Narrative must include the following components.

- 1. Basic Program Information (5 points)
  - 2. Program Description, Gap Analysis & Strategy for Implementation (50 points)
  - 3. Progress Monitoring (15 points)
  - 4. Sustainability Plan (20 points)
1. Basic Program Information (5 points)
- a. Description of the program and its role within the care care program. *If applying as a home-based technology provider*, please include information on the role within a private program.
  - b. Demographic information for current 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 for definition).
    - ii. Number of students who are English Language Learners.

- i. Number of students who are eligible for special education services.
  - ii. The number of students who are typically developing/
  - iii. *For home-based educational technology providers:* the number of eligible students served who participate in any other public or private early education program, including the type of early education program attended.
- c. Demographic information for the *planned program*, including:
  - i. The number of students the program plans to serve, categorized by age.
  - ii. 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.\*\*\**
- d. 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.

2. Program Description, Gap Analysis, and Strategy for Implementation of High Quality Components (40 points)

*The following are the components of a high-quality school readiness program. Please address each component by providing the information requested, as a description of your current program. Include an analysis of each area, indicating issues for which improvement is needed to create a high-quality program, and the plan for improvement in that area.*

- a. Evidence-based curriculum aligned with all the developmental domains and academic content areas defined in the Utah Early Childhood Core Standards (<http://www.schools.utah.gov/CURR/preschoolkindergarten/Core.aspx>), including a description, gap analysis, and plan for improvement, if needed. This encompasses the following academic content areas:
  - i. Oral language and listening comprehension
  - ii. Phonological awareness and pre-reading
  - iii. Alphabet and word knowledge
  - iv. Prewriting
  - 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
- b. 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.

- i. Description
  - ii. Gap analysis and plan for improvement, if needed
- c. Program's ongoing, focused, and intensive professional development for staff of the program.
  - i. Description
  - ii. Gap analysis and plan for improvement, if needed
- d. Process by which the program will conduct ongoing pre-, mid-, and post-assessments of a student's educational growth and developmental progress to inform instruction.
  - i. Description
  - ii. Gap analysis and plan for improvement, if needed
- e. 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 informed consent.
  - i. Description
  - ii. Gap analysis and plan for improvement, if needed
- f. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.
  - i. Description
  - ii. Gap analysis and plan for improvement, if needed
- g. 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, if needed
- h. The plan of the program to identify and serve students with disabilities in an inclusive environment.
  - i. Description of plan to identify and serve students with disabilities
  - ii. Gap analysis and plan for improvement, if needed
- i. Description of program staff, including the educational level of each provider.
  - i. *For private providers:* a description of the plan to ensure all lead teachers meet the minimum certification standard by the 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)

3. Progress Monitoring (15 points)

- a. Timeline of grant implementation activities, including responsible program staff, for the grant funding period. For a sample timeline, see the *Questions and Additional Information* section.
- b. Description of the process by which the program will monitor, analyze, and adjust during the implementation of the grant to ensure program activities are completed on an appropriate timeline.

4. Sustainability (20 points)

Description of the plan to develop sustainability and self-sufficiency within the program to ensure high-quality programming for students beyond the grant funding period.

III. **Budget and Budget Narrative (5 points)**

This funding may not be used to fund student enrollment and cannot supplant current funding.

Applicants must submit the following two budget components:

1. Budget Summary Form: applicant must use *Form 2 -Budget Summary Form*. The form is an excel spreadsheet and will automatically calculate budget totals. Applicants with multiple sites must submit a budget for each site.
2. Budget narrative describing the costs for the improvement plan. For a sample Budget Narrative, see *Questions and Additional Information* section. Applicants with multiple sites must submit a budget narrative for each site.
  - The grant period will be for one year, with an option to apply and renew for a maximum of two additional one-year periods. Applicants must include all years for which they are requesting funds.
  - The budget should reflect the amount of time required for the program to become a high-quality program.
  - The budget must reflect the program activities outlined in the narrative section of the application.
  - All purchases must be allowable under local procurement processes.
  - All budget expenditures must be tied directly to improved instruction. Examples include, but are not limited to, professional development, curriculum, and materials to support the implementation of the curriculum, coaching, and tools for assessing student's ongoing growth.
  - Funds from this program cannot be used for the following:
    - Capital outlay, fixed assets, or building projects. Capital outlay and fixed assets are defined as land, machinery, facilities/buildings, and items expected to last or be used more than one year. Examples of these expenditures may include, but are not limited to, playground equipment, furniture, tables, chairs, and shelves. An exception to the one-year use rule would be the purchase of curriculum, which is an allowable purchase.
    - One-time professional development workshops or conferences. These expenditures do not meet the statutory requirement that professional

development be “ongoing, focused, and intensive professional development” in 53A-1b-105(b).

- Student enrollment.
- Ongoing program costs that will not be supported by the program after the grant funding ends.
- Food for students during instruction (snacks and meals).
- Equipment that will be used by administrators; however, equipment directly supporting student instruction may be allowable.

#### IV. Resumes & Letters of Support (5 points)

Applicants must attach the following information to the application:

1. Resumes of key personnel who will participate in the program. Resume(s) should include professional background, education, and relevant certifications. If personnel have not been hired for a specific position, include the job description that will be used when hiring for that position.
2. Letter(s) of support from the leadership of the host site(s) indicating support of the program and acknowledging space and personnel requirements. This may include a letter from a school principal or school leader.
3. Letter(s) of support from any additional stakeholders, as described in your plan (optional).

## Questions & Additional Information

### ***Additional Information***

#### **1. What does a high-quality Early Childhood Education Program include?**

**Utah Code 53A-1b-105. Elements of a high quality school readiness program.**

(1) A high quality school readiness program run by an eligible LEA or eligible private provider shall include the following components:

(a) an evidence-based curriculum that is aligned with all of the developmental domains and academic content areas defined in the Utah Early Childhood Standards adopted by the State Board of Education, and incorporates intentional and differentiated instruction in whole group, small group, and child-directed learning, including the following academic content areas:

- (i) oral language and listening comprehension;
- (ii) phonological awareness and prereading;
- (iii) alphabet and word knowledge;
- (iv) prewriting;
- (v) book knowledge and print awareness;
- (vi) numeracy;
- (vii) creative arts;
- (viii) science and technology; and
- (ix) social studies, health, and safety;

(b) ongoing, focused, and intensive professional development for staff of the school readiness program;

(c) ongoing assessment of a student's educational growth and developmental progress to inform instruction;

(d) a pre- and post-assessment, selected by the board in accordance with Section 53A-1b-110, of each student;

(e) for a preschool program run by an eligible LEA, a class size that does not exceed 20 students, with one adult for every 10 students in the class;

(f) ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components;

(g) family engagement, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances;

(h) for a preschool program run by an eligible LEA, each teacher having at least obtained:

- (i) the minimum standard of a child development associate certification; or

- (ii) an associate or bachelor's degree in an early childhood education related field; and
- (i) for a preschool program run by an eligible private provider, by a teacher's second year, each teacher having at least obtained:
  - (i) the minimum standard of a child development associate certification; or
  - (ii) an associate or bachelor's degree in an early childhood education related field.
- (2) A high quality school readiness program run by a home-based educational technology provider shall:
  - (a) be an evidence-based and age appropriate individualized interactive instruction assessment and feedback technology program that teaches eligible students early learning skills needed to be successful upon entry into kindergarten;
  - (b) require regular parental engagement with the student in the student's use of the home-based educational technology program;
  - (c) be aligned with the Utah early childhood core standards;
  - (d) require the administration of the pre- and post-assessment, designated by the board in accordance with Section 53A-1b-110, of each eligible student; and
  - (e) require technology providers to ensure successful implementation and utilization of the technology program.

**2. What is the definition of “economically disadvantaged”?**

**Utah Code 53A-1b-102. Definitions.**

As used in this part:

- (2) "Economically disadvantaged" means a student who:
  - (a) is eligible to receive free lunch;
  - (b) is eligible to receive reduced price lunch; or
  - (c)
    - (i) is not otherwise accounted for in Subsection (2)(a) or (b); and
    - (ii)
      - (A) is enrolled in a Provision 2 or Provision 3 school, as defined by the United States Department of Agriculture;
      - (B) has a Declaration of Household Income on file;
      - (C) is eligible for a fee waiver; or
      - (D) is enrolled at a school that does not offer a lunch program and is a sibling of a student accounted for in Subsection (2)(a) or (b).

**3. What is a Budget Narrative?**

A budget narrative defines the cost for each item within a budget category. A sample is included below.

Budget Narrative

**Salaries**—List each position that pertains to the proposal. The cost calculation should show the employee’s annual salary rate and the percentage of time devoted to the project. Compensation paid for employees engaged in grant activities should be consistent with that paid for similar types of work within the organization.

Project Director: \$35,000/year @ 100% = \$35,000. The Project Director currently oversees the program and will spend 100% of her time hiring, training, and supervising staff. This individual’s annual salary will be covered by grant funds for the 12 months of the contract.

**Fringe Benefits**—Fringe benefits are based on the applicant’s established formula and are only for the percentage of time devoted to the project.

Project Director: \$35,000 x 18.55% (established LEA rate) for 100% of project = \$6,493

**Travel/Transportation**—Explain the reason for travel expenses for project personnel and show the number of travelers and unit costs involved. Identify the location of travel.

Regional/Statewide Meeting: Three people to approved professional development in Destination City.

**2.** 3 people x \$500 airfare = \$1,500

- 3. 3 people x 3 days x \$40 per diem = \$360
- 4. 3 people x 2 nights x \$100.00 hotel = \$600

Equipment—List non-expendable items to be purchased. Explain how the equipment is necessary for the success of the project.

One iPad will be purchased to use with students in the reading lab = \$350

Materials and Supplies—List expendable items by type and show the basis for computation.

Meeting Supplies: For professional development meetings.  
\$75.00 x 12 months = \$900.00.

Other Costs—List items by major type and show the basis of the computation.

Professional Fees/Contract Services—Provide a description of the product or services to be provided by the consultant and an estimate of or detailing of exact cost.

The Computer Instructor will conduct four computer-training sessions weekly in the computer lab. The Community Outreach Trainer will develop a curriculum for Community Outreach and train neighborhood associations on the curriculum. The 2.5 FTE Tutors will tutor students at the after school program.

Computer Instructor: \$11.10/hour x 26 hours/week x 52 weeks = \$15,000

Indirect Costs—Indirect costs cannot be taken on this funding.

**5. What should a project timeline chart include?**

A timeline chart should include the activities that will occur during each year of the program. A sample is included below.

Activity	Responsible Person	J	F	M	A	M	J	J	A	S	O	N	D
Year 1													
Activity	Name												
Activity	Name												

**6. What is Student Find?**

Student Find, mandated by the Individuals with Disabilities Education Act (IDEA), requires all school districts to identify, locate and evaluate students with disabilities, regardless of the severity of their disability. Student Find applies to all students, birth to 21, including students who attend private or public schools, migrant or homeless students, or students who are wards of the state. Each school district in the state of Utah has a duty to participate in Student Find. If a student is suspected of having a disability, he or she should be referred to the school district the student resides in for assessment to determine if (a) the student has a disability and (b) the student is eligible for special education services. If the student meets both of these criteria, a special education program may be designed through the Individualized Education Plan (IEP) process that will address goals and objectives specific to the student’s needs.