



DEPARTMENT OF
**WORKFORCE
SERVICES**

Request for Grant Applications

Grant Name: School Age Quality (SAQ) Grant

Solicitation Number: 26-DWS-S004

Funding Source: Child Care and Development Block Funds (CCDF) ALN# 93.575

Grant Period of Performance: July 1, 2025- June 30, 2028

Grant Application and Details: <https://jobs.utah.gov/department/rfg/childcare.html>

Due Date

1. Letter of Intent (**REQUIRED**) Due Date: Monday, March 31, 2025 no later than 5:00 pm
 - o [SAQ Grant Letter of Intent Webform](#)
 2. Application Due Date: Thursday, April 17, 2025 no later than 5:00 pm
 - o [SAQ Grant Application Webform](#)
-

Other Important Dates

1. Pre-Proposal Meeting: Wednesday, March 19, 2025
10:00 AM- 12:00 PM
[Google Meet Link](#)
Phone in option: 240-705-8770
PIN: 476 352 118#
2. Questions period closes one day prior to the Application due date.
 - o [Link to Submit Questions](#)
 - o [Q&A Document Posting](#)
3. Anticipated Award Date: May 2025

Background

The Department of Workforce Services, Office of Child Care (DWS, OCC) supports Out-of-School Time (OST) programs throughout the State of Utah to provide safe, supportive, interactive and engaging environments for school-age youth. This grant will provide support for OST programs with a focus on maintaining standard programs or increasing to the highest quality of OST programs with concentrations on student, community and organization engagements.

Description of Grant

- The School Age Quality (SAQ) Grant is a competitive grant that offers funding to organizations for them to provide safe and engaging activities or work towards increasing the quality of their afterschool programs through focused engagement opportunities. This grant opportunity is available to programs that serve elementary youth. Eligible programs for this grant include programs that have an active licensing status of "DWS Approved- Exempt School-Age Programs" with the Department of Health and Human Services, Division of Licensing and Background Checks (DHHS, DLBC).

- The following programs are not eligible for this grant: Organizations who have a "Child Care Center" or "Child Care Out-of-School Time Program" license type with DHHS, DLBC.

Grant Period of Performance

- Funds will be available to all those awarded from July 1, 2025 - June 30, 2028.

Minimum Requirements

To be considered eligible for this grant, an organization shall:

- Provide a regular, formally supervised afterschool program for elementary-age youth (5-12);
- Already be in operation and meeting quality standards as described in Utah [Administrative Code 53E-3-508\(2\)](#);
- Enroll a minimum of 40 percent of youth that qualify for free or reduced lunch;
- Operate program from bell dismissal to at least 5:30 on program days;
- Serve kindergarten through sixth grade students, or a selection of;
- Allow all youth to attend all hours of programming each week;
- As determined by Department of Health and Human Services, Division of Licensing and Background Checks (DHHS, DLBC)) program shall:
 - Ensure all fingerprinting and background checks are completed and current;
 - Maintain the "DWS-Approved" status given to continue to receive any Child Care and Development Funds (CCDF) grant; and
 - Ensure compliance with all DHHS, DLBC requirements.
- Provide programming with a balance of academic and enrichment activities;
- If fees are charged,
 - Youth who qualify for free lunch must have all fees related to programming waived. This includes participation fees, partnering club fees, and any other fees related to full and equal access to all program related offerings.
 - Youth who qualify for reduced lunch must be offered a sliding fee scale; the sliding fee scale must include participation fees, partnering club fees, and any other fees related to full and equal access to all program related offerings.
 - Reasonably provide child care subsidy information to all families regarding offsetting child care cost options (Child Care Subsidy Information Pamphlet- [English](#) or [Spanish](#)).

Program Outputs

In addition to the above program requirements, organizations must show commitment to the youth in their program by creating a safe and engaging environment with Standard

Programs. Programs also have the potential to receive more funding from this grant by committing to higher quality standards. Read through the chart below to determine what outputs your program can offer to determine the level of funding that can be requested. Programs will be expected to prove all outputs, with the exception of the assessment score, at the onset of funding and program start date. See Attachment B- Scope of Work for each program type for all performance requirements.

- For current SAQ grantees:
 - If a program has met the required School Age Program Quality Assessment (SAPQA) score for the individual sites under their contract by March of 2025 (evaluation periods from FY 22 - FY 25) by just one observation, the program may apply for the same funding level or higher for those sites.
 - If a program has not met the required SAPQA score by March of 2025 (evaluation periods from FY 22 - FY 25), they may only apply for the level of funding based on the highest observation score for each site.

Program Type	High Quality	Quality	Standard
Funds Available Per Program Site	up to \$76,000	up to \$65,000	up to \$53,000
Years of Funding	3	3	3
Staff to Student Ratio	No greater than 1 to 10	No greater than 1 to 15	No greater than 1 to 20
Minimum Enrolled	30	30	20
Minimum Average Daily Attendance	20	15	10
Days of Operation*	M - F (5 days per week)	M - Th (or 4 days per week)	M - Th (or 4 days per week)
Minimum Number of Weeks	34	32	30
Program Quality Assessment (PQA) Minimum	4.34	3.67	3.00

<p style="text-align: center;">Concentration</p>	<p style="text-align: center;">High Quality Concentration (pick one from each section):</p> <p>Student Engagement</p> <ul style="list-style-type: none"> • SEL (Social-Emotional Learning) • STEM (Science, Technology, Engineering, Mathematics) <p>Community Engagement</p> <ul style="list-style-type: none"> • Community Service • Family Engagement • School-Day Alignment <p>Organization Engagement</p> <ul style="list-style-type: none"> • Staff Training 	<p style="text-align: center;">Quality Concentration (pick two: one must be from Student Engagement; second option can be from either Community or Organization Engagement)</p> <p>Student Engagement</p> <ul style="list-style-type: none"> • SEL • STEM <p>Community Engagement</p> <ul style="list-style-type: none"> • Community Service • Family Engagement • School-Day Alignment <p>Organization Engagement</p> <ul style="list-style-type: none"> • Staff Training 	<p style="text-align: center;">Standard Concentration:</p> <ul style="list-style-type: none"> • SEL
<p>End of Year Presentation</p>	<p style="text-align: center;">Yes</p>	<p style="text-align: center;">No</p>	<p style="text-align: center;">No</p>

Scope of Work

The proposed Scope of Work has been attached to this Request for Grant Applications (RFGA). Applicants should review the Scope of Work before submitting their responses to the Application requirements.

Post Award Document Requirements

The following documents may be required after notification the grant award is received, prior to the execution of the grant agreement:

1. Insurance, if not provided at the time of application submission
2. Pre-Award Risk Assessment

Attachments

- Attachment A: DWS Grant Terms and Conditions
- Attachment B: Scope of Work
- Attachment C: CCDF Allowable and Unallowable Costs
- Attachment D: Budget Instructions
- Attachment E: Code of Conduct

Attachment F: Criminal Background Check Requirement
Attachment G: Non-Disclosure Agreement
Attachment H: Federal Subaward Funding and Reporting Requirements
Attachment I: SAQ Grant Evaluation Score Sheets
Attachment J: Align for Success- School Day/Afterschool Alignment Rubric
Attachment K: School Age PQA Rubric
Attachment L: Guidance on Creating SMART Outcome Statements

Contacts

- Contract Owner: Lori Birrell, loribirrell@utah.gov, 385-379-7447, Trina Valdez, trinavaldez@utah.gov, 385-261-3311
- Contract Analyst: Kimber Burks, kburks@utah.gov, 801-814-1222

Submission Instructions

1. Complete and submit the online application and attach required forms and documents.
2. Prior to filling out the application online, complete the following documents which will be attached to *Appendix A- School Age Quality (SAQ) Grant Application Cover Page* during submission of the application.
 - a. Forms provided by DWS:
 - i. Appendix B- Grant Application Narrative
 - ii. Appendix C- Budget Narrative and Itemization Form
 - iii. Appendix D- Qualifying Cash Match
 - iv. Appendix E- Program Site Information Form
 - v. Appendix F- FFATA Certification by Subrecipients- not required for State Agencies and Component Units of the State
 - b. Additional documents to be attached to the application, not provided by DWS:
 - i. 501 (c)(3) Letter (if applicable)
 - ii. Business License or Articles of Incorporation (if applicable)
 - iii. Proof of Insurance (not required for government entities)

Additional Submission Information

1. Applicants must complete one application per organization.
2. Applicant must bear the cost of preparing and submitting the application.
3. Failure to comply with any part of the RFGA may result in disqualification of the application.
4. Late applications will not be accepted.
5. Applications that do not include all required documentation may not be considered complete and may be denied.
6. Do NOT include additional information such as pamphlets, organizational public relations information, or addenda.
7. DWS may request the correction of immaterial omissions during the review period. Applicant must respond within the time period provided in the request.
8. By submitting an application, the Applicant acknowledges and agrees that the requirements, Scope of Work, and the evaluation process outlined in this RFGA are understood, fair, equitable, and are not unduly restrictive. Any exceptions to the content of this RFGA must be addressed during the Q&A period. The Applicant further acknowledges they have read the RFGA, including Terms and Conditions and all attached or referenced documents.

Budget

1. Total indirect expenses and direct administrative expenses must not exceed 10% of the direct program total.
 - a. See Attachment C: Allowable and Unallowable Expenses
 - b. See Attachment G: Budget Instructions
2. Indirect Costs cannot exceed the Applicants Federally Approved Negotiated Indirect Cost Rate Agreement (NICRA) or 10% if the Applicant does not have a NICRA.
 - a. If claiming a NICRA, the Applicant must provide a copy of the agreement or cost allocation plan.
3. Funding will be distributed on a cost reimbursement or fee-for-service basis.

- a. Requests for reimbursement must be submitted a minimum of quarterly and no more than monthly.
 - b. Reimbursement may be held until the Grantee has resolved any issues regarding compliance with grant requirements, including outcomes and reporting.
4. Grant funds may not be used to supplant existing funds.

Question and Answer

1. Question and Answer period closes on date and time specified on the cover page.
2. Questions must be submitted through the link provided on the cover page, during the Question and Answer period.
3. Answers will be available on the [Question and Answer page](#)
4. Questions may include notifying DWS of ambiguity, inconsistency, scope exceptions, excessively restrictive requirements, or other errors in this RFGA.
5. Questions may also be answered via an addendum.
6. An answered question or an addendum may modify the specification or requirements of this RFGA.
7. Applicants should periodically check for answered questions and addenda before the closing date.

Addenda

Addenda shall be published within a reasonable time (at least 5 days prior to the application due date), to allow Applicants to consider the addenda when preparing applications. Minor addenda and urgent circumstances may require a shorter period of time.

Evaluation and Award

1. Grant applications will be evaluated on a competitive basis.
2. Applicants must be available to answer clarifying questions during the grant review period.
3. Applicants must be available for presentations upon request.
4. Applications may score a maximum of 60 points for Standard Programs, 75 points for Quality Programs, and 90 points for High Quality Programs, not including priority points. Applications scoring below 36 points for Standard Programs, 45 points for Quality Programs, and 54 points for High Quality Programs may not be considered.
 - a. Priority points will be given to programs who are serving all grade levels, providing the program for free to all attending students, operating in a Rural County, and not currently receiving an OST Grant, as identified in Appendix E: Program Site Information form
 - b. Priority points will also be given to those organizations providing Cash Match Funds, identified in Appendix D: Qualifying Cash Match form
 - i. Cash Match funds are funds contributed by an outside entity or organization to the applicant that the program intends to spend directly on the afterschool program in addition to the funds provided by the SAQ Grant.

- c. There is no limit to the number of program sites an organization may apply for; however, program sites receiving Intergenerational Poverty Grant-Supplemental (IGP-S) funds are not eligible to receive SAQ funding.
5. DWS reserves the right to reject any and all applications or withdraw this offer at any time.
6. DWS may award partial grants.
7. Awards will be made to the responsible applicant(s) whose application is determined to best meet the objectives of DWS, taking into consideration all factors set forth in this RFGA.
 - a. Awards may be determined to ensure statewide services.
8. Organizations previously receiving funding from DWS should be in good standing to be considered for a Grant.
9. Awarded grant applications will be open to public inspection under the guidelines of the Government Records Access and Management Act (GRAMA). The entire application will be open unless applicant requests in writing that trade secrets/proprietary data be protected. A [GRAMA Claim of Business Confidentiality](#) must be submitted to the Contract Analyst prior to the application deadline.

SUBMISSION CHECKLISTS

Pre-Application Checklist	
<input type="checkbox"/>	Unique Entity Identifier (UEI) number and Registration with SAM.gov (status must be active prior to receiving an executed agreement) (Quick Start Guide for Contract Registrations)
<input type="checkbox"/>	Employer Identification Number (EIN)
<input type="checkbox"/>	Letter of Intent, due at the date and time specified on the cover page

Application Checklist	
<input type="checkbox"/>	Appendix A: Grant Application Cover Page
<input type="checkbox"/>	Appendix B: Grant Application Narrative
<input type="checkbox"/>	Appendix C: Budget Narrative and Itemization form
<input type="checkbox"/>	Appendix D: Qualifying Cash Match form
<input type="checkbox"/>	Appendix E: Program Site Information form
<input type="checkbox"/>	Appendix F: FFATA Certification by Subrecipients -not required for State Agencies and Component Units of the State
<input type="checkbox"/>	501(c)(3) Letter – if applicable
<input type="checkbox"/>	Business License or Articles of Incorporation – if applicable
<input type="checkbox"/>	Insurance Certificate – not required for Government Entities

APPENDIX A
Department of Workforce Services
School Age Quality (SAQ) Grant
Grant Application Cover Sheet
Solicitation #26-DWS-S004

Organization Legal Name: _____

Federal Tax ID #: _____

(If using a Social Security number, do not include on this form, please contact DWS)

UEI # (assigned from SAM.gov): _____

This organization is doing business as a:

- Non-Profit Organization (attach 501(c)(3) letter)
 Government Agency

Program type organization is applying for:

- Standard Program Type
 Quality Program Type
 High Quality Program Type

Number of sites applying for: _____

Is your organization currently receiving an Out-of-School Time Grant (SAQ, TAP, or other OST Grant)?

- Yes, currently receiving** **No, not receiving at this time**

Total Grant Funds Requested* \$ _____

*Standard Program: up to \$53,000 per site

Quality Program: up to \$65,000 per site

High Quality Program: up to \$76,000 per site

Estimated Cash Match Funding per year: \$ _____

EXECUTIVE DIRECTOR OR EQUIVALENT (person authorized to sign grant application and/or an awarded contract)

Name: _____ **Position:** _____

Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Telephone: _____ **Email:** _____

GRANT ADMINISTRATOR (if different from above)

Name: _____ Position: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____ Email: _____

FINANCIAL ADMINISTRATOR

Name: _____ Position: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____ Email: _____

ATTACHMENTS

DWS FORMS TO PREPARE AND ATTACH

- _____ **Appendix B: SAQ Grant Application Narrative**
- _____ **Appendix C: Budget Narrative and Itemization Form**
- _____ **Appendix D: Qualifying Cash Match Form**
- _____ **Appendix E: FFATA Certification by Subrecipients** (not required for State Agencies or Component Units)
- _____ **Appendix F: Program Site Information Form*** (attach one form for each site included in the application)
- _____ **Additional Program Site Information Form**
- _____ **Additional Program Site Information Form**
- _____ **Additional Program Site Information Form**
- _____ **Additional Program Site Information Form**
- _____ **Additional Program Site Information Form** *email additional Program Site forms to kburks@utah.gov

ADDITIONAL DOCUMENTS TO ATTACH

- _____ **501(c)(3) Letter** (if applicable)
- _____ **Business License or Articles of Incorporation** (if applicable)
- _____ **Certificate of Insurance** (if applicable)

APPENDIX B
Department of Workforce Services
School Age Quality (SAQ) Grant
Grant Application Narrative
Solicitation #26-DWS-S004

Organization:
Program type applying for:
<div style="display: flex; justify-content: space-around;"> Standard Quality High Quality </div>
Number of sites applying for: _____
1. Program Activities* (15 points) *Only required for Standard Programs The grantee will provide Social-Emotional Learning (SEL) focused activities to all youth enrolled in the program. Describe how the organization as a whole will ensure that SEL activities are being completed to meet the outputs and outcomes described within Attachment B: Grantee Responsibilities, Section 4. Social-Emotional Learning.

APPLICATION SAMPLE ONLY
 COMPLETED WITH DOCUMENTS

1. Program Activities for Quality and High Quality Programs

(15 points)

The program sites within this application intend to operate at a higher quality, with a reduced staff-to-student ratio, higher minimum enrollment and a higher minimum average daily attendance requirement. Describe how your program will ensure these sites will meet all listed metrics within 30 days of the program start date.

DO NOT SAMPLE ONLY
APPLICATION COMPLETE WITH
DOCUMENTS

2. Program Concentrations* (15 Points for Quality, 20 points for High Quality)
 *Only required for **Quality** and **High Quality** Programs; Standard Programs do not need to complete this section)

2a. Quality Programs: Select ONE from Student Engagement and then ONE additional from either Community Engagement or Organization Engagement (for a total of two concentrations).
 High Quality Programs: Select ONE concentration from EACH category

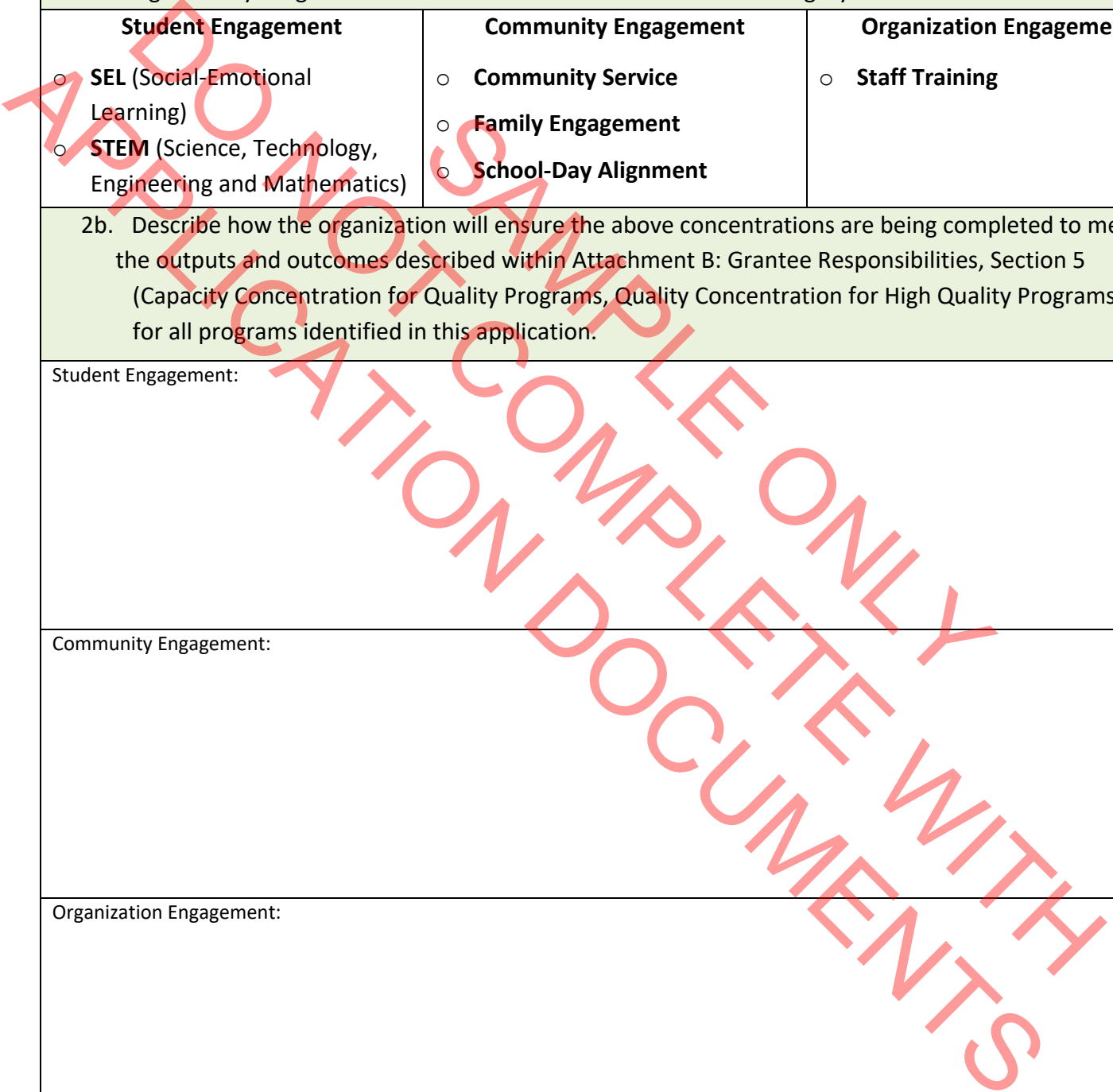
Student Engagement	Community Engagement	Organization Engagement
<ul style="list-style-type: none"> ○ SEL (Social-Emotional Learning) ○ STEM (Science, Technology, Engineering and Mathematics) 	<ul style="list-style-type: none"> ○ Community Service ○ Family Engagement ○ School-Day Alignment 	<ul style="list-style-type: none"> ○ Staff Training

2b. Describe how the organization will ensure the above concentrations are being completed to meet the outputs and outcomes described within Attachment B: Grantee Responsibilities, Section 5 (Capacity Concentration for Quality Programs, Quality Concentration for High Quality Programs) for all programs identified in this application.

Student Engagement:

Community Engagement:

Organization Engagement:



3. SMART Goals (Specific, Measurable, Attainable, Relevant, Time-Bound)

(15 points for Standard and Quality, 20 points for High Quality)

- Enter your anticipated SMART goal outcomes for the grant cycle (2025-2028)*
*Quality and High Quality Program Goals must be connected to the Concentrations selected above
- Goal Requirements for Program type:
 - **Standard Programs**- Minimum of one goal around SEL, not to exceed **two goals**
 - **Quality Programs**- Minimum of one goal for each Concentration, not to exceed **four goals**
 - **High Quality Programs**- Minimum of one goal for each Concentration, not to exceed **six goals**
- See [Guidance on Creating SMART Outcome Statements](#) to build appropriate SMART goals, as these goals will be incorporated into your contract if you are selected to receive funding

SMART Goal	Expected Measurable Outcome	Evidence-Based Curriculum used (for SEL)

APPLICANTS NOT TO COMPLETE ONLY WITH DOCUMENTS

DO NOT SAMPLE ONLY
APPLICATION COMPLETE WITH
DOCUMENTS

4. SMART Goal Tracking

(15 points for Standard and Quality, 20 points for High Quality)

Describe how your program will track and meet the determined SMART Goals by the end of the grant cycle.

DO NOT SAMPLE ONLY
APPLICATION COMPLETE WITH
DOCUMENTS

5. School-Age Program Quality Assessment Scoring

(15 points)

Describe how your program will maintain or increase its School-Age Program Quality Assessment (SAPQA) Score* by the end of the grant cycle.

*Baseline requirement for each program type:

Standard Programs- 3.00

Quality Programs- 3.67

High Quality Programs- 4.34

DO NOT SAMPLE ONLY
APPLICATION COMPLETE WITH
DOCUMENTS

Appendix C: Budget Narrative and Itemization Form

**Department of Workforce Services
School Age Quality Grant 2025-2028**

**All planned expenses must be itemized, detailed and described for each line item.
Cells may be expanded as necessary in order to provide all required information.**

Organization Name:

Program Site Name(s):
(as listed on your application)

Number of Listed Program Sites:

Category I - Indirect Expenses:

a) NICRA - If the organization has a federally approved Negotiated Indirect Cost Rate Agreement (**NICRA**), the NICRA **must** be used in Category I, unless the organization voluntarily chooses to waive indirect costs or charge less than the full indirect cost rate.

Any administrative costs that are not part of the base of the NICRA and are direct charged can be listed in Category II.

b) De Minimis - If the organization does not have a NICRA and chooses a **de minimis rate**, Category I **must** be used. The de minimis rate can be charged at 10% of Modified Total Direct Costs (MTDC). MTDC is defined as being: All direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward.

No expenses should be entered into Category II if choosing the de minimis rate.

Category I Indirect Expenses	NICRA Rate and Base(s) - OR - De Minimis	Grant Funds Requested
Indirect Costs		\$ -

Cannot exceed the entity's federally approved Negotiated Indirect Cost Rate Agreement (NICRA) - OR - the entity's 10% de minimis rate based upon eligible Category III Modified Total Direct Costs (MTDC) as listed.

(Category III expenses that CAN be used when calculating the MTDC are *Salaries, *Benefits, *Material & Supplies, *Staff Travel & Transportation, *Communications, *Staff Development & Training, *Professional Fees & Contract Services, and *Subawards up to the first \$25,000. Equipment, Insurance, and Utilities CANNOT be used when calculating the MTDC.)

Category II - Direct Administrative Expenses:

If the organization **DOES NOT** have a NICRA and chooses not to use the de minimis rate, the organization **must** use Category II if charging Direct Administrative Expenses.

Category II Direct Administrative Expenses	Itemized Details of Grant Funds Requested	Grant Funds Requested
Salaries		\$ -
Fringe Benefits		\$ -
Communications (e.g. Consistent monthly charges including and not limited to: printing, copying, phone, internet, postage)		\$ -
Equipment (e.g. computers, laptops, printers, furniture)		\$ -
Insurance		\$ -
Material and Supplies (e.g. consumable goods)		\$ -
Professional Development & Training		\$ -
Professional Fees & Contract Services (e.g. consultants, security)		\$ -
Travel & Transportation		\$ -
Utilities (consistent monthly utility charges - gas, water)		\$ -

Total Category I Indirect Expenses and Category II Direct Administrative Expenses

\$ -
\$ -

The aggregate of total Category I Indirect Expenses and Category II Direct Administrative Expenses cannot exceed 10% of total MTDC Program Expenses (identified with an *, in Category III). For your reference, your Maximum allowed is:

Category III - Direct Program Expenses:

Category III Program Expenses	Itemized Details of Grant Funds Requested. List all expenses expected for all sites; be as detailed as possible.	Grant Funds Requested
Salaries		\$ -
Fringe Benefits		\$ -
Communications (e.g. Consistent monthly charges including and not limited to: printing, copying, phone, internet, postage)		\$ -
Client Services (e.g. education services, employment & training, legal services, client transportation)		\$ -
Equipment (e.g. computers, laptops, printers, furniture)		\$ -
Curriculum		\$ -
Snacks (Not to exceed \$5,000)		\$ -
Material and Supplies (e.g. consumable goods, Art supplies, STEM supplies, family engagement)		\$ -
Professional Fees & Contract Services (e.g. consultants, security)		\$ -
Staff Travel & Transportation		\$ -
Staff Development & Training		\$ -

Total Category III Program Expenses

\$ -

Total Category I, Category II and Category III Expenses

\$ -

**APPENDIX D: QUALIFYING CASH MATCH
PLANNED EXPENDITURE CERTIFICATION FORM
School Age Quality Grant 2025-2028**

Organization			
Address			
Phone Number	Street	City	Zip Code
Contact Name			Email:
Qualified CCDF Matching Funds			
Entity/Organization is Identifying (check all that apply):			
	<input type="checkbox"/> Public Funds	<input type="checkbox"/> Private Funds	
All boxes must be checked in order to qualify.			
<input type="checkbox"/> Cash Match funds will be spent specifically in the out-of-school time program(s) serving 5-12 year old children. <input type="checkbox"/> Identified afterschool expenditures will be paid for with non-federal funds. <input type="checkbox"/> Identified funds <u>do not</u> originate from <u>any</u> federal source. <input type="checkbox"/> Identified funds <u>do not</u> include parent fees of any kind. <input type="checkbox"/> The identified funds <u>are not</u> used for match or Maintenance of Effort (MOE) for any other funding. <input type="checkbox"/> Qualified funding expenditure documentation is accessible at the program's administrative office for on-site review			
If identifying Public Funds the following must be checked to qualify (State, County, City General Funds):			
<input type="checkbox"/> The organization responsible for certifying planned expenditures is a public entity.			
For Cash Match Funds, the following must be checked to qualify:			
<input type="checkbox"/> Funds are donated or granted to the organization from an outside (third party) source. Granted funds must come from state, local or private sources. In-kind donations do not count towards a program's Cash Match (this includes donated space and volunteer time). <input type="checkbox"/> Identified funds <u>do not</u> come directly from the organization. This includes and is not limited to; tuition, parent fees, donations from owners, directors, or staff. Donations from parents are not a condition for a child's participation in the afterschool program. <input type="checkbox"/> The funds <u>will not</u> revert to the donor's (the outside, third party source) facility or use. <input type="checkbox"/> The funds do not have restrictions that would require their use for a specific individual, organization, facility or institution. <i>For example: The donor cannot specify what company a program must purchase supplies from.</i> <input type="checkbox"/> If the cash match has been identified through fundraisers, all donors must be documented. The donor(s) name(s), address(es), phone number(s), and the donation amount(s) are included in the on-site documentation.			
Period of Expenditures: SAQ Grant Cycle (July 1, 2025- June 30, 2028)			
Source and description of identified funds (itemized):			
Organization Total Qualified Matching Amount:			\$
By signing below, I am aware that these expenditures will have to be resubmitted for each year of the grant, and that if MATCH funds change, I must contact DWS, OCC immediately.			
Electronic Signature:			Date:
Authorizes the State of Utah; Department of Workforce Services, Office of Child Care to commit the above referenced donated funds as state match for the Child Care Development Fund and certifies the above referenced funds.			

Appendix E
Department of Workforce Services
School Age Quality Grant
Program Site Information
Solicitation #26-DWS-S004

Site Name: _____

Site Address (street, city, zip code): _____

School Name (if applicable): _____

Site Contact Name and Phone Number: _____

SECTION A: PROGRAM INFORMATION

The program is (all must be checked to receive this funding):

- “DWS-Approved-Exempt School Age Program”,
- Active in licensing, and
- Program licensing number (example: F10-123456): _____

Staff to Student Ratio:

- 1 to 10, no greater than (minimum requirement for High Quality Programming)
- 1 to 15, no greater than (minimum requirement for Quality Programming)
- 1 to 20, no greater than (minimum requirement for Standard Programming)

Grades Served (check all that apply):

- Kinder
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th (must be in an elementary school setting, not middle school)

After School Hours of Operation (check all that apply): *After School Hours must operate until at least 5:30pm.
Standard and Quality Programs must operate at least 4 days per week; High Quality Programs 5 days per week.

- Monday _____ (hours from/to)
- Tuesday _____ (hours from/to)
- Wednesday _____ (hours from/to)
- Thursday _____ (hours from/to)
- Friday _____ (hours from/to)

Total Weekly After School Hours: _____

Number of weeks of program operation*: _____

*Standard Program Requirement: 30 weeks per program year

*Quality Program Requirement: 32 weeks per program year

*High Quality Program Requirement: 34 weeks per program year

This program will offer free programming for all students:

- Yes
- No, we will offer a sliding fee scale, subsidy, and fee waivers

This program is currently participating in a food assistance program (Kids Café, Food Bank or Coalition donations, At-Risk Afterschool Meal Program, School Snack Pickup, for example): Yes No

If Yes, please provide details regarding the food assistance program(s) your site uses:

If No, does your program plan to participate in a food assistance program for the SAQ 2025-2028 grant cycle? Please explain.

SECTION B: GEOGRAPHIC LOCATION (Check all boxes that apply for the proposed program) *non-rural counties

- | | |
|---|--|
| <input type="checkbox"/> Beaver County | <input type="checkbox"/> Piute County |
| <input type="checkbox"/> Box Elder County | <input type="checkbox"/> Rich County |
| <input type="checkbox"/> Cache County | <input type="checkbox"/> San Juan County |
| <input type="checkbox"/> Carbon County | <input type="checkbox"/> Salt Lake County* |
| <input type="checkbox"/> Davis County* | <input type="checkbox"/> Sanpete County |
| <input type="checkbox"/> Daggett County | <input type="checkbox"/> Sevier County |
| <input type="checkbox"/> Duchesne County | <input type="checkbox"/> Summit County |
| <input type="checkbox"/> Emery County | <input type="checkbox"/> Tooele County |
| <input type="checkbox"/> Garfield County | <input type="checkbox"/> Uintah County |
| <input type="checkbox"/> Grand County | <input type="checkbox"/> Utah County* |
| <input type="checkbox"/> Iron County | <input type="checkbox"/> Wasatch County |
| <input type="checkbox"/> Juab County | <input type="checkbox"/> Washington County |
| <input type="checkbox"/> Kane County | <input type="checkbox"/> Wayne County |
| <input type="checkbox"/> Millard County | <input type="checkbox"/> Weber County* |
| <input type="checkbox"/> Morgan County | |



Appendix F: FFATA CERTIFICATION BY THE SUBRECIPIENT (Not required for State Agencies and Component Units)

State of Utah
Department of Workforce Services

Organization Name: _____

Federal Funding Accountability and Transparency Act of 2006 requires that you report the names and total compensation of your entity's five most highly compensated executives, if the following requirements are met. In your business or organization's preceding completed fiscal year, did your business or organization (the legal entity to which this specific SAM record, represented by a UEI number, belongs) receive:

- (1) 80 percent or more of your annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements; **and**
- (2) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?

- NO: Skip to Attestation below
- YES: Continue, complete Executive Compensation and Attestation below

Executive Compensation

	Name	Title	Total Compensation Level*
1			
2			
3			
4			
5			

*Total compensation means the cash and noncash dollar value earned by the executive during the recipient's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402):

- 1) Salary and bonus.
- 2) Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards 2 CFR 200 (Revised 2004) (FAS 123R), Shared Based Payments.
- 3) Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
- 4) Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.
- 5) Above-market earnings on deferred compensation which is not tax-qualified.
- 6) Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds \$10,000.

ATTESTATION

By signing, you attest that the organization information and certification provided above is true and correct. Knowingly providing false or misleading information may result in criminal or civil penalties as per Title 18, Section 1001 of the US Criminal Code.

Chief Executive Officer
or Designee, Signature: _____ Date: _____

Name and Title: _____

Equal Opportunity Employer/Program

Auxiliary aids (accommodations) and services are available upon request to individuals with disabilities by calling 801-526-9240. Individuals who are deaf, hard of hearing, or have speech impairments may call Relay Utah by dialing 711. Spanish Relay Utah: 1-888-346-3162.

ATTACHMENT A
Department of Workforce Services (DWS)
Grant Terms and Conditions

1. DEFINITIONS:

- a. **"Agreement Signature Pages"** means the State cover pages that DWS and Grantee sign.
- b. **"Agreement"** means the Agreement, Signature Pages, attachments, and documents incorporated by reference.
- c. **"Confidential Information"** means information that is classified as Private or Protected, or otherwise deemed non-public under applicable state and federal laws, including but not limited to the Government Records Access and Management Act (GRAMA) Utah Code 63G-2-101 et seq. DWS reserves the right to identify, during and after this Agreement, additional information categories that must be kept confidential under federal and state law.
- d. **"Goods and Services"** means goods including, but not limited to, any deliverables, supplies, equipment, or commodities, and services including, but not limited to the furnishing of labor, time, and effort by Grantee pursuant to this Agreement and professional services required in accordance with this Contract.
- e. **"GRANTEE"** means the individual or entity receiving the funds identified in this Agreement. The term "GRANTEE" shall include GRANTEE's agents, officers, employees, and partners, as well as sub-recipients and loan recipients.
- f. **"Proposal"** means Grantee's response to DWS's Solicitation.
- g. **"Solicitation"** means the documents and process used by the State Entity to obtain Grantee's Proposal.
- h. **"State of Utah"** means the State of Utah, in its entirety, including its institutions, agencies, departments, divisions, authorities, instrumentalities, boards, commissions, elected or appointed officers, employees, agents, and authorized volunteers.
- i. **"Subcontractor/Subgrantee"** means an individual or entity that has entered into an agreement with the original GRANTEE to perform services or provide goods which the original GRANTEE is responsible for under the terms of this Agreement. Additionally, the term "subgrantee" or "subcontractor" also refers to individuals or entities that have entered into agreements with any subgrantee if: (1) those individuals or entities have agreed to perform all or most of the subgrantee's duties under this Agreement; or (2) federal law requires this Agreement to apply to such individuals or entities.
- j. **"Volunteer"** means an authorized individual performing a service without pay or other compensation.

2. **GOVERNING LAW AND VENUE:** This Agreement shall be governed by the laws, rules, and regulations of the State of Utah. Any action or proceeding arising from this Agreement shall be brought in a court of competent jurisdiction in the State of Utah. Venue shall be in Salt Lake City, in the Third Judicial District Court for Salt Lake County.

3. CONFLICT OF INTEREST:

- a. GRANTEE certifies, through the execution of the Agreement, that none of its owners, directors, officers, or employees are employees of DWS, or the State of Utah. GRANTEE will not hire or subcontract with any person having such conflicting interest(s).
- b. GRANTEE will notify DWS immediately upon learning of such a conflict and shall take immediate action to cure the conflict in accordance with DWS' direction.
- c. GRANTEE certifies, through the execution of the Agreement that none of its owners, directors, officers, or employees working under this Agreement, are relatives of an employee of DWS. A relative is defined as: spouse, child, step-child, parent, sibling, aunt, uncle, niece, nephew, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparent or grandchild.
- d. GRANTEE shall not use Grant funds to make any payments to an organization which has in common with GRANTEE either: a) owners or partners who directly or indirectly own ten percent (10%) or more of the voting interest of the organization; or b) directors, officers or others with authority to establish policies and make decisions for the organization.

4. **PROCUREMENT ETHICS:** Grantee certifies that it has not offered or given any gift or compensation prohibited by the laws, Executive Orders, or policies of the State to any officer or employee of the State or participating political subdivisions to secure favorable treatment with

respect to being awarded this Agreement. Grantee shall not give or offer any compensation, gratuity, contribution, loan, reward, or promise to any person in any official capacity relating to the procurement of this Agreement.

5. RELATED PARTIES:

- a. GRANTEE shall not use Grant funds to make any payments to related parties without the prior written consent of DWS. GRANTEE is obligated to notify DWS of any contemplated related party payment prior to making a purchase. Payments made by GRANTEE to related parties without prior written consent may be disallowed and may result in an overpayment assessment.
- b. GRANTEE is defined as all owners, partners, directors, and officers of GRANTEE or others with authority to establish policies and make decisions for GRANTEE.
- c. Related parties is defined as:
 - i. A person who is related to GRANTEE through blood or marriage, as defined by U.C.A., Section 52-3-1(1)(d), as father, mother, husband, wife, son, daughter, sister, brother, grandfather, grandmother, grandson, granddaughter, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.
 - ii. An organization with directors, officers, or others with the authority to establish policies and to make decisions for the organization who is related to GRANTEE through blood or marriage, as defined above.
- d. Upon notification of proposed related party payment, DWS may, at its discretion:
 - i. Require GRANTEE to undertake competitive bidding for the goods or services,
 - ii. Require satisfactory cost justification prior to payment, or
 - iii. Take other steps that may be necessary to assure that the goods or services provided afford DWS a satisfactory level of quality and cost.
- e. Any related-party payments contemplated under this Agreement must be disclosed on a written statement to DWS which shall include:
 - i. The name of GRANTEE'S representative who is related to the party to whom GRANTEE seeks to make payments;
 - ii. the name of the other related party;
 - iii. the relationship between the individuals identified in "i" and "ii" above;
 - iv. a description of the transaction in question and the dollar amount involved;
 - v. the decision-making authority of the individuals identified in "i" and "ii" above, with respect to the applicable transaction;
 - vi. the potential effect on this Agreement if the payment to the related party is disallowed;
 - vii. the potential effect on this Agreement if the payment to the related party is made; and
 - viii. the measures taken by GRANTEE to protect DWS from potentially adverse effects resulting from the identified parties' relationship.

- 6. INDEMNITY:** GRANTEE shall be fully liable for the actions of its agents, employees, officers, partners, and subcontractors, and shall fully indemnify, defend, and save harmless DWS and the State of Utah from all claims, losses, suits, actions, damages, and costs of every name and description arising out of GRANTEE'S performance of this Agreement caused by any intentional act or negligence of GRANTEE, its agents, employees, officers, partners, volunteers, or subcontractors, without limitation; provided, however, that the GRANTEE shall not indemnify for that portion of any claim, loss, or damage arising hereunder due to the sole fault of DWS. The parties agree that if there are any limitations of the GRANTEE'S liability, including a limitation of liability clause for anyone for whom the GRANTEE is responsible, such limitations of liability will not apply to injuries to persons, including death, or to damages to property of DWS.

- 7. INDEMNIFICATION RELATING TO INTELLECTUAL PROPERTY:** GRANTEE will indemnify and hold DWS and the State of Utah harmless from and against any and all damages, expenses (including reasonable attorneys' fees), claims, judgments, liabilities, and costs in any action or claim brought against DWS or the State of Utah for infringement of a third party's copyright, trademark, trade secret, or other proprietary right. The parties agree that if there are any limitations of GRANTEE'S liability, such limitations of liability will not apply to this section.

8. **OWNERSHIP IN INTELLECTUAL PROPERTY:**
 - a. DWS and GRANTEE each recognizes that each has no right, title, or interest, proprietary or otherwise, in the intellectual property owned or licensed by the other, unless otherwise agreed upon by the parties in writing. All documents, records, programs, data, articles, memoranda, and other materials not developed or licensed by GRANTEE prior to the execution of this Agreement, but specifically manufactured under this Agreement shall be considered work made for hire, and GRANTEE shall transfer any ownership claim to DWS.
 - b. Grantee warrants that it does not and will not infringe on any copyrights, patents, trade secrets, or other proprietary rights. Grantee will indemnify the State and hold the State harmless from and against all damages, expenses, attorney's fees, claims, judgments, liabilities, and costs in any claim brought against the State for infringement.
9. **STANDARD OF CARE:** Grantee and Subcontractors shall perform in accordance with the standard of care exercised by licensed members of their respective professions having substantial experience providing similar services, including the type, magnitude, and complexity of the Services. Grantee is liable for claims, liabilities, additional burdens, penalties, damages, or third-party claims, to the extent caused by the acts, errors, or omissions that do not meet this standard of care.
10. **AMENDMENTS:** This Agreement may only be amended by the mutual written agreement of the parties, provided that the amendment is within the Scope of Work of this Agreement and is within the scope/purpose of the original solicitation for which this Contract was derived. The amendment will be attached and made part of this Agreement. Automatic renewals will not apply to this Agreement, even if listed elsewhere in this Agreement.
11. **IMPOSITION OF FEES:** GRANTEE will not impose any fees upon clients provided services under this Agreement except as authorized by DWS. The State of Utah and DWS will not allow the GRANTEE to charge end users electronic payment fees of any kind.
12. **HUMAN-SUBJECTS RESEARCH:** GRANTEE shall not conduct non-exempt human-subjects research, as defined by 45 CFR part 46, involving employees of DWS or individuals receiving services (whether direct or contracted) from DWS. Program reporting and evaluation are not considered human-subjects research.
13. **GRANTEE RESPONSIBILITY:** GRANTEE is solely responsible for fulfilling the statement of work under this Agreement, with responsibility for all services performed as stated in this Agreement. GRANTEE shall be the sole point of contact regarding all matters related to this Agreement. GRANTEE must incorporate GRANTEE's responsibilities under this Agreement into every subcontract with its subcontractors that will provide any of the work product in this Agreement. Moreover, GRANTEE is responsible for its subcontractor's compliance under this Agreement.
14. **GRANTEE ASSIGNMENT AND SUBGRANTEES/SUBCONTRACTORS:**
 - a. Assignment: Notwithstanding DWS's right to assign the rights or duties hereunder, this Agreement may not be assigned by GRANTEE without the written consent of DWS. Any assignment by GRANTEE without DWS's written consent shall be wholly void.
 - b. If GRANTEE enters into subcontracts the following provisions apply:
 - i. Duties of Subgrantee/Subcontractor: Regardless of whether a particular provision in this Agreement mentions subgrantees, a subgrantee must comply with all provisions of this Agreement including, insurance requirements and the fiscal and program requirements. GRANTEE retains full responsibility for the Agreement compliance whether the services are provided directly or by a subgrantee.
 - ii. Provisions Required in Subcontracts: If GRANTEE enters into any subcontracts with other individuals or entities and pays those individuals or entities for such goods or services with federal or state funds, GRANTEE must include provisions in its subcontracts regarding the federal and state laws identified in this Agreement, if applicable ("Grantee's Compliance with Applicable Laws; Cost Accounting Principles and Financial Reports"), as well as other laws and grant provisions identified in 45 C.F.R. §92.36(i).
15. **INDEPENDENT GRANTEE:** GRANTEE and subcontractors, in the performance of the Scope of Work, shall act in an independent capacity and not as officers or employees or agents of DWS or the State of Utah. Persons employed by or through the Grantee shall not be deemed to be employees or agents of the State and are not entitled to the benefits associated with State employment.

16. MONITORING:

- a. DWS shall have the right to monitor GRANTEE'S performance under this Agreement. Monitoring of GRANTEE'S performance shall be at the complete discretion of DWS which will include but is not limited to GRANTEE'S fiscal operations, and the terms, conditions, attachments, scope of work, and performance requirements of this Agreement. Monitoring may include, but is not limited to, both announced and unannounced site visits, desk audit, third party monitoring, expenditure document review or video/phone conferencing. Any onsite monitoring will take place during normal business hours.
- b. If it is discovered that GRANTEE is in default (not in compliance with the Agreement), GRANTEE may be subject to sanctions which may include warnings, audits, temporary suspension of payments, termination, demand for the return of funds, or suspension/debarment from participation in future DWS grants and contracts. Default may also result in the cancellation of other agreements between GRANTEE and DWS.
- c. GRANTEE understands that DWS may conduct customer-satisfaction surveys. GRANTEE agrees to cooperate with all DWS-initiated customer feedback.
- d. EVALUATIONS: DWS may conduct reviews, including but not limited to:
 - i. PERFORMANCE EVALUATION: A performance evaluation of Grantee's and Subcontractors' work.
 - ii. REVIEW: DWS may perform plan checks, plan reviews, other reviews, and comment upon the Services of Grantee. Such reviews do not waive the requirement of Grantee to meet all of the terms and conditions of this Agreement.

17. DEFAULT: Any of the following events will constitute cause for DWS to declare GRANTEE in default of this Agreement (i) GRANTEE's non-performance of its contractual requirements and obligations under this Agreement; or (ii) GRANTEE's material breach of any term or condition of this Agreement. DWS may issue a written notice of default providing a ten (10) day period in which GRANTEE will have an opportunity to cure. In addition, DWS will give GRANTEE only one opportunity to correct and cease the violations. Time allowed for cure will not diminish or eliminate GRANTEE's liability for damages. If the default remains after GRANTEE has been provided the opportunity to cure, DWS may do one or more of the following: (i) exercise any remedy provided by law or equity; (ii) terminate this Agreement; (iii) debar/suspend GRANTEE from receiving future grants or contracts from DWS or the State of Utah; or (iv) demand a full refund of any payment that DWS has made to GRANTEE under this Agreement.

18. AGREEMENT TERMINATION:

- a. **Termination for Cause:** This Agreement may be terminated with cause by either party, upon written notice given to the other party. The party in violation will be given ten (10) days after written notification to correct and cease the violations, after which this Agreement may be terminated for cause immediately and subject to the remedies herein. Time allowed for cure will not diminish or eliminate GRANTEE's liability for damages.
- b. **Immediate Termination:** If GRANTEE creates or is likely to create a risk of harm to the clients served under this Agreement, or if any other provision of this Agreement (including any provision in the attachments) allows DWS to terminate the Agreement immediately for a violation of that provision, DWS may terminate this Agreement immediately by notifying GRANTEE in writing. DWS may also terminate this Agreement immediately for fraud, misrepresentation, misappropriation, or mismanagement as determined by DWS.
- c. **No-Cause Termination:** This Agreement may be terminated without cause, by either party, upon thirty (30) days prior written notice being given to the other party.
- d. **Termination Due to Nonappropriation of Funds, Reduction of Funds, or Changes in Law:** Upon thirty (30) days' written notice delivered to the GRANTEE, this Agreement may be terminated in whole or in part at the sole discretion of DWS, if DWS reasonably determines that: (i) a change in Federal or State legislation or applicable laws materially affects the ability of either party to perform under the terms of this Agreement; or (ii) that a change in available funds affects DWS's ability to pay under this Agreement. A change of available funds as used in this paragraph includes, but is not limited to a change in Federal or State funding, whether as a result of a legislative act or by order of the President or the Governor.
If written notice is delivered under this section, DWS will reimburse GRANTEE for the services properly performed until the effective date of said notice. DWS will not be liable for any performance, commitments, penalties, or liquidated damages that accrue after the effective date of said written notice.

- e. **Accounts and Payments at Termination:** Upon termination of this Agreement, all accounts and payments will be processed according to the financial arrangements set forth herein for approved services rendered to date of termination. In no event shall DWS be liable to GRANTEE for compensation for any good or service neither requested nor accepted by DWS. In no event shall DWS's exercise of its right to terminate this Agreement relieve the GRANTEE of any liability to DWS for any damages or claims arising under this Agreement.
 - f. **Remedies for GRANTEE's Violation:** In the event this Agreement is terminated as a result of a default by GRANTEE, DWS may procure or otherwise obtain, upon such terms and conditions as DWS deems appropriate, services similar to those terminated, and GRANTEE shall be liable to DWS for any damages arising there from, including attorneys' fees and excess costs incurred by DWS in obtaining similar services.
19. **DISPUTE RESOLUTION:** Prior to either party filing a judicial proceeding, the parties agree to participate in the mediation of any dispute. DWS, after consultation with the GRANTEE, may appoint an expert or panel of experts to assist in the resolution of a dispute. If DWS appoints such an expert or panel, DWS and GRANTEE agree to cooperate in good faith in providing information and documents to the expert or panel in an effort to resolve the dispute.
 20. **SUSPENSION OF WORK:** If DWS determines, in its sole discretion, to suspend Grantee's responsibilities but not terminate this Agreement, the suspension will be initiated by formal written notice pursuant to the terms of this Agreement. GRANTEE's responsibilities may be reinstated upon advance formal written notice from DWS.
 21. **FORCE MAJEURE:** Neither party to this Agreement will be held responsible for delay or default caused by fire, riot, act of God, or war which is beyond that party's reasonable control. DWS may terminate this Agreement after determining such delay will prevent successful performance of this Agreement.
 22. **ATTORNEYS' FEES and COSTS:** In the event of any judicial action to enforce rights under this Agreement, the prevailing party shall be entitled its costs and expenses, including reasonable attorney's fees incurred in connection with such action.
 23. **AGREEMENT RENEWAL:** Renewal of this Agreement will be solely at the discretion of DWS.
 24. **CITING WORKFORCE SERVICES IN GRANT PROGRAM PROMOTION:** GRANTEE agrees to give credit to Workforce Services for funding in all written and verbal promotion, marketing or discussion of this program, including but not limited to brochures, flyers, informational materials, paid advertisements, and social media. All formal promotion, marketing (paid or otherwise), or public information programs will be coordinated with the assigned Public Information Officer for Workforce Services. It is within DWS's sole discretion whether to approve the advertising and publicity.
 25. **LICENSING AND STANDARD COMPLIANCE:** By signing this Agreement, GRANTEE acknowledges that it currently meets all applicable licensing or other standards required by federal and state laws or regulations and ordinances of the city/county in which services or care is provided and will continue to comply with such licensing or other applicable standards and ordinances for the duration of this Agreement period. Failure to secure or maintain a license is grounds for termination of this Agreement. GRANTEE acknowledges that it is responsible for familiarizing itself with these laws and regulations, and complying with all of them.
 26. **LAWS AND REGULATIONS:** The Grantee shall ensure that all supplies, services, equipment, and construction furnished under this Agreement complies with all applicable Federal, State, and local laws and regulations, including obtaining applicable permits, licensure and certification requirements. Grantees receiving federal pass-through funding shall comply with applicable 2 CFR 200 (Uniform Administrative Requirements and Cost Principles).
 27. **WARRANTY:** Grantee warrants, represents and conveys full ownership and clear title to the goods provided under this Agreement. Grantee warrants that: (a) all services and goods shall be provided in conformity with the requirements of this Agreement by qualified personnel in accordance with generally recognized standards; (b) all goods furnished pursuant to this Agreement shall be new and free from defects; (c) goods and services perform according to all claims that Grantee made in its Proposal; (d) goods and services are suitable for the ordinary purposes for which such goods and services are used; (e) goods and services are suitable for any special purposes identified in the Grantee's Proposal; (f) goods are properly designed and manufactured; and (g) goods create no harm to persons or property. Grantee warrants and assumes responsibility for all goods that it sells to the State under this Agreement for a period of one year, unless a longer period is specified elsewhere in this Agreement. Grantee acknowledges

that all warranties granted to the buyer by the Uniform Commercial Code of the State apply to this Agreement. Product liability disclaimers and warranty disclaimers are not applicable to this Agreement and are deemed void. Remedies available to the State include but are not limited to: Grantee will repair or replace goods and services at no charge to the State within ten days of written notification. If the repaired or replaced goods and services are inadequate or fail their essential purpose, Grantee will refund the full amount of any payments that have been made. Nothing in this warranty will be construed to limit any rights or remedies the State may otherwise have.

28. **TIME OF THE ESSENCE:** Services shall be completed by the deadlines stated in this Agreement. For all Services, time is of the essence. Grantee is liable for all damages to DWS, the State, and anyone for whom the State may be liable as a result of Grantee's failure to timely perform the Services.
29. **DEBARMENT:** For GRANTEES receiving any Federal funds: By signing this Agreement, GRANTEE certifies it is not debarred, suspended, or otherwise excluded from or ineligible for participation in Federal programs or activities. See the provisions on government-wide suspension and debarment in 2 CFR §200.205(d), Appendix II to Part 200 - Paragraph (H), and 2 CFR part 180 which implements Executive Orders 12549 and 12689 for further clarification. The Grantee shall notify DWS within five days if debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any contract by any governmental entity during the Agreement period.
30. **COMPLIANCE WITH GENERALLY APPLICABLE STATE AND FEDERAL LAWS:**
 - a. At all times during this Agreement, GRANTEE, and all services performed under this Agreement, will comply with all applicable federal and state constitutions, laws, rules, codes, orders, and regulations.
 - b. GRANTEE is required to comply with all anti-discrimination and drug-free workplace laws, and all laws governing research involving human subjects. If GRANTEE is receiving federal funds under this Agreement the following federal laws may apply: Equal Opportunity Employer Executive Order, the Davis-Bacon Act, the Hatch Act, the Copeland "Anti-Kickback" Act, the Fair Labor Standards Act, the Contract Work Hours and Safety Standards Act, the Clean Air Act, the Federal Water Pollution Control Act, the Byrd Anti-Lobbying Amendment, and the Debarment and Suspension Executive Orders. GRANTEE shall comply with these laws and regulations to the extent they apply to the subject matter of this Agreement.
 - c. By accepting this Grant, the GRANTEE assures that it has the ability to comply with the nondiscrimination and equal opportunity provisions of the following laws and shall remain in compliance with such laws for the duration of the Grant:
 - i. Section 188 of the Workforce Innovation and Opportunity Act (WIOA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or against beneficiaries, applicants, and participants on the basis of either citizenship or participation in any WIOA Title I-financially assisted program or activity;
 - ii. Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color, and national origin;
 - iii. Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
 - iv. The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
 - v. Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in education programs.
 - d. GRANTEE acknowledges that grant funds may not be used for the purpose of a "prohibited discriminatory practice," as that term is defined in Utah Code 53B-1-118. Prohibited discriminatory practices include practices that are based in part on an individual's race, color, ethnicity, sex, sexual orientation, national origin, religion, or gender identity. GRANTEE certifies that it will not use grant funds to engage in a prohibited discriminatory practice during the term of this Contract, and that if it does, it shall promptly notify the State in writing. Using state funds for a prohibited discriminatory practice may result in termination.

- e. GRANTEE also assures that it will comply with 29 CFR part 38 and all other regulations implementing the laws listed above. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.
 - i. If applicable, GRANTEE will provide an explanation of the client's rights and protections under 29 CFR Part 38, including displaying DWS' Equal Opportunity is the Law poster. If individual client files are maintained GRANTEE will also provide a copy of DWS' Equal Opportunity Notice to the client and maintain a copy in the client file.
 - ii. The GRANTEE shall comply with WIOA guidance regarding services and access for persons with limited English proficiency, to the extent they apply to the subject matter of this agreement. Specific guidance is provided at Part IV, Department of Labor Federal Register/Volume 68, No. 103, issued Thursday, May 29, 2003, and Department of Health and Human Services Federal Register/Volume 65, No. 169, August 30, 2000 and Department of Health and Human Services Federal Register Volume 68, Number 153, August 8, 2003.
 - f. Workers' Compensation Insurance: GRANTEE shall maintain workers' compensation insurance during the term of this Agreement for all its employees and any subcontractor employees related to this Agreement. Workers' compensation insurance shall cover full liability under the workers' compensation laws of the jurisdiction in which the work is performed at the statutory limits required by said jurisdiction.
31. **COMPLIANCE WITH ENVIRONMENTAL REVIEW REQUIREMENTS:** If applicable, DWS funding is contingent upon the GRANTEE complying with 24 CFR Part 58 by, among other things, completing the following: (1) Prepare and submit electronically an Environmental Review Record (ERR) to DWS; (2) As required, publish public notices and submit documentation; (3) Receive an environmental clearance letter or an Authorization to Use Grant Funds (AUGF); and (4) Perform the mitigation actions identified by the ERR. GRANTEE must adhere to the requirements of 24 CFR Part 58. Should GRANTEE violate 24 CFR Part 58 prior to, during, or following completion of the construction of the project, funds disbursed under this Agreement shall be immediately due and payable to DWS.
 32. **WORK ON STATE OF UTAH PREMISES:** GRANTEE shall ensure that personnel working on State of Utah premises shall: (i) abide by all of the rules, regulations, and policies of the premises including DWS substance abuse and drug free workplace standard; (ii) remain in authorized areas; (iii) follow all instructions; and (iv) be subject to a background check, prior to entering the premises. The State of Utah or DWS may remove any individual for a violation hereunder.
 33. **WORKFORCE SERVICES JOB LISTING:** GRANTEE must post employment opportunities with DWS for the duration of the Agreement.
 34. **CODE OF CONDUCT** (attached if applicable): GRANTEE agrees to follow and enforce DWS's Code of Conduct, Utah Administrative Code, R982-601-101 et seq.
 35. **GRIEVANCE PROCEDURE:** GRANTEE agrees to establish a system whereby recipients of services provided under this Agreement may present grievances about the operation of the program as it pertains to and affects said recipient. GRANTEE will advise recipients of their right to present grievances concerning denial or exclusion from the program, or operation of the program, and of their right to a review of the grievance by DWS. GRANTEE will advise applicants in writing of rights and procedures to present grievances. In the event of a grievance, GRANTEE will notify DWS Contract Owner of the grievance and its disposition of the matter.
 36. **PROTECTION AND USE OF CLIENT RECORDS:** GRANTEE shall comply with the Government Data Privacy Act (GDPA), Title 63A, Chapter 19, under which a GRANTEE that enters into or renews an agreement with a governmental entity and processes or has access to personal data as part of the GRANTEE's duties under the agreement, is subject to the requirements of the GDPA with regard to the personal data processed or accessed by the GRANTEE to the same extent as required of the governmental entity.
 GRANTEE shall ensure that its agents, officers, employees, partners, volunteers and Subgrantees keep all Confidential Information strictly confidential. GRANTEE shall immediately notify DWS of any potential or actual misuse or misappropriation of Confidential Information. The use or disclosure by any party of any personally identifiable information concerning a recipient of services under this Agreement, for any purpose not directly connected with the administration of DWS's or GRANTEE'S responsibilities with respect to this Agreement is prohibited except as required or allowed by law.

GRANTEE shall be responsible for any breach of this duty of confidentiality, including any required remedies or notifications under applicable law. GRANTEE shall indemnify, hold harmless, and defend DWS and the State of Utah, including anyone for whom DWS or the State of Utah is liable, from claims related to a breach of this duty of confidentiality, including any notification requirements, by GRANTEE or anyone for whom the GRANTEE is liable.

This duty of confidentiality shall be ongoing and survive the termination or expiration of this Agreement.

37. **RECORDS ADMINISTRATION:** GRANTEE shall maintain or supervise the maintenance of all records necessary to properly account for GRANTEE's performance and the payments made by DWS to GRANTEE under this Agreement. These records shall be retained by GRANTEE for at least six (6) years after final payment, or until all audits initiated within the six (6) years have been completed, whichever is later. GRANTEE agrees to allow, at no additional cost, the State of Utah, federal auditors, and DWS staff, access to all such records and to allow interviews of any employees or others who might reasonably have information related to such records. Further, GRANTEE agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Grant. Such access will be during normal business hours, or by appointment.
38. **PUBLIC INFORMATION:** GRANTEE agrees that this Agreement, invoices and supporting documentation will be public documents and may be available for public and private distribution in accordance with the State of Utah's Government Records Access and Management Act (GRAMA). GRANTEE gives DWS and the State of Utah express permission to make copies of this Agreement, invoices and supporting documentation in accordance with GRAMA. Except for sections identified in writing by GRANTEE and expressly approved by DWS, GRANTEE also agrees that the grant application will be a public document, and copies may be given to the public as permitted under GRAMA. DWS and the State of Utah are not obligated to inform GRANTEE of any GRAMA requests for disclosure of this Agreement, related invoices and supporting documentation.
39. **REQUIRED INSURANCE:** GRANTEE shall at all times during the term of this Agreement, without interruption, carry and maintain the insurance coverage described below. Non-governmental entity GRANTEES shall provide Certificate(s) of Insurance, showing up-to-date coverage, to DWS within thirty (30) days of Agreement award. Failure to provide proof of insurance as required will be deemed a material breach of this Agreement. GRANTEE's failure to maintain required insurance for the term of this Agreement will be grounds for immediate termination. DWS reserves the right to require higher or lower insurance limits where warranted. The carrying of insurance required by this Agreement shall not be interpreted as relieving GRANTEE of any other responsibility or liability under this Agreement or any applicable law, statute, rule, regulation, or order.
 - a. Commercial general liability (CGL) insurance from an insurance company authorized to do business in the State of Utah. The limits of the CGL insurance policy will be no less than one million dollars (\$1,000,000.00) per person per occurrence and three million dollars (\$3,000,000.00) aggregate per occurrence. Non-governmental entity GRANTEE must add the State of Utah, DWS as an additional insured with notice of cancellation.
 - b. Commercial automobile liability (CAL) insurance from an insurance company authorized to do business in the State of Utah. The CAL insurance policy must cover bodily injury and property damage liability and be applicable to all vehicles used in the performance of Services under this Agreement whether owned, non-owned, leased, or hired. The minimum liability limit must be \$1 million per occurrence, combined single limit. The CAL insurance policy is required if Grantee will use a vehicle in the performance of this Agreement. If GRANTEE subcontracts with another entity or individual for transportation services, or services that include transportation services, GRANTEE may satisfy this insurance requirement by submitting proof that the subcontractor has complied with this section and agrees to the Indemnity section of this Agreement.
 - c. If GRANTEE employs doctors, dentists, social workers, mental health therapists or other professionals to provide services under this Agreement, GRANTEE shall maintain a policy of professional liability insurance with a limit of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate. This professional liability insurance ("malpractice insurance") shall cover damages caused by errors, omissions or negligence related to the professional services provided under this Agreement.

- d. Workers' compensation insurance for all employees and subcontractor employees. Workers' compensation insurance shall cover full liability under the workers' compensation laws of the jurisdiction in which the service is performed.
- e. GRANTEE also agrees to maintain any other insurance policies required in the Agreement. Grantee shall add the State as an additional insured with notice of cancellation. Grantee shall submit certificates of insurance that meet the above requirements prior to performing any Services, and in no event any later than thirty days of the Agreement award. Failure to maintain required insurance or to provide proof of insurance as required is a material breach of this Agreement and may result in immediate termination.
40. **FINANCIAL REPORTING AND AUDIT REQUIREMENTS:** GRANTEE shall comply with all applicable federal and state laws and regulations regarding financial reporting and auditing, including but not limited to 2 CFR 200, Subpart F; Utah Code: 51-2a-201.5, Utah Code: 53A-1a-507. Utah Admin. Code Rule R123-5, the *State of Utah Compliance Audit Guide* (SCAG). Further information on financial reporting and audit requirements is available at auditor.utah.gov.
41. **BILLINGS AND PAYMENTS:** Payments to GRANTEE will be made by DWS upon receipt of itemized billing for authorized service(s) supported by appropriate documentation and information contained in reimbursement forms supplied by DWS. Billings and claims must be received within thirty (30) days after the last date of service for the period billed including the final billing, which must be submitted within thirty (30) days after Agreement termination or payments may be delayed or denied. DWS must receive billing for services for the month of June no later than July 15th, due to DWS's fiscal year end. Billings submitted after this date may be denied. DWS will not allow claims for services furnished by GRANTEE which are not specifically authorized by this Agreement. DWS has the right to adjust or return any invoice reflecting incorrect pricing.
42. **PAYMENT WITHHOLDING:** GRANTEE agrees that the reporting and record keeping requirements specified in this Agreement are a material element of performance and that if, in the opinion of DWS, GRANTEE'S record keeping practices or reporting to DWS are not conducted in a timely and satisfactory manner, DWS may withhold part or all payments under this or any other Agreement until such deficiencies have been remedied. In the event of the payment(s) being withheld, DWS agrees to notify GRANTEE of the deficiencies that must be corrected in order to bring about the release of withheld payment.
43. **OVERPAYMENT/AUDIT EXCEPTIONS/DISALLOWANCES:** GRANTEE agrees that if during or subsequent to GRANTEE'S CPA audit or DWS determines payments were incorrectly reported or paid, DWS may amend the Agreement and adjust the payments. To be eligible for reimbursement GRANTEE expenditures must be adequately documented. Upon written request, GRANTEE will immediately refund to DWS any overpayments as determined by audit or DWS. GRANTEE agrees to participate in follow-up audits as requested by DWS. GRANTEE further agrees that DWS shall have the right to withhold any or all subsequent payments under this or other Agreements with GRANTEE until recoupment of overpayment is made.
44. **UNUSED FUNDS:** Any funds paid by DWS that are not appropriately used as authorized by this Agreement must immediately be returned to DWS.
45. **REDUCTION OF FUNDS:** The maximum amount authorized by this Agreement shall be reduced or Agreement terminated if required by federal/state law, regulation, or action or if there is significant under-utilization of funds, provided GRANTEE shall be reimbursed for all services performed in accordance with this Agreement prior to date of reduction or termination. If funds are reduced, there will be a comparable reduction in the amount of services to be given by GRANTEE. DWS will give GRANTEE thirty (30) days' notice of reduction.
46. **PRICE REDUCTION FOR INCORRECT PRICING DATA:** If any price, including profit or fee, negotiated in connection with this Agreement, or any cost reimbursable under this Agreement was increased by any significant sum because GRANTEE furnished cost or pricing data (e.g., salary schedules, reports of prior period costs) which was not accurate, complete and current, the price or cost shall be reduced accordingly. The Agreement may be modified in writing as necessary to reflect such reduction, and amounts overpaid shall be subjected to overpayment assessments. Any action DWS may take in reference to such price reduction shall be independent of, and not be prejudicial to, DWS's right to terminate this Agreement.
47. **FINANCIAL/COST ACCOUNTING SYSTEM:** GRANTEE agrees to maintain a financial and cost accounting system in accordance with accounting principles generally accepted in the United States of America. An entity's accounting basis determines when transactions and economic events are reflected in its financial statements. An entity may record its accounting transactions

and events on a cash basis, accrual basis, or modified accrual basis; however the cash method of accounting is not appropriate for governmental entities. GRANTEE further agrees that all program expenditures and revenues shall be supported by reasonable documentation (e.g., vouchers, invoices, receipts), which shall be stored and filed in a systematic and consistent manner. GRANTEE further agrees to retain and make available to independent auditors, State and Federal auditors, and program and grant reviewers all accounting records and supporting documentation for a minimum of six (6) years after the final payment, or until all audits initiated within the six (6) years have been completed, whichever is later. GRANTEE further agrees that, to the extent it is unable to reasonably document the disposition of monies paid under this Agreement, it is subject to an assessment for over-payment.

48. DWS COST PRINCIPLES FOR COST REIMBURSEMENT AGREEMENTS:

- a. Federal cost principles determine allowable costs in DWS grants. GRANTEE may locate the Federal Cost Principles applicable to its organization by searching the appropriate federal government websites.
- b. Compliance with Federal Cost Principles: For GRANTEE'S convenience, DWS provides Table 1 below, "Cost Principles," as a reference guide to the applicable cost principles. However, the information in this table is not exhaustive, and GRANTEE understands that it is obligated to seek independent legal or accounting advice. As shown in Table 1, "Cost Principles," the principles applicable to a particular GRANTEE depend upon GRANTEE'S legal status.

Table 1: Cost Principles

GRANTEE	Federal Cost Principles
State/Local/Indian Tribal Governments	2 CFR 200 Subpart E
College or University	
Non-Profit Organization	
For-Profit Entity	48 CFR Part 31.2

- c. Compensation for Personal Services - Additional Cost Principles:
In addition to the cost principles in the Federal circulars concerning compensation for personal services, the following cost principles also apply:
 - i. The portion of time a person devotes to a program should be disclosed in the budget as a percent of 40 hours per week.
 - ii. Employees who are compensated from one or more grants, or from programmatic functions must maintain time reports, which reflect the distribution of their activities.
 - iii. If total work time exceeds 40 hours in a week and GRANTEE wants reimbursement for the time devoted to DWS programs over 40 hours, the following two conditions must be met: 1) a perpetual time record must be maintained and 2) prior written approval must be obtained from DWS's Finance-Contracting Division
 - iv. Compensation for Personal Expenses: DWS will not reimburse GRANTEE for personal expenses. For example, spouse travel when the travel costs of the spouse is unrelated to the business activity, telecommunications and cell phones for personal uses, undocumented car allowances, payments for both actual costs of meals and payments for per diem on the same day, and business lunches (not connected with training).
- d. Third-Party Reimbursement and Program Income: GRANTEE is required to pursue reimbursement from all other sources of funding available for services performed under this Agreement. Other sources of funding include, but are not limited to, third-party reimbursements and program income. In no instance shall any combination of other sources of funding and billings to DWS be greater than "necessary and reasonable costs to perform the services" as supported by audited financial records. Collections over and above audited costs shall be refunded to DWS.

49. ADMINISTRATIVE EXPENDITURES: DWS will reimburse administrative expenses as allowed by the budget terms of this agreement. GRANTEES with a federally approved Negotiated Indirect Cost Rate Agreement (NICRA) must provide DWS with a copy of their approval letter from the federal cognizant agency along with information on the base(s) used to distribute indirect costs.

50. **CHANGES IN BUDGET (Cost Reimbursement Grants Only):** The budget attached hereto shall be the basis for payment. GRANTEE may not make any adjustment in budgeted funds from Category III, "Program Expenses" to either Category I, "Indirect Expenses" or Category II, "Direct Administrative Expenses" or between Categories I and II, without prior written approval by DWS. Expenditures in excess of those budgeted in either Category I or II may be considered questioned costs. Resolution of such questioned costs will normally result in a request that such excesses be refunded to DWS. GRANTEE may, however, shift between either Category I or II to Category III with prior approval from DWS. Expenditures in excess of those budgeted in Category III will not normally result in questioned costs unless restrictions have been placed on subcategories within this major category. When the grant restricts expenditures within defined subcategories, any unapproved excess will be considered a questioned cost.
51. **NON-FEDERAL MATCH:** For those grants requiring a non-federal match, said match shall be:
- Expenses which are reasonable and necessary for proper and efficient accomplishment of the Agreement program objectives.
 - Allowable under applicable cost principles.
 - Not paid by the Federal Government under another award except where authorized by Federal statute.
 - In accordance with the appropriate Federal grant being matched.
 - Invoices submitted to DWS should detail the total cost of program expenditures and should distinguish between which expenditures are match and which are requested for reimbursement.
52. **WAIVER:** A waiver of any right, power, or privilege shall not be construed as a waiver of any subsequent right, power, or privilege. The State does not waive its sovereign or governmental immunity.
53. **NOTIFICATION TO THE INTERNAL REVENUE SERVICE:** It is DWS's policy to notify the Internal Revenue Service of any known violations of IRS regulations.
54. **ORDER OF PRECEDENCE:** In the event of any conflict in the terms and conditions in this Agreement, the order of precedence shall be: (i) this Attachment A; (ii) Agreement Signature Page(s); and (iii) any other attachment listed on the Agreement Signature Page(s). Any provision attempting to limit the liability of GRANTEE or limit the rights of DWS or the State of Utah must be in writing and attached to this Agreement or it is rendered null and void.
55. **SURVIVAL OF TERMS:** Termination or expiration of this Agreement shall not extinguish or prejudice DWS's right to enforce this Agreement with respect to any default of this Agreement or of any of the following clauses: Governing Law and Venue, Laws and Regulations, Records Administration, Remedies, Indemnity, Intellectual Property, Indemnification Relating to Intellectual Property, Insurance, Public Information; Conflict of Terms; Confidentiality; and Publicity.
56. **SEVERABILITY:** The invalidity or unenforceability of any provision, term, or condition of this Agreement shall not affect the validity or enforceability of any other provision, term, or condition of this Agreement, which shall remain in full force and effect.
57. **ERRORS AND OMISSIONS:** GRANTEE shall not take advantage of any errors or omissions in this Agreement. GRANTEE must promptly notify DWS of any errors or omissions that are discovered.
58. **ENTIRE AGREEMENT:** This Agreement constitutes the entire agreement between the parties and supersedes any and all other prior and contemporaneous agreements and understandings between the parties, whether oral or written.
59. **PUBLIC CONTRACT BOYCOTT RESTRICTIONS:** In accordance with Utah Code 63G-27-102 and 63G-27-201, if applicable, GRANTEE certifies that it is not currently engaged in an "economic boycott" nor a "boycott of the State of Israel" as those terms are defined in that Code section. GRANTEE also agrees not to engage in either boycott for the duration of this Agreement. If GRANTEE does engage in such a boycott, it shall immediately provide written notification to DWS.

Rev. 7/11/2024

Attachment B.1
Scope of Work
Department of Workforce Services
School Age Quality Grant 2025-2028
Standard Programs

Purpose/Background

The Department of Workforce Services (DWS), Office of Child Care (OCC) supports Out-of-School Time (OST) programs that provide quality activities for school-age youth throughout the State of Utah. Standard OST Programs provide safe, supportive, interactive and engaging environments for school-age youth. This grant will provide support for OST programs with a focus on structured social-emotional programming that measures school-age youth deficits and increases of positive behaviors. This funding is available to DWS Approved-Exempt School-Age Programs that, as of July 1, 2025, will not be a Child Care and Development Fund (CCDF) Grantee under contract with DWS, OCC for school year programs at identified program sites.

GRANTEE RESPONSIBILITIES

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

1. Grant Orientation Meetings

The organization's grant administrator, fiscal management staff and program coordinator must attend a virtual grant orientation meeting (date and time to be determined) with DWS, OCC. In addition, grant administrator, fiscal management staff, and program coordinator must watch a recorded orientation provided by Utah Afterschool Network (UAN).

- a. If the program site coordinator changes during the grant year, the new site coordinator will be responsible for contacting the DWS Program Specialist to receive appropriate grant training.

2. Program Requirements

Program shall:

- a. Ensure quality standards of program as described in Utah [Administrative Code 53E-3-508\(2\)](#);
- b. Provide regular, formally supervised afterschool or out-of-school time programs for youth, ages 5-12;
- c. Operate a minimum of:
 - i. 30 weeks during the school year and
 - ii. Four days per week, with active programming from bell dismissal until at least 5:30 pm.
 1. For purposes of this grant, a week is defined as a minimum of three

days, Monday through Friday, during a calendar week. Funding is not available for one-time, sporadic club activities;

- d. Enroll a minimum of 20 youth, with a minimum of 40 percent of youth enrolled eligible for free or reduced price lunch;
- e. Maintain a minimum Average Daily Attendance (ADA) of 10;
- f. Allow all youth to attend all hours of programming each week;
- g. As determined by the Department of Health and Human Services, Division of Licensing and Background Checks (DHHS, DLBC),
 - i. Maintain a minimum staff-to-student ratio of 1 to 20.
 - ii. Ensure all fingerprinting and background checks are completed and current.
 - iii. Maintain the “DWS-Approved-Exempt School Age Program” status given to continue to receive any Child Care and Development Funds (CCDF) grant.
 - iv. Ensure compliance with all DHHS, DLBC requirements.
- h. Provide programming with a balance of academic and enrichment activities;
- i. Ensure parent permissions are obtained for participation in all data collection efforts put forth by DWS, OCC or its designees; and
- j. If fees are charged,
 - i. Youth who qualify for free lunch must have all fees related to programming waived. This includes participation fees, partnering club fees, and any other fees related to full and equal access to all program-related offerings.
 - ii. Youth who qualify for reduced lunch must be offered a sliding fee scale; the sliding fee scale must include participation fees, partnering club fees, and any other fees related to full and equal access to all program-related offerings.
 - iii. Provide child care subsidy information to all families regarding offsetting child care cost options (Child Care Subsidy Information Pamphlet- [English](#) or [Spanish](#)).

3. Community of Practice

Grantee program leaders and site level coordinators will participate in up to four Community of Practice (CoP) virtual convenings as scheduled each school year. These sessions (approximately 90 minutes) will provide program leaders and site level coordinators with the opportunity to learn and discuss relevant topics aligned with continuous quality improvement. The CoP professional learning model is research-informed and addresses the needs of adult learners, and is designed to expand participant awareness, knowledge, and learning to apply skills into practice. The Utah Education Policy Center (UEPC) team will also offer program leaders and site level coordinators technical assistance in between CoP convenings in an effort to support the implementation of strategies, tools, and resources introduced during CoP sessions and build individual and program team capacity.

4. Social-Emotional Learning

The grantee will provide Social-Emotional Learning (SEL) focused activities to all youth enrolled in the program.

- a. The program will set, at minimum, one SMART (Specific; Measurable; Attainable; Relevant; Time-bound) Goal around Social-Emotional Learning (see [Guidance on Creating SMART Outcome Statements](#)).
 - i. Goal will be related to increasing the Social-Emotional capacity of the majority of students enrolled in the program.
 - ii. Program shall work with DWS, OCC and UAN OST Specialist to ensure goal is being met to fidelity.
 - iii. Program will report on specific goal work in DWS, OCC reports.
- b. The SEL activity shall:
 - i. Be implemented in the program by using an evidence-based curriculum;
 - ii. Be appropriate for all ages served;
 - iii. Be incorporated, at minimum, twice a week and also be easily identifiable on program schedule; and
 - iv. Run for a minimum of 30 minutes per session.
 1. Students will be measured a minimum of two times per year using the DWS provided SEL Survey.
 - a. The program will collect and maintain data regarding pre and post measurements to show an increase of SEL capacities in the majority of students.
 - i. Pre- assessment surveys shall be conducted before October 1 each school year.
 - ii. Post- assessment surveys shall be conducted after April 1 each school year.
 - b. The program will submit survey results with DWS, OCC reports.

5. Program Quality

Program Quality shall be determined through the performance of unannounced observations utilizing the [School-Age Program Quality Assessment](#) (SAPQA), conducted by DWS, OCC or its designee.

- a. By March 2028, the program will have received an overall score of 3.00 on the SAPQA.
 - i. Unannounced observations will be conducted by an OST Specialist who is reliable in the SAPQA tool.
 - a. Feedback sessions for observations will be provided by the UAN OST Specialist.
 - ii. Once a program receives a SAPQA score of at least 3.00, they may not be observed again during the grant cycle.

1. DWS reserves the right to have UAN administer additional unannounced observations as needed.
- iii. For a program scoring less than an overall score of 3.00 for the SAPQA, grantee shall:
 1. Develop a Quality Improvement Plan (QIP) in collaboration with:
 - a. DWS, OCC;
 - b. Utah Afterschool Network (UAN) Out-of-School Time (OST) Specialist;
 - c. Site coordinator(s); and
 - d. Direct supervisors in the grantee's organization.
 2. Ensure involvement and support of the implementation of the QIP.
 3. Actively work with program staff between visits of the assigned UAN OST Specialist.
 4. Receive an additional observation(s)

6. Reporting and Data Collection

Grantee shall participate in statewide afterschool data collection efforts. At a minimum, each funded program will be required to:

- a. Submit one mid-year and one annual progress report. A report template will be provided to Grantees by DWS, OCC with sufficient notice of the information or data required; and
- b. Submit an annual Quality Tool report and one annual Program Information Form as requested by UAN.
 - i. The Administrative section of the Quality Tool report should be completed by the program administrator.
 - ii. The Program section of the Quality Tool report should be completed by each program site coordinator.

7. Expense Reimbursement

- a. Grantee shall submit requests for reimbursement of expenses using the reimbursement template(s) provided by DWS, OCC.
- b. Generally, reimbursements are paid within 30 days of receipt but the speed of payments may be affected by accuracy of the invoice and approval by DWS Finance Division.
- c. Invoices shall be submitted no less than quarterly throughout the fiscal year, with backup documentation as specified by DWS.
- d. Grantee shall submit all supporting documentation for invoiced purchases, upon request by OCC, regardless of the number of fully documented invoices submitted.

- e. Grantee shall not use funds to pay for summer programming expenses, which includes June and July.
- f. All funds must be spent before the end of each grant year. Unspent funds will not carry over to the next grant year.

8. Qualified Expenditure Certification

Grantee will provide certification of qualified afterschool Cash Match as determined by DWS, OCC and the Grantee. Cash Match shall be reported quarterly at a minimum or as requested by DWS, OCC.

9. Budget

Budgets are final unless changes receive approval from OCC. Modifications to the budget require alignment with the OCC grant and the purposes and outcomes identified by the Grantee in the grant application.

- a. All budget change requests shall be made to the assigned OCC Program Specialist. Based on the budget change request, OCC Program Specialist shall:
 - i. Provide written approval when appropriate; or
 - ii. Request the submission of an appropriate budget change form for significant budget changes.
- b. Funding in the following budget categories shall not be moved:
 - i. Funding allocated to salary and fringe benefits in Category III shall not be moved to other program expenses; and
 - ii. Funding from Category III shall not be moved to Categories I or II, Administrative and Indirect Expenses.
- c. Funding may be moved out of Category II, Indirect Expenses;
- d. Budget changes shall not be made after April 30 of each contract year; and
- e. Submission of final invoices for contract terms that align with the state fiscal year, beginning July 1 and ending June 30 in a particular fiscal year shall:
 - i. Include only unreimbursed expenses incurred and received prior to June 30 of the contract year. Expenses ordered but not received by June 30 shall not be reimbursed; and
 - ii. Be submitted to OCC no later than seven business days after June 30 of the contract year.

10. Allowable Costs

Grant funding is intended to supplement, build upon and add to existing program funds in order to enhance the quality of the program. Allowable costs are based on the intent of the grant. Purchases must be age-appropriate and safe for children. Any use of Federal CCDF funds must be consistent with CCDF purposes and applicable CCDF rules. Any costs charged to the CCDF program must be necessary, reasonable and allocable to the program. If there are any questions regarding allowable and unallowable costs, Grantees should contact their DWS Program Specialist prior to incurring the expense to confirm an expense is allowable.

11. Unallowable Costs

Grant funding cannot be used to supplant existing expenditures and must be used as an addition to existing funds for the program and not replace funds from parent fees for current program operation. If there are any questions regarding allowable and unallowable costs, Grantees should contact their DWS Program Specialist prior to incurring the expense to confirm an expense is allowable.

12. Oversight

- a. Grantee must follow proper administrative and accounting procedures;
- b. Grantee may not subcontract to any entity to administer any portion of the program; and
- c. The Grantee must provide all 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, providing DWS progress and financial reports;
 - iv. Program marketing;
 - v. Maintaining fiscal accountability; and
 - vi. Ensuring program compliance and responsibility.

13. Expected Outcomes

By the end of the contracted grant cycle, Grantee will have:

- a. Maintained or improved program quality measured by the SAPQA.
- b. Created and accomplished the majority of program-determined SMART goals.

Attachment B.2
Scope of Work
Department of Workforce Services
School Age Quality Grant 2025-2028
Quality Programs

Purpose/Background

The Department of Workforce Services (DWS), Office of Child Care (OCC) supports out-of-school time (OST) programs throughout the State of Utah to become high quality. Quality OST Programs provide safe, supportive, interactive and engaging environments for school-age youth. This grant will provide support for OST programs with a focus on building quality OST programs, with concentrations on student, community or organization engagements. This funding is available to DWS Approved-Exempt School-Age Programs that, as of July 1, 2025, will not be a Child Care and Development Fund (CCDF) grantee under contract with DWS, OCC for school year programs at identified program sites.

Grantee Responsibilities

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

1. Grant Orientation Meeting

The organization's grant administrator, fiscal management staff and program coordinator must attend a virtual grant orientation meeting (date and time to be determined) with DWS, OCC. In addition, grant administrator, fiscal management staff, and program coordinator must watch a recorded orientation provided by Utah Afterschool Network (UAN).

- a. If the program site coordinator changes during the grant year, the new site coordinator will be responsible for contacting the DWS Program Specialist to receive appropriate grant training.

2. Program Requirements

Program shall:

- a. Ensure quality standards of program as described in [Administrative Code 53E-3-508\(2\)](#);
- b. Provide regular, formally supervised afterschool or out-of-school time programs for youth, ages 5-12;
- c. Operate a minimum of:
 - i. 32 weeks during the school year, and
 - ii. Four days per week, with active programming from bell dismissal until at least 5:30 pm.
 1. For purposes of this grant, a week is defined as a minimum of three days, Monday through Friday, during a calendar week. Funding is not available for one-time, sporadic club activities.

- d. Enroll a minimum of 30 youth; with a minimum of 40 percent of youth enrolled eligible for free or reduced price lunch;
- e. Maintain a minimum Average Daily Attendance (ADA) of 15;
- f. Maintain a staff-to-student ratio of, at most, 1 to 15;
- g. Allow all youth to attend all hours of programming each week;
- h. As determined by the Department of Health and Human Services, Division of Licensing and Background Checks (DHHS, DLBC):
 - i. Ensure all fingerprinting and background checks are completed and current;
 - ii. Maintain the “DWS-Approved-Exempt School Age Program” status given to continue to receive any Child Care and Development Funds (CCDF) grant; and
 - iii. Ensure compliance with all DHHS, DLBC requirements.
- i. Provide programming with a balance of academic and enrichment activities;
- j. Ensure parent permissions are obtained for participation in all data collection efforts put forth by DWS, OCC or its designees; and
- k. If fees are charged,
 - i. Youth who qualify for free lunch must have all fees related to programming waived. This includes participation fees, partnering club fees, and any other fees related to full and equal access to all program-related offerings.
 - ii. Youth who qualify for reduced lunch must be offered a sliding fee scale; the sliding fee scale must include participation fees, partnering club fees, and any other fees related to full and equal access to all program-related offerings.
 - iii. Provide child care subsidy information to all families regarding offsetting child care cost options (Child Care Subsidy Information Pamphlet- [English](#) or [Spanish](#)).

3. Site Coordinators and Staff-to-Student Ratio

- a. For Quality Programs, a full-time site coordinator for each grant location is optional. If a full-time coordinator is hired, that employee must not be included in the staff-to-student ratio requirements.

4. Community of Practice

Grantee program leaders and site level coordinators will participate in up to four Community of Practice (CoP) virtual convenings as scheduled each school year. These sessions (approximately 90 minutes) will provide program leaders and site level coordinators with the opportunity to learn and discuss relevant topics aligned with continuous quality improvement. The CoP professional learning model is research-informed and addresses the needs of adult learners, and is designed to expand participant awareness, knowledge, and learning to apply skills into practice. The Utah Education Policy Center (UEPC) team will also offer program leaders and site level coordinators technical assistance in between CoP convenings in an effort to support the implementation of strategies, tools,

and resources introduced during CoP sessions and build individual and program team capacity.

5. Quality Concentration

Grantee will work on maintaining or increasing the quality of the program through program-focused work, as identified in Appendix F: Program Site Information Form.

- a. The program will set, at minimum, one Specific, Measurable, Attainable, Relevant, Time-bound (SMART) Goal for each chosen engagement topic (see [Guidance on Creating SMART Outcome Statements](#)).
 - i. Goal(s) will be related to increasing the quality of the program to benefit both students and families enrolled in the program.
 - ii. Program shall work with DWS, OCC and Utah Afterschool Network Out-of-School Time (UAN OST) Specialist to ensure goal(s) is being met to fidelity.
 - iii. Program will report on specific goal work in DWS, OCC reports.
- b. Grantee will pick two topics of concentration from the given engagement sections to enhance program quality. The selected topics cannot be from the same engagement section.
 - i. *Student Engagement*
 1. Social-Emotional Learning (SEL)
 - a. The SEL activity shall:
 - i. Be implemented in the program by using an evidence-based curriculum;
 1. Curriculum must allow for Unit pre and post measurements.
 2. Students will be measured a minimum of two times per year using the DWS provided SEL Survey.
 - a. The program will collect and maintain data regarding pre and post measurements to show an increase of SEL capacities in the majority of students.
 - b. Pre- assessment surveys shall be conducted before October 1 each school year.
 - c. Post- assessment surveys shall be conducted after April 1 each school year.
 - ii. Be appropriate for all ages served;
 - iii. Be incorporated, at minimum, twice a week and also be easily identifiable on program schedule; and
 - iv. Run for a minimum of 30 minutes per session.
 - b. The program will submit survey results with DWS, OCC reports.

2. Science, Technology, Engineering, and Mathematics (S.T.E.M.)
 - a. S.T.E.M. activities will:
 - i. Be appropriate for all ages served;
 - ii. Be incorporated at least twice a week and also be easily identifiable on the program schedule;
 - iii. Run for a minimum of 30 minutes per session;
 - iv. Include lesson plans that have learning objectives and student feedback must be recorded ([Sample Lesson Plan Template](#)); and
 - v. Program will submit various documentation with DWS, OCC reports.

ii. *Community Engagement*

1. Community Service Projects

- a. Program will engage in deliberate community service projects, at a minimum of four times per year.
 - i. A minimum of two service projects should focus on the community outside of the school.
- b. Program service must be tracked and submitted with DWS, OCC reports.
- c. Photographs of each project will be submitted with DWS, OCC reports.

2. Family Engagement

- a. A minimum of four times per year, the program will engage in deliberate family engagement activities that:
 1. Incorporate an academic activity that has been pre-approved by DWS, OCC Program Specialist.
 2. Gives access or connection to community resources that may benefit program families.
- b. A list of resources and distribution methods and attendance of participants for each activity hosted will be submitted with DWS, OCC reports.
- c. Photographs of each activity hosted will be submitted with DWS, OCC reports.

3. School-Day Alignment

- a. Program will meet with the UAN School-Day Alignment Specialist, at a minimum of four times per year to:
 - i. Build a [School Alignment Rubric](#)
 - ii. Create SMART goals to increase alignment in identified deficit areas;
 - iii. Adjust the rubric based upon interactions; and

- iv. Receive coaching and resources to meet goals.
- b. Program will survey the principal of the program to determine deficits once per school year, within 30 days of program opening.
- c. Program must show proof of school meetings by providing meeting agenda with attendees and discussion recorded.
- d. Program must invite the UAN School Alignment Specialist to a minimum of one program alignment meeting per year.
- e. All developed and reworked rubrics and agendas must be submitted with DWS, OCC reports.

iii. *Organization Engagement*

1. Staff-Focused Training

- a. Program coordinator and front line staff will receive 25 hours of training in determined training deficits within the program. Topics include behavior management, staff and youth well-being, trauma informed care, conflict management, resilience, coping skills, and other training with objectives to increase program staff and youth well-being. Other topics may include leadership, management, mentoring, coaching and quality programming.
 - i. Basic onboarding or CCL required training will not be counted towards these required hours.
- b. Program will work with UAN OST Specialist to:
 - 1. Determine deficits found within the program
 - 2. Create improvement plans to address deficits, and
 - 3. Reassess the program to show positive change.
- c. The program will submit their results to DWS, OCC with other required reports.

6. Quality Assessment of Program

Program Quality will be assessed through external program unannounced observations utilizing the [School-Age Program Quality Assessment](#) (SAPQA) as well as participation in all assigned Capacity Building Trainings or defined metrics from chosen capacity concentrations.

a. Quality standards through SAPQA:

- i. By March 2028, the program will have received an overall score of 3.67 in the SAPQA.
 - 1. Unannounced observations will be conducted by an OST Specialist who is reliable in the SAPQA tool.
 - a. Feedback sessions for observations will be provided by the UAN OST Specialist.
 - 2. Once the program receives a SAPQA score of at least 3.67, they may not be observed again during the grant cycle.

- a. DWS reserves the right to have UAN administer additional unannounced observations as needed.
- 3. For a program scoring less than an overall score of 3.67 for the SAPQA, grantee shall:
 - a. Develop a Quality Improvement Plan (QIP) in collaboration with:
 - i. DWS, OCC;
 - ii. Utah Afterschool Network (UAN) Out-of-School Time (OST) Specialist;
 - iii. Site coordinator(s); and
 - iv. Direct supervisors in grantee's organization.
 - b. Ensure involvement and support of the implementation of the QIP;
 - c. Actively work with program staff between visits of the assigned UAN OST Specialist; and
 - d. Receive an additional observation(s)

7. Reporting and Data Collection

Grantee shall participate in various data collection efforts, outlined within various sections of these performance requirements and others identified by DWS, OCC and its designees. At a minimum, each funded site will be required to submit:

- a. Yearly determined SMART Goal(s) within 30 days of program starting, as identified in section 5. Quality Concentration;
- b. One mid-year and one annual progress report. A report template will be provided to Grantees by DWS, OCC with sufficient notice of the information or data required; and
- c. One annual Quality Tool report and one annual Program Information Form as requested by UAN.
 - i. The Administrative section of the Quality Tool report should be completed by the program administrator.
 - ii. The Program section of the Quality Tool report should be completed by each program site coordinator.

8. Expense Reimbursement

- a. Grantee shall submit requests for reimbursement of expenses using the reimbursement template(s) provided by DWS, OCC;
- b. Generally, reimbursements are paid within 30 days of receipt but the speed of payments may be affected by accuracy of invoice and approval by DWS Finance Division;
- c. Invoices shall be submitted no less than quarterly throughout the fiscal year, with backup documentation as specified by DWS;

- d. Grantee shall submit all supporting documentation for invoiced purchases, upon request by OCC, regardless of the number of fully documented invoices submitted; and
- e. Grantee shall not use funds to pay for summer programming expenses, which includes June and July.
- f. All funds must be spent before the end of each grant year. Unspent funds will not carry over to the next grant year.

9. Qualified Expenditure Certification

Grantee will provide certification of qualified afterschool Cash Match as determined by DWS, OCC and the Grantee. Match shall be reported quarterly at a minimum, or as requested by DWS, OCC.

10. Budget

Budgets are final unless change requests receive approval from OCC. Modifications to the budget require alignment with the OCC grant and the purposes and outcomes identified by the Grantee in the grant application.

- a. All budget change requests shall be made to the assigned OCC Program Specialist. Based on the budget change request, the OCC Program Specialist shall:
 - i. Provide written approval when appropriate; or
 - ii. Request the submission of an appropriate budget change form for significant budget changes.
- b. Funding in the following budget categories shall not be moved:
 - i. Funding allocated to salary and fringe benefits in Category III shall not be moved to other program expenses; and
 - ii. Funding from Category III shall not be moved to Categories I or II, Administrative and Indirect Expenses.
- c. Funding may be moved out of Category II, Indirect Expenses.
- d. Budget changes shall not be made after April 30 of each contract year.
- e. Submission of final invoices for contract terms that align with the state fiscal year, beginning July 1 and ending June 30 in a particular fiscal year shall:
 - i. Include only unreimbursed expenses incurred and received prior to June 30 of the contract year. Expenses ordered but not received by June 30 shall not be reimbursed; and
 - ii. Be submitted to OCC no later than seven business days after June 30 of the contract year.

11. Allowable Costs

Grant funding is intended to supplement, build upon and add to existing program funds in order to enhance the quality of the program. Allowable costs are based on the intent of the grant. Purchases must be age-appropriate and safe for children. Any use of Federal CCDF funds must be consistent with CCDF purposes and applicable CCDF rules. Any costs charged to the CCDF program must be necessary, reasonable and allocable to the program. If there are any questions regarding allowable and unallowable costs, Grantees should contact their DWS Program Specialist prior to incurring the expense to confirm an expense is allowable.

12. Unallowable Costs

Grant funding cannot be used to supplant existing expenditures and must be used as an addition to existing funds for the program and not replace funds from parent fees for current program operation. If there are any questions regarding allowable and unallowable costs, Grantees should contact their DWS Program Specialist prior to incurring the expense to confirm an expense is allowable.

13. Oversight

- a. Grantee must follow proper administrative and accounting procedures;
- b. Grantee may not subcontract to any entity to administer any portion of the program; and
- c. The Grantee must provide all 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; Providing DWS progress and financial reports;
 - iv. Program marketing;
 - v. Maintaining fiscal accountability; and
 - vi. Ensuring program compliance and responsibility.

14. Expected Outcomes

By the end of the contracted grant cycle, Grantee will have:

- a. Increased quality and proven growth of the program by the end of the third year of funding. This growth will be determined by tracked metrics.
- b. Maintained or improved program quality as measured by the SAPQA.
- c. Created and accomplished the majority of program-determined SMART goals.

Attachment B.3
Scope of Work
Department of Workforce Services
School Age Quality Grant 2025-2028
High Quality Programs

Purpose/Background

The Department of Workforce Services (DWS) , Office of Child Care (OCC) supports Out-of-School time (OST) programs throughout the State of Utah to become high quality. High quality OST Programs provide safe, supportive, interactive and engaging environments for school-age youth. This grant will provide support for OST programs with a focus on achieving and maintaining quality, and an emphasis on student, community, and organization engagements. This funding is available to DWS Approved-Exempt School-Age Programs that, as of July 1, 2025, will not be a CCDF-funded Grantee under contract with DWS, OCC for school year programs at identified program sites.

Grantee Responsibilities

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

1. Grant Orientation Meeting

The organization’s grant administrator, fiscal management staff and program coordinator must attend a virtual grant orientation meeting (date and time to be determined) with DWS, OCC. In addition, grant administrator, fiscal management staff, and program coordinator must watch a recorded orientation provided by Utah Afterschool Network (UAN).

- a. If the program site coordinator changes during the grant year, the new site coordinator will be responsible for contacting the DWS Program Specialist to receive appropriate grant training.

2. Program Requirements

Program shall:

- a. Ensure quality standards of program as described in [Administrative Code 53E-3-508\(2\)](#));
- b. Provide regular, formally supervised afterschool or out-of-school time programs for youth, ages 5-12;
- c. Operate a minimum of:
 - i. 34 weeks during the school year;
 - ii. Five days per week, Monday through Friday; and
 - iii. 12 hours per week, with active programming from bell dismissal until at least 5:30 pm.
 1. For purposes of this grant, a week is defined as a minimum of four days, Monday through Friday, during a calendar week. Funding is

not available for one-time, sporadic club activities.

- d. Enroll a minimum of 30 youth; with a minimum of 40 percent of youth enrolled eligible for free or reduced price lunch;
- e. Maintain a minimum Average Daily Attendance (ADA) of 20;
- f. Maintain a staff-to-student ratio of, at most, 1 to 10;
- g. Allow all youth to attend all hours of programming each week;
- h. As determined by the Department of Health and Human Services, Division of Licensing and Background Checks (DHHS, DLBC),
 - i. Ensure all fingerprinting and background checks are completed and current;
 - ii. Maintain the “DWS-Approved-Exempt School Age Program” status given to continue to receive any Child Care Development Funds (CCDF) grant; and
 - iii. Ensure compliance with all DHHS, DLBC requirements.
- i. Provide programming with a balance of academic and enrichment activities;
- j. Ensure parent permissions are obtained for participation in all data collection efforts put forth by DWS, OCC or its designees; and
- k. If fees are charged,
 - i. Youth who qualify for free lunch must have all fees related to programming waived. This includes participation fees, partnering club fees and any other fees related to full and equal access to all program-related offerings.
 - ii. Youth who qualify for reduced lunch must be offered a sliding fee scale; the sliding fee scale must include participation fees, partnering club fees, and any other fees related to full and equal access to all program-related offerings.
 - i. Provide child care subsidy information to all families regarding offsetting child care cost options (Child Care Subsidy Information Pamphlet- [English](#) or [Spanish](#)).

3. Site Coordinators and Staff-to-Student Ratio

- a. Site coordinators at all high quality program sites must be full-time, benefit receiving employees with the organization. Site coordinators must not be included in the staff-to-student ratio requirements.

4. Community of Practice

Grantee program leaders and site level coordinators will participate in up to four Community of Practice (CoP) virtual convenings as scheduled each school year. These sessions (approximately 90 minutes) will provide program leaders and site level coordinators with the opportunity to learn and discuss relevant topics aligned with continuous quality improvement. The CoP professional learning model is research-informed and addresses the needs of adult learners, and is designed to expand participant awareness, knowledge, and learning to apply skills into practice. The Utah Education Policy Center (UEPC) team will also offer program leaders and site level coordinators technical assistance in between CoP convenings in an effort to support the implementation of strategies, tools,

and resources introduced during CoP sessions and build individual and program team capacity.

5. Quality Concentration

Grantee will work on maintaining or increasing the quality of the program through program-focused work, as identified in Appendix F: Program Site Information Form.

a. The program will set, at minimum, one Specific, Measurable, Attainable, Relevant, Time-bound (SMART) Goal for each chosen engagement topic (see [Guidance on Creating SMART Outcome Statements](#)).

i. Goal(s) will be related to increasing the quality of the program to benefit both students and families enrolled in the program.

ii. Program shall work with DWS, OCC and Utah Afterschool Network Out-of-School Time (UAN OST) Specialist to ensure goal(s) is being met to fidelity.

iii. Program will report on specific goal work in DWS, OCC reports and end of year peer presentations.

b. Grantee will pick one topic from each engagement section to enhance program quality.

i. Student Engagement

1. Social-Emotional Learning (SEL)

a. The SEL activity shall:

i. Be implemented in the program by using an evidence-based curriculum;

1. Curriculum must allow for Unit pre and post measurements.

2. Students should be measured a minimum of two times per year using the DWS provided SEL Survey.

a. The program will collect and maintain data regarding pre and post measurements to show an increase of SEL capacities in the majority of students.

b. Pre-assessment surveys shall be conducted before October 1 each school year.

c. Post- assessment surveys shall be conducted after April 1 each school year.

ii. Be appropriate for all ages served;

iii. Be incorporated, at minimum, twice a week and also be easily identifiable on program schedule; and

iv. Run for a minimum of 30 minutes per session.

b. Program will submit results with DWS, OCC reports.

2. Science, Technology, Engineering, and Mathematics (S.T.E.M.)

- a. S.T.E.M. activities will:
 - i. Be appropriate for all ages served;
 - ii. Be incorporated at least twice a week and also be easily identifiable on the program schedule;
 - iii. Run for a minimum of 30 minutes per session;
 - iv. Include lesson plans that have learning objectives and student feedback must be recorded (see Attachment D - Sample Lesson Plan); and
 - v. Program will submit various documentation with DWS, OCC reports.

ii. *Community Engagement*

1. Community Service Projects

- a. Program will engage in deliberate community service projects, at a minimum of four times per year.
 - i. A minimum of two service projects should focus on the community outside of the school.
- b. Program Service must be tracked and submitted with DWS, OCC reports.
- c. Photographs of each project will be submitted with DWS, OCC reports.

2. Family Engagement

- a. A minimum of four times per year, the program will engage in deliberate family engagement activities that:
 - 1. Incorporate an academic activity that has been Pre-approved by DWS, OCC Program Specialist.
 - 2. Gives access or connection to community resources that may benefit program families.
- b. A list of resources and distribution methods, and attendance of participants for each activity hosted will be submitted with DWS, OCC reports.
- c. Photographs of each activity hosted will be submitted with DWS, OCC reports.

3. School-Day Alignment

- a. Program will meet with the UAN School-Day Alignment Specialist, at a minimum of four times per year to:
 - i. Build a [School Alignment Rubric](#)

- ii. Create SMART goals to increase alignment in identified deficit areas;
- iii. Adjust the rubric based upon interactions; and
- iv. Receive coaching and resources to meet goals.
- b. Program will survey the principal of the program to determine deficits once per school year, within 30 days of program opening.
- c. Program must show proof of school meetings by providing meeting agenda with attendees and discussion recorded.
- d. Program must invite the UAN School Alignment Specialist to a minimum of one program alignment meeting per year.
- e. All developed and reworked rubrics and agendas must be submitted with DWS, OCC reports.

iii. Organization Engagement

1. Staff-Focused Training

- a. Program coordinator and front line staff will receive 25 hours of training in determined training deficits within the program. Topics include behavior management, staff and youth well-being, trauma informed care, conflict management, resilience, coping skills, and other training with objectives to increase program staff and youth well-being. Other topics may include leadership, management, mentoring, coaching and quality programming.
 - i. Basic onboarding or CCL required training will not be counted towards these required hours.
- b. Program will work with UAN OST Specialist to:
 - 1. Determine deficits found within the program
 - 2. Create improvement plans to address deficits, and
 - 3. Reassess the program to show positive change.
- c. The program will submit their results to DWS, OCC with other required reports.

6. High Quality Assessment of Program

Program Quality will be assessed through external program unannounced observations utilizing the [School-Age Program Quality Assessment](#) (SAPQA) as well as participation in all assigned Capacity Building Trainings or defined metrics from chosen quality concentrations.

a. High Quality standards through SAPQA:

- i. By March 2028, the program will have received an overall score of 4.34 in the SAPQA:
 - 1. Unannounced observations will be conducted by an OST Specialist who is reliable in the SAPQA tool.

- a. Feedback sessions for observations will be provided by the UAN OST specialist.
- 2. Once the program receives a SAPQA score of at least 4.34, they may not be observed again during the grant cycle.
 - a. DWS reserves the right to have UAN administer additional unannounced observations as needed.
- 3. For a program scoring less than an overall score of 4.34 for the SAPQA, grantee shall:
 - a. Develop a Quality Improvement Plan (QIP) in collaboration with:
 - i. DWS, OCC;
 - i. Utah Afterschool Network (UAN) Out-of-School Time (OST) Specialist;
 - ii. Site coordinator(s); and
 - iii. Direct supervisors in grantee's organization.
 - b. Ensure involvement and support of the implementation of the QIP;
 - c. Actively work with program staff between visits of the assigned UAN OST Specialist; and
 - d. Receive an additional observation(s)

7. Reporting and Data Collection

Grantee shall participate in various data collection efforts, as outlined within these performance requirements and others identified by DWS, OCC and its designees. At a minimum, each funded site will be required to submit:

- a. Yearly determined SMART Goal(s) within 30 days of program starting, as identified in Section 4. Quality Concentration;
- b. One mid-year and one annual progress report. A report template will be provided to Grantees by DWS, OCC with sufficient notice of the information or data required;
- c. A presentation at the end of each school year to fellow grantees to show how the program is meeting High Quality Program Standards; and
- d. One annual Quality Tool report and one annual Program Information Form as requested by UAN.
 - i. The Administrative section of the Quality Tool report should be completed by the program administrator.
 - ii. The Program section of the Quality Tool report should be completed by each program site coordinator.

8. Expense Reimbursement

- a. Grantee shall submit requests for reimbursement of expenses using the reimbursement template(s) provided by DWS, OCC;

- b. Generally, reimbursements are paid within 30 days of receipt but the speed of payments may be affected by accuracy of invoice and approval by DWS Finance Division;
- c. Invoices shall be submitted no less than quarterly throughout the fiscal year, with backup documentation as specified by DWS;
- d. Grantee shall submit all supporting documentation for invoiced purchases, upon request by OCC, regardless of the number of fully documented invoices submitted; and
- e. Grantee shall not use funds to pay for summer programing expenses.

9. Qualified Expenditure Certification

Grantee will provide certification of qualified afterschool match or kindergarten expenditure match as determined by DWS, OCC and the Grantee. Match shall be reported quarterly at a minimum, or as requested by DWS, OCC.

10. Budget

Budgets are final unless changes receive approval from OCC. Modifications to the budget require alignment with the OCC grant and the purposes and outcomes identified by the Grantee in the grant application.

- a. All budget change requests shall be made to the assigned OCC Program Specialist. Based on the budget change request, the OCC Program Specialist shall:
 - i. Provide written approval when appropriate; or
 - ii. Request the submission of an appropriate budget change form for significant budget changes.
- b. Funding in the following budget categories shall not be moved:
 - i. Funding allocated to salary and fringe benefits in Category III shall not be moved to other program expenses; and
 - ii. Funding from Category III shall not be moved to Categories I or II, Administrative and Indirect Expenses.
- c. Funding may be moved out of Category II, Indirect Expenses.
- d. Budget changes shall not be made in the last calendar month of each contract year.
- e. Submission of final invoices for contract terms that align with the state fiscal year, beginning July 1 and ending June 30 in a particular fiscal year shall:
 - i. Include only unreimbursed expenses incurred and received prior to June 30 of the contract year. Expenses ordered but not received by June 30 shall not be reimbursed; and
 - ii. Be submitted to OCC no later than seven business days after June 30 of the contract year.

11. Allowable Costs

Grant funding is intended to supplement, build upon and add to existing program funds in order to enhance the quality of the program. Allowable costs are based on the intent of the grant. Purchases must be age-appropriate and safe for children. Any use of Federal CCDF funds must be consistent with CCDF purposes and applicable CCDF rules. Any costs charged to the CCDF program must be necessary, reasonable and allocable to the program. If there are any

questions regarding allowable and unallowable costs, Grantees should contact their DWS Program Specialist prior to incurring the expense to confirm an expense is allowable.

12. Unallowable Costs

Grant funding cannot be used to supplant existing expenditures and must be used as an addition to existing funds for the program and not replace funds from parent fees for current program operation. If there are any questions regarding allowable and unallowable costs, Grantees should contact their DWS Program Specialist prior to incurring the expense to confirm an expense is allowable.

13. Oversight

- a. Grantee must follow proper administrative and accounting procedures;
- b. Grantee may not subcontract to any entity to administer any portion of the program; and
- c. The Grantee must provide all 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; Providing DWS progress and financial reports;
 - iv. Program marketing;
 - v. Maintaining fiscal accountability; and
 - vi. Ensuring program compliance and responsibility.

14. Expected Outcomes

By the end of the contracted grant cycle, Grantee will have:

- a. Increased quality and proven growth of the program, by the end of the third year of the grant. This growth will be determined by tracked metrics.
- b. Maintained or improved program quality as measured by the SAPQA.
- c. Created and accomplished the majority of program-determined SMART goals.

Attachment C: CCDF Allowable and Unallowable Direct Costs

Any use of Federal CCDF funds must be consistent with CCDF purposes and applicable CCDF rules. Any costs charged to the CCDF program must be necessary, reasonable, and allocable to the program. Grant funding cannot be used to supplant existing expenditures. The list is not exhaustive. Any questions regarding allowable or unallowable costs should be directed to the OCC Program Specialist.

Allowable	
Child sized furniture	Presenters or contract services related to quality programming
Non-stationary children's equipment	Computers or iPad for children's use, with OCC approval and proper firewall installation
Learning and play materials	Professional Resources for staff
Evidence based, developmentally appropriate curriculum	Consumable products such as art or paper supplies (may not exceed 5% of annual grant amount, unless otherwise specified)
Minor remodeling that improves health and safety of children (Must be pre-approved by OCC and a minimum of 2 bids is required)	Background Checks- for Licensed Exempt Programs only
Expenses for activities or programming included in the grant requirements that the program does not already have in place at the time of application	Field trips that include an educational component, support prevention components or are related to quality programming and curriculum
Raise wages for existing staff above wage paid at time of application	Age appropriate computer software that supports curriculum
Staff Performance Awards (Must be linked to staff performance, specific goals and outcomes, and a written plan or formula)	Food for staff trainings or meetings related to this grant, does not exceed state per diem, and sufficient documentation is provided
Salary for staff that work additional hours for parent/teacher conferences or family engagement events	Professional Development for staff (Fees and wages for time spent in class)
Salary for staff attending classes or targeted professional development activities	Salary for staff planning time when staff are not responsible for children
Parent Engagement Activities required by grant; Light refreshments or snacks for parent engagement activities required by grant, with sufficient documentation	Food for program snacks (not to exceed approved amount on Budget)

Unallowable	
Capital Expenditures exceeding \$5,000	Maintenance or repairs of building
Stationary playground equipment	Bank Fees
Vehicle purchases, repair costs or maintenance	Child Care Tuition
Bad debts (bank overdraft fees, collection fees, and debt collection)	Out-of-State Travel without pre-approval from OCC
Goods or services for personal use	Rent or Mortgage Payment

Field trips or activities for entertainment purposes only such as movies, gaming arcades, amusement parks	Business expenses required by Child Care Licensing (CCL) or other regulating agencies, including food handler's permit, CPR classes, licensing renewal fees
Entertainment for staff and students (ie: amusement, entertainers, social activities, tickets to shows, outside meals, lodging)	Any payment to a family member of an owner, director, officer or board member of an organization without previous disclosure and approval by DWS
DVD players or gaming systems	Used equipment, furniture or materials
Office equipment such as desks, chairs, and computers	Major Construction
Furniture that is not related to the care of children	

Updated 2/2025

ATTACHMENT D: BUDGET INSTRUCTIONS

Category I: INDIRECT EXPENSES

This category is used if the organization has a federally approved Negotiated Indirect Cost Rate Agreement (NIRCA) or chooses a de minimis rate.

- a. NIRCA – If the organization has a federally approved rate, it must be used in Category I, unless the organization voluntarily chooses to waive indirect costs or charge less than the full indirect cost rate. A NIRCA is established on a cost base(s).
 - In the detailed information, list the organization’s NIRCA and cost base(s).
 - To determine the amount, multiply the NIRCA against the established cost base(s) amount listed in Category III.

If an organization voluntarily chooses to waive indirect costs or charge less than the full indirect cost rate, please note this in the detail information area. Waving indirect costs or charging less will not influence awarding decisions.

- b. De minimis Rate - If the organization does not have a NICRA and would like to choose a de minimis rate, the organization must certified that they are making this choice. Once an organization chooses a de minimis rate, they **MUST** use this across all grants. The only way for an organization to stop using a de minimis rate once certified is to receive a NICRA. Please use caution when making this choice.

The de minimis rate can be charged at 10% of Modified Total Direct Costs (MTDC). MTDC is defined as being: All direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward.

- In the detail information, indicate that de minimis has been chosen.
- To determine the amount, determine the MTDC in Category III (see the budget narrative for the eligible Category III expenses).
- Take the MTDC and times by 10%. Enter this amount in Category I.

Category II: DIRECT ADMINISTRATIVE EXPENSES

This category is used if the organization does not have NIRCA, does not choose a de minimis rate, or has administrative expenses that are not part of their NIRCA established cost base(s). If the organization allocates administrative expenses with a cost allocation plan or other basis, the direct costs from those allocations go here. Any other direct administrative expenses should be listed as well.

- In the detail information, indicate how the cost was arrived at and detail items that make up the costs.

Category III: DIRECT PROGRAM EXPENSES

This category is used for the direct program expenses. Costs should be reasonable, necessary, and allowable under the grant proposal and federal regulations.

In the detail information, indicate how the cost was arrived at and detail items that make up the costs.

ATTACHMENT E CODE OF CONDUCT

****Each Contractor/Grantee** employee or volunteer and each **Sub-Contractor/Grantee** employee or volunteer who has interaction with clients must sign this Code of Conduct (Code) at the beginning of the grant or upon hire. A signed copy of this Code must be in employee's/volunteer's file subject to inspection and review by Department.**

The purpose of this Code is to protect vulnerable clients from abuse, neglect, maltreatment and exploitation. The Code clarifies the expectation of conduct for providers of contracted, licensed and certified programs and their employees, which includes administrative staff, non direct care staff, direct care staff, support services staff and any others when interacting with clients.

Persons protected by this Code include any person under the age of 18 years and any person 18 years of age or older who is impaired because of: mental illness; mental deficiency; physical illness or disability; use of drugs; intoxication; or other cause, to the extent that they are unable to care for his own personal safety, health or medical care, and is a participant in, or a recipient of a program or service contracted with, or licensed or certified by the Department of Workforce Services.

All references to "Contractor" herein shall include the Contractor, its employees, officers, agents, representative or those authorized by the Contractor to perform services under this Agreement.

The Contractor agrees that it shall adhere to this Code when providing services and shall require all others authorized through or engaged by the Contractor to perform services to follow the same Code.

Contractor understands and acknowledges that failure to comply with this Code may result in corrective action, probation, suspension, or termination of contract, license or certification.

Nothing in this Code shall be interpreted to mean that clients should not be held accountable for misbehavior or inappropriate behavior on their part, or that providers are restricted from instituting suitable consequences for such behavior.

Contractor and its authorized agents shall not abuse, sexually abuse or sexually exploit, neglect, exploit or maltreat or cause physical injury to any client. All injury to clients (explained or unexplained) shall be documented in writing and immediately reported to supervisory personnel.

Contractor shall not, by acting; failing to act; encouragement to engage in; or failure to deter from; cause any client to be subject to abuse, sexual abuse or sexual exploitation, neglect, exploitation, or maltreatment. Contractor shall not engage any client as an observer or participant in sexual acts. Contractor shall not make clearly improper use of a client or their resources for profit or advantage.

Abuse includes, but is not limited to:

1. Harm or threatened harm, meaning damage or threatened damage to the physical or emotional health and welfare of a person.
2. Unlawful confinement.
3. Deprivation of life-sustaining treatment.

4. Physical injury including, but not limited to, any contusion of the skin, laceration, malnutrition, burn, bone fracture, subdural hematoma, injury to any internal organ, any injury causing bleeding, or any physical condition which imperils a person's health or welfare.
5. Any type of physical hitting or corporal punishment inflicted in any manner upon the body.

Sexual abuse and sexual exploitation includes, but is not limited to:

1. Engaging in sexual intercourse with any client.
2. Touching the anus or any part of the genitals or otherwise taking indecent liberties with a client, or causing an individual to take indecent liberties with a client, with the intent to arouse or gratify the sexual desire of any person.
3. Employing, using, persuading, inducing, enticing, or coercing a client to pose in the nude.
4. Employing, using, persuading, inducing, enticing or coercing a client to engage in any sexual or simulated sexual conduct for the purpose of photographing, filming, recording, or displaying in any way the sexual or simulated sexual conduct. This includes displaying, distributing, possessing for the purpose of distribution, or selling material depicting nudity, or engaging in sexual or simulated sexual conduct with a client.
5. Committing or attempting to commit acts of sodomy or molestation with a client.
6. This definition is not to include therapeutic processes used in the treatment of sexual deviancy or dysfunction which have been outlined in the client's treatment plan and is in accordance with written agency policy.

Neglect includes but is not limited to:

1. Denial of sufficient nutrition.
2. Denial of sufficient sleep.
3. Denial of sufficient clothing, or bedding.
4. Failure to provide adequate supervision, including impairment of employee resulting in inadequate supervision. Impairment of an employee includes but is not limited to use of alcohol and drugs, illness, or sleeping.
5. Failure to arrange for medical care or medical treatment as prescribed or instructed by a physician when not contraindicated by agency after consultation with agency physician.
6. Denial of sufficient shelter, except in accordance with the written agency policy.

Exploitation includes, but is not limited to:

1. Utilizing the labor of a client without giving just or equivalent return except as part of a written agency policy which is in accordance with reasonable therapeutic interventions and goals.
2. Using property belonging to clients.
3. Acceptance of gifts as a condition of receipt of program services.

Maltreatment includes, but is not limited to:

1. Physical exercises, such as running laps or performing pushups, except in accordance with an individual's service plan and written agency policy.
2. Chemical, mechanical or physical restraints except when authorized by individual's service plan and administered by appropriate personnel or when threat of injury to the client or other person exists.
3. Assignment of unduly physically strenuous or harsh work.

4. Requiring or forcing the individual to take an uncomfortable position, such as squatting or bending, or requiring or forcing the individual to repeat physical movements when used solely as a means of punishment.
5. Group punishments for misbehavior of individuals except in accordance with the written agency policy.
6. Verbal abuse by agency personnel. Engaging in language whose intent or result is demeaning to the client except in accordance with written agency policy which is in accordance with reasonable therapeutic interventions and goals.
7. Denial of any essential program service solely for disciplinary purposes except in accordance with written agency policy.
8. Denial of visiting or communication privileges with family or significant others solely for disciplinary purposes except in accordance with written agency policy.
9. Requiring the individual to remain silent for long periods of time solely for the purpose of punishment.
10. Extensive withholding of emotional response or stimulation.
11. Exclusion of a client from entry to the residence except in accordance with the written agency policy.

Contractor shall document and report to DWS abuse, sexual abuse and sexual exploitation, neglect, maltreatment and exploitation as outlined in this Code and cooperate fully in any resulting investigation. Reports may be made by contacting the local Regional Office within 24 hours on the first available work day. All injury to clients (explained or unexplained) shall be documented in writing and immediately reported to the Department of Workforce Services.

Employee/Volunteer Signature

Date

Print Employee/Volunteer Name

ATTACHMENT F

BACKGROUND CHECK REQUIREMENTS

CRIMINAL BACKGROUND CHECK REQUIREMENTS
FOR
GRANTEES AND CONTRACTORS PROVIDING SERVICES TO
DWS CUSTOMERS, MINORS, OR VULNERABLE ADULTS

- A. Unless Contractor is exempt under section C, Contractor shall obtain:
1. an annual BCI check for each employee or volunteer who has access to DWS customer confidential information; and
 2. a fingerprint-based national criminal history record check from the FBI for each employee or volunteer who provides direct services or who has direct access.
 - a. If Contractor uses the FBI Next Generation Identification fingerprint-based check or Rap Back system, a background check is required only once for the employee or volunteer for as long as Contractor is receiving notification.
- B. Contractor must obtain background checks according to Contractor's qualifications to request background checks.
1. Contractor must be certified or must become certified as a qualifying entity by BCI if Contractor meets the qualifications to request criminal history information under Title 53, Chapter 10, Criminal Investigations and Technical Services Act, and federal law, including Public Laws 105-251, 109-248, and 92-544 (qualified entities working with children or vulnerable adults, fiduciary funds, national security, or under other statutory authority).
 2. If Contractor does not meet the statutory requirements identified in subsection B.1, Contractor shall require each employee or volunteer for whom a background check is required to obtain a background check in compliance with section A.
 - a. BCI information may be found at <https://bci.utah.gov/obtaining-utah-criminal-history-records-of-your-employees/>.
 - b. FBI information may be found at <https://www.fbi.gov/how-we-can-help-you/more-fbi-services-and-information/identity-history-summary-checks>.
- C. Sections A and B do not apply to a Contractor who is required by law or by another governmental entity (e.g., Child Care Licensing, State Universities, Shelter Licensing) to obtain background checks for employees and volunteers. If Contractor is exempt under this section C, Contractor shall:
1. provide DWS with Contractor's background check policy, which must identify:
 - a. the type of background check required;
 - b. who is required to be background checked;
 - c. the frequency of the background check; and
 - d. the criteria used to determine whether the individual passes or fails the background check;
 2. submit proof to DWS of Contractor's compliance with the law, regulation, or requirement that Contractor obtain background checks; and

3. immediately notify DWS if an employee's or volunteer's shows any criminal history identified in section E.
- D. Contractor shall immediately notify DWS if an employee's or volunteer's record shows any criminal history identified in section E.
- E. Unless otherwise and expressly authorized by DWS, Contractor shall restrict or prohibit an individual from accessing confidential information, providing direct service, or having direct access:
1. until a valid background check is completed; or
 2. if the background check indicates:
 - a. a conviction or plea in abeyance for any matter involving:
 - i. a financial crime, including theft, fraud, identity theft, larceny, and embezzlement;
 - ii. illegal drug use or trafficking;
 - iii. a sexual offense;
 - iv. lewdness;
 - v. domestic violence;
 - vi. battery;
 - vii. a crime against the individual under Title 76, Chapter 5, Offenses Against the Individual, or similar offense in another state; or
 - viii. any Utah felony or class A misdemeanor, or a similar offense in another state; or
 - b. any other conduct or action that, in the judgment of DWS:
 - i. may create a risk of harm to a DWS customer, a minor, or a vulnerable adult; or
 - ii. suggests the individual may compromise confidential information.
- F. A guest is not required to complete a background check. Contractor shall ensure a guest does not have access to confidential information.
- G. If Contractor is a youth service organization, Contractor shall comply with Title 80, Chapter 8, Youth Service Organizations (2024 Senate Bill 158).
1. Contractor shall:
 - a. complete a registered sex offender check for each youth worker;
 - b. provide reasonable training in sexual abuse identification and reporting to each youth worker; and
 - c. implement reasonable child abuse prevention policies and procedures as required by Utah Code section 80-8-202 (2024 Senate Bill 158).
 2. Contractor may not employ an individual as a youth worker or allow the individual to volunteer as a youth worker:
 - a. unless Contractor has completed a registered sex offender check for the individual; or

- b. if the individual is registered on the state's Sex and Kidnap Offender Registry or the National Sex Offender Public Website.
- H. Contractor shall be responsible for all expenses associated with each background or other check unless otherwise assigned to the employee or volunteer by Contractor, or otherwise provided for by DWS in this Agreement.
- I. Contractor shall maintain records demonstrating Contractor's compliance under this Attachment, including annual and verifiable background or other checks for each individual, and provide such records to DWS upon request.
- J. DWS may terminate this Agreement if Contractor fails to complete a background or other check for an employee or volunteer, fails to maintain records, or otherwise fails to perform its obligations under this Attachment.
- K. Definitions.
 - 1. "BCI" means the Utah Bureau of Criminal Identification.
 - 2. "Confidential information" means personal identifying information, including medical records, clinical records, counseling records, financial records, and case information.
 - 3. "Contractor" means a DWS contractor, subcontractor, grantee, or subgrantee.
 - 4. "Direct access" means an individual has, or likely will have, contact with or access to a minor or vulnerable adult and such contact or access provides the opportunity for personal communication or touch. See Title 26B, Utah Health and Human Services Code, Chapter 2, Licensing and Certifications.
 - 5. "Direct service" means the provision of services to a minor or vulnerable adult in the physical presence of the minor or vulnerable adult. Services include counseling, mentoring, job coaching, training, job search activities, testing, or providing mental health and medical services.
 - 6. "DWS" means the Utah Department of Workforce Services or its divisions.
 - 7. "DWS customer" means an individual served with funding provided by DWS.
 - 8. "Guest" means an individual in the program temporarily and who will not be allowed unsupervised direct access.
 - 9. "Minor" means an individual under the age of 18 years old.
 - 10. "Vulnerable adult" means:
 - a. an individual 65 years old or older; or
 - b. an adult 18 years old or older who has a mental or physical impairment, including mental illness, mental deficiency, physical illness or disability, chronic use of drugs, chronic intoxication, short-term memory loss, or other cause which substantially affects the adult's ability to:
 - i. provide personal protection;
 - ii. provide necessities such as food, shelter, clothing, or medical or other health care;
 - iii. obtain services necessary for health, safety, or welfare;

- iv. carry out activities of daily living;
 - v. manage the adult's own resources; or
 - vi. comprehend the nature and consequences of remaining in a situation of abuse, neglect, or exploitation. See Title 76, Utah Criminal Code, Chapter 5, Offenses Against the Individual.
11. "Youth service organization" and "youth worker" are defined in Title 80, Chapter 8, Youth Service Organizations (2024 Senate Bill 158).

ATTACHMENT G

NON-DISCLOSURE AGREEMENT

Each **Contractor/Grantee** employee or volunteer and each **Sub-Contractor/Grantee** employee or volunteer who has access to Customer personal information must sign this Non-Disclosure Agreement at the beginning of the grant or upon hire. A signed copy of this Agreement must be in each employee's/volunteer's file subject to inspection and review by the Department of Workforce Services (DWS).

The **Contractor/Grantee** and its employees and volunteers will comply with the following measures to protect the privacy of the information released under this agreement against unauthorized access or disclosure.

1. The information shall be used only to the extent necessary to assist in the purposes identified within this Agreement and shall not be re-disclosed for any purposes not specifically authorized in this contract.
2. The information shall be stored in a place physically secure from access by unauthorized persons.
3. Information in electronic format shall be stored and processed in such a way that unauthorized persons cannot retrieve the information by computer, remote terminal or any other means.
4. Precautions shall be taken to ensure that only authorized personnel are given access to on-line files.
5. The Contractor/Grantee has provided me instruction regarding the private nature of the information and I understand I am subject to State and Federal law penalties for unauthorized disclosure of information.

Signature _____ Date _____

Print Name _____



Attachment H: FEDERAL SUBAWARD FUNDING AND REPORTING REQUIREMENTS

Utah Department of Workforce Services

SUBRECIPIENTS awarded \$30,000 or more in federal funds shall comply with The Federal Funding Accountability and Transparency Act (FFATA), P.L. 109-282 (and as amended by section 6202 (a) of P.L. 110-252).

NOTE: For State Government Entities and Component Units of the state, only the Federal Award Information and Subaward Information sections are required to be completed.

FEDERAL AWARD INFORMATION (Completed by DWS Fiscal Grant Manager)

ALN# and Name: _____

Federal Award Identification Number (FAIN): _____

Federal Awarding Agency: _____

Federal Award Issue Date: _____ Is Federal Award for R&D? YES NO

SUBAWARD INFORMATION (Completed by DWS Contract Owner/Contract Analyst/Fiscal Grant Manager)

Agreement number: _____

Project name and description: _____

Subaward Period of Performance: Start date: _____ End date: _____

Subaward Budget Period (if different): _____

Amount of federal funds obligated by this action: _____

Total amount of federal funds obligated: _____

Total amount of the federal award committed: _____

Subrecipient has a Federal NICRA: Yes No **-OR-** de Minimis: Yes No

Indirect Cost Rate: _____

Indirect Cost Rate Base: _____

SUBRECIPIENT INFORMATION

UEI number: _____

Name of Subrecipient: _____

Business Address: _____

City: _____ State: _____ Zip+4: _____

Subrecipient principal place of performance (if different from above)

Address: _____

City: _____ State: _____ Zip+4: _____

Equal Opportunity Employer/Program

Auxiliary aids (accommodations) and services are available upon request to individuals with disabilities by calling 801-526-9240. Individuals who are deaf, hard of hearing, or have speech impairments may call Relay Utah by dialing 711. Spanish Relay Utah: 1-888-346-3162.

ATTACHMENT I.1: SCHOOL AGE QUALITY 2025-2028 GRANT

STANDARD PROGRAMS

RFGA Evaluation Score Sheet

Organization Name:			
Number of Sites:			
Organization Competitive Priority Points			
Organization has supplied MATCH Documentation proving a minimum of X percentage of TOTAL of requested funding	Percentage Identified	Points Possible	Points Received
	25%	0.5	
	50%	1	
	75%	1.5	
	100%	2	
	150%	2.5	
	200%	3.00	
	Points Received		0.0

FOR INTERNAL USE ONLY

Program Site Competitive Priority Points											
Program Sites Names	1	2	3	4	5	6	7	8	9	10	
	Points Possible	If yes to below questions, enter in possible points, if no enter "0"; if no site leave blank									
Program will serve all grade levels.	2										
Program will be free to all students.	3										
Program operates in a rural county.	2										
Program is not currently receiving an OST grant.	5										
	12	0	0	0	0	0	0	0	0	0	0

Total Organization Aggregate Score (does not exceed 15): 0.0

1. Program Activities The grantee will provide Social-Emotional Learning (SEL) focused activities to all youth enrolled in the program. Describe how the organization as a whole will ensure that SEL activities are being completed to meet the outputs and outcomes described within Attachment B: Grantee Responsibilities, Section 3. Social Emotional Learning.				
15 points possible				
No Response (0 points)	Insufficient (1 point) <ul style="list-style-type: none"> Minimal Information is given 	Adequate (2 points) <ul style="list-style-type: none"> Outputs and outcomes are available, but no clear pathway to achieve them has been identified 	Detailed (3 - 4 points) <ul style="list-style-type: none"> Outputs and outcomes are available, but not clearly defined Organization has identified broad goals to achieve outputs and outcomes 	Highly Detailed (5 points) <ul style="list-style-type: none"> Outputs and outcomes are readily understood. Organization has clearly outlined, and detailed, how they will ensure activities are being met to fidelity Organization has identified how they will troubleshoot problems in a timely manner
Overall comments:				
Total Points (x's 3):				

3. SMART Goals (Specific, Measurable, Attainable, Relevant, Time-Bound)

- Enter your anticipated SEL SMART goal outcomes for the Grant Cycle (2025-2028)
- Minimum of one goal around SEL, not to exceed **two goals**
- See [Guidance on Creating SMART Outcome Statements](#) to build appropriate SMART goals

(each SMART goal section will have a score up to 3 for the overall evaluation of SMART goals)

15 points possible

Specific (up to 3 points possible)	Measurable (up to 3 points possible)	Attainable (up to 3 points possible)	Relevant (up to 3 points possible)	Time-Bound (up to 3 points possible)
Overall, the goal(s) is direct, meaningful, and detailed	Overall, the goal(s) is quantifiable and/or specific enough to track progress or success	Overall, the goal(s) is realistic and there are the necessary tools and resources to achieve it	Overall, the goal(s) aligns with the overall project goal and problem of practice	Overall, the goal(s) has a target date or deadline

Overall Comments:

Total Points:	
---------------	--

4. SMART Goal Tracking

Describe how your program will track and meet the determined SMART goal(s) by the end of the grant cycle?

15 points possible

No Response (0 points)	Insufficient - (1 point)	Adequate - (2 points)	Detailed - (3 - 4 points)	Highly Detailed - (5 points)
	<ul style="list-style-type: none"> Minimal Information is given 	<ul style="list-style-type: none"> Tracking methods are available, but no clear pathway to ensure completion has been identified 	<ul style="list-style-type: none"> Tracking methods are available, but not clearly defined Organization has identified broad/not detailed measures to ensure completion of goals 	<ul style="list-style-type: none"> Tracking methods are readily understood and will be readily available for data sharing Organization has clearly outlined, and detailed, how they will ensure goals are being met to fidelity Organization has identified how they will troubleshoot problems in a timely manner

Overall comments:

Total Points (x's 3):

5. School-Age Program Quality Assessment Scoring

Describe how your program will maintain or increase its School-Age Program Quality Assessment (SAPQA) Score* by the end of the grant cycle?

15 points possible

No Response (0 points)	Insufficient - (1 point)	Adequate - (2 points)	Detailed - (3 - 4 points)	Highly Detailed - (5 points)
	<ul style="list-style-type: none"> Minimal Information is given 	<ul style="list-style-type: none"> Plan to maintain or increase score is broad, or does not allow for specifics towards how program will work to ensure score is maintained or improved 	<ul style="list-style-type: none"> Plan to maintain or increase score is available, but not clearly detailed Organization has identified broad goals to increasing or maintaining goals 	<ul style="list-style-type: none"> There is a highly detailed and clear plan to ensure programs will maintain or increase its SAPQA Scores. Organization has identified how they will troubleshoot problems in a timely manner Organization has identified how they will support UAN OST in any necessary improvement plans

Overall Comments:

Total Points (x's 3):

Total Narrative Points Available:	60
Total Narrative Points Received:	

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ATTACHMENT I.2: SCHOOL AGE QUALITY 2025-2028 GRANT

QUALITY PROGRAMS

RFGA Evaluation Score Sheet

Organization Name:			
Number of Sites:			
Organization Competitive Priority Points			
Organization has supplied MATCH Documentation proving a minimum of X percentage of TOTAL of requested funding	Percentage Identified	Points Possible	Points Received
	25%	0.5	
	50%	1	
	75%	1.5	
	100%	2	
	150%	2.5	
	200%	3.00	
	Points Received		0.0

FOR INTERNAL USE ONLY

Program Site Competitive Priority Points											
Program Sites Names	1	2	3	4	5	6	7	8	9	10	
	Points Possible	If yes to below questions, enter in possible points, if no enter "0"; if no site leave blank									
Program will serve all grade levels.	2										
Program will be free to all students.	3										
Program operates in a rural county.	2										
Program is not currently receiving an OST grant	5										
	12	0	0	0	0	0	0	0	0	0	0

Total Organization Aggregate Score (does not exceed 15): 0.0

1. Program Activities for Quality Programs The program sites within this application intend to operate at a higher quality, with a reduced staff-to- student ratio, higher minimum enrollment and a higher minimum average daily attendance requirement. Describe how your program will ensure these sites will mee all listed metrics within 30 days of the program start date. 15 points possible				
No Response (0 points)	Insufficient (1 point) <ul style="list-style-type: none"> Minimal Information is given 	Adequate (2 points) <ul style="list-style-type: none"> No clear pathway to achieve higher quality metrics; success is not readily evident 	Detailed (3 - 4 points) <ul style="list-style-type: none"> Organization has identified broad goals to achieve expected metrics; plan is limited in its success or too dependent upon variables 	Highly Detailed (5 points) <ul style="list-style-type: none"> Organization has clearly outlined, and detailed, how they will ensure activities are being met to fidelity Organization has identified how they will troubleshoot problems in a timely manner Plan shows thought and can be successful
Overall comments:				
				Total Points (x's 3):

2. Program Concentrations 2b. Describe how the organization will ensure the above concentrations are being completed to meet the outputs and outcomes described within Attachment B: Grantee Responsibilities, Section 4. Capacity Concentration for all programs identified in this application.				
15 points possible				
No Response (0 points)	Insufficient (1 point)	Adequate (2 points)	Detailed (3 - 4 points)	Highly Detailed (5 points)
	<ul style="list-style-type: none"> Minimal Information is given 	<ul style="list-style-type: none"> Outputs/outcomes are available, but no clear pathway to achieve them has been identified 	<ul style="list-style-type: none"> Outputs and outcomes are available, but not clearly defined Organization has identified broad goals to achieve outputs and outcomes 	<ul style="list-style-type: none"> Outputs and outcomes are readily understood. Organization has clearly outlined, and detailed, how they will ensure activities are being met to fidelity Organization has identified how they will troubleshoot problems in a timely manner
Overall comments:				
				Total Points (x's 3):

3. SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) Goals

- Enter your anticipated SMART goal outcomes for the grant cycle (2025-2028)*
*Quality Program Goals must be connected to the Concentrations selected above
- Quality Programs- Minimum of one goal for each Concentration, not to exceed **four goals**
 - See [Guidance on Creating SMART Outcome Statements](#) to build appropriate SMART goals, as these goals will be incorporated into your contract if you are selected to receive funding

(each SMART goal section will have a score up to 3 for the overall evaluation of SMART goals)

15 points possible

Specific (up to 3 points possible)	Measurable (up to 3 points possible)	Attainable (up to 3 points possible)	Relevant (up to 3 points possible)	Time-Bound (up to 3 points possible)
Overall, the goal(s) is direct, meaningful, and detailed	Overall, the goal(s) is quantifiable and/or specific enough to track progress or success	Overall, the goal(s) is realistic and there are the necessary tools and resources to achieve it	Overall, the goal(s) aligns with the overall project goal and problem of practice	Overall, the goal(s) has a target date or deadline
Overall Comments:				
				Total Points:

4. SMART Goal Tracking Describe how your program will track and meet the determined SMART Goals by the end of the grant cycle? 15 points possible				
No Response (0 points)	Insufficient - (1 point)	Adequate - (2 points)	Detailed - (3 - 4 points)	Highly Detailed - (5 points)
	<ul style="list-style-type: none"> Minimal Information is given 	<ul style="list-style-type: none"> Tracking methods are available, but no clear pathway to ensure completion has been identified 	<ul style="list-style-type: none"> Tracking methods are available, but not clearly defined Organization has identified broad/not detailed measures to ensure completion of goals 	<ul style="list-style-type: none"> Tracking methods are readily understood and will be readily available for data sharing Organization has clearly outlined, and detailed, how they will ensure goals are being met to fidelity Organization has identified how they will troubleshoot problems in a timely manner
Overall comments:				
				Total Points (x's 3):

5. School-Age Program Quality Assessment Scoring

Describe how your program will maintain or increase its School-Age Program Quality Assessment (SAPQA) Score* by the end of the grant cycle.

15 points possible.

No Response (0 points)	Insufficient - (1 point)	Adequate - (2 points)	Detailed - (3 - 4 points)	Highly Detailed - (5 points)
	<ul style="list-style-type: none"> Minimal Information is given 	<ul style="list-style-type: none"> Plan to maintain or increase score is broad, or does not allow for specifics towards how program will work to ensure score is maintained or improved 	<ul style="list-style-type: none"> Plan to maintain or increase score is available, but not clearly detailed Organization has identified broad goals to increasing or maintaining goals 	<ul style="list-style-type: none"> There is a highly detailed and clear plan to ensure programs will maintain or increase its SAPQA Scores. Organization has identified how they will troubleshoot problems in a timely manner Organization has identified how they will support UAN OST in any necessary improvement plans
Overall Comments:				
				Total Points (x's 3):

Total Narrative Points Available:	75
Total Narrative Points Received:	

FOR INTERNAL USE ONLY
NOT FOR APPLICANT TO COMPLETE

ATTACHMENT I.3: SCHOOL AGE QUALITY 2025-2028 GRANT

HIGH QUALITY PROGRAMS

RFGA Evaluation Score Sheet

Organization Name:			
Number of Sites:			
Organization Competitive Priority Points			
Organization has supplied MATCH Documentation proving a minimum of X percentage of TOTAL of requested funding	Percentage Identified	Points Possible	Points Received
	25%	0.5	
	50%	1	
	75%	1.5	
	100%	2	
	150%	2.5	
	200%	3.00	
Points Received			0.0

FOR PUBLICATION ONLY

Program Site Competitive Priority Points											
Program Sites Names	1	2	3	4	5	6	7	8	9	10	
	Points Possible	If yes to below questions, enter in possible points, if no enter "0"; if no site leave blank									
Program will serve all grade levels.	2										
Program will be free to all students.	3										
Program operates in a rural county.	2										
Program is not currently receiving an OST grant.	5										
	12	0	0	0	0	0	0	0	0	0	0

Total Organization Aggregate Score (does not exceed 15): 0.0

1. Program Activities for High Quality Programs The programs sites within this application intend to operate at a higher quality, with a reduced staff- to-student ratio, higher minimum enrollment and a higher minimum average daily attendance requirement. Describe how your program will ensure these sites will meet all listed metrics within 30 days of the program start date.				
				15 points possible
No Response (0 points)	Insufficient (1 point)	Adequate (2 points)	Detailed (3 - 4 points)	Highly Detailed (5 points)
	<ul style="list-style-type: none"> Minimal Information is given 	<ul style="list-style-type: none"> No clear pathway to achieve higher quality metrics; success is not readily evident 	<ul style="list-style-type: none"> Organization has identified broad goals to achieve expected metrics plan is limited in its success or too dependent upon variables 	<ul style="list-style-type: none"> Organization has clearly outlined, and detailed, how they will ensure activities are being met to fidelity Organization has identified how they will troubleshoot problems in a timely manner Plan shows thought and can be successful
Overall comments:				
				Total Points (x's 3):

2. Program Concentrations 2b. Describe how the Organization will ensure that the selected concentrations are being completed to meet the outputs and outcomes described within Attachment B: Grantee Responsibilities, Section 4. Quality Concentration in all programs identified in this application.				
20 points possible				
No Response (0 points)	Insufficient (1 point) <ul style="list-style-type: none"> • Minimal Information is given 	Adequate (2 points) <ul style="list-style-type: none"> • Outputs/outcomes are available, but no clear pathway to achieve them has been identified 	Detailed (3 - 4 points) <ul style="list-style-type: none"> • Outputs/outcomes are available, but not clearly defined • Organization has identified broad goals to achieve outputs/outcomes 	Highly Detailed (5 points) <ul style="list-style-type: none"> • Outputs and outcomes are readily understood. • Organization has clearly outlined, and detailed, how they will ensure activities are being met to fidelity • Organization has identified how they will troubleshoot problems in a timely manner
Overall comments:				
				Total Points (x's 3):

3. SMART Goals (Specific, Measurable, Attainable, Relevant, Time-Bound)

- Enter your anticipated concentration SMART goal outcomes for the grant cycle.
*High Quality Program Goals must be connected to the Concentrations selected above
- Minimum of one goal per item selected, not to exceed **six goals**.
- See [Guidance on Creating SMART Outcome Statements](#) to build appropriate SMART goal(s).

(each SMART goal section will have a score up to 3 for the overall evaluation of SMART goals)

20 points possible

Specific (up to 4 points possible)	Measurable (up to 4 points possible)	Attainable (up to 4 points possible)	Relevant (up to 4 points possible)	Time-Bound (up to 4 points possible)
Overall, the goal(s) is direct, meaningful, and detailed	Overall, the goal(s) is quantifiable and/or specific enough to track progress or success	Overall, the goal(s) is realistic and there are the necessary tools and resources to achieve it	Overall, the goal(s) aligns with the overall project goal and problem of practice	Overall, the goal(s) has a target date or deadline
Overall Comments:				
				Total Points:

4. SMART Goal Tracking Describe how your program will track and meet the determined SMART Goals by the end of the grant cycle. 20 points possible				
No Response (0 points)	Insufficient - (1 point) <ul style="list-style-type: none"> • Minimal Information is given 	Adequate - (2 points) <ul style="list-style-type: none"> • Tracking methods are available, but no clear pathway to ensure completion has been identified 	Detailed - (3 - 4 points) <ul style="list-style-type: none"> • Tracking methods are available, but not clearly defined • Organization has identified broad/not detailed measures to ensure completion of goals 	Highly Detailed - (5 points) <ul style="list-style-type: none"> • Tracking methods are readily understood and will be readily available for data sharing • Organization has clearly outlined, and detailed, how they will ensure goals are being met to fidelity • Organization has identified how they will troubleshoot problems in a timely manner
Overall comments:				
				Total Points (x's 3):

5. School- Age Program Quality Assessment Scoring

Describe how your program will maintain or increase its School Age Program Quality Assessment Score by the end of the grant cycle.

15 points possible.

<p>No Response (0 points)</p>	<p>Insufficient - (1 point)</p> <ul style="list-style-type: none"> Minimal Information is given 	<p>Adequate - (2 points)</p> <ul style="list-style-type: none"> Plan to maintain or increase score is broad, or does not allow for specifics towards how program will work to ensure score is maintained or improved 	<p>Detailed - (3 - 4 points)</p> <ul style="list-style-type: none"> Plan to maintain or increase score is available, but not clearly detailed Organization has identified broad goals to increasing or maintaining goals 	<p>Highly Detailed - (5 points)</p> <ul style="list-style-type: none"> There is a highly detailed and clear plan to ensure programs will maintain or increase its SAPQA Scores. Organization has identified how they will troubleshoot problems in a timely manner Organization has identified how they will support UAN OST in any necessary improvement plans
<p>Overall Comments:</p>				
				<p>Total Points (x's 3):</p>

Total Narrative Points Available:	90
Total Narrative Points Received:	

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School Day/Afterschool Alignment Rubric

Integrated	Coordinated	Associated	Self-Contained
Systematic and reciprocal relationship	Consistent communication and effort	Desire to align but do not have a strong connection	Little or no attempt to collaborate

Relationships

Program and School Policy

Shared Resources

Student Needs

Academics

Each section of this rubric offers examples of the degree of bridging within a program (afterschool program) and school team partnership. Program staff, along with administrative school day team staff, are encouraged to use this rubric to assess perceptions and engage in dialogue.

Circle the examples that reflect your current alignment practices. This will help you identify alignment “gaps” that can be turned into action plan goals. They can also help identify areas of strength to scale or replicate within your program.

The School Day/Afterschool Alignment Align for Success Project is a collaboration between the Utah Afterschool Network (UAN), Utah Education Policy Center (UEPC), United Way of Salt Lake (UWSL), and the Charles S. Mott Foundation. This self-assessment rubric has input from the Align for Success Task Force which is made up of school day, afterschool, and administrative staff in the greater Salt Lake area. Based on a literature review conducted by UEPC, it incorporates Gil Noam’s research (2003) on afterschool/school day alignment, in which he proposed various degrees of “bridging.” The work of Noam and his associates provided the framework that future researchers have utilized and built upon. Bennett (2015), and Anthony, & Carmichael (2016) studied alignment through the sharing of academic resources, communication, and a sense of partnership.

Integrated	Coordinated	Associated	Self-Contained
Relationships			
Program and school teams have reciprocal, two-way transparent communication and share accountability for program successes and challenges. <input type="checkbox"/>	There are staff members designated to oversee communication between program and school teams, but information is not widely shared. <input type="checkbox"/>	One or both teams recognize the need to have reciprocal, two-way transparent communication, but there are not specific persons designated for this role. <input type="checkbox"/>	None or little communication exists between the program and school teams. <input type="checkbox"/>
Both teams co-design the overall program structure and outcomes to align with the school day. <input type="checkbox"/>	Common language and shared understanding of the overall design and outcomes for each team are understood. <input type="checkbox"/>	One or both teams have awareness of the other teams' design and outcomes, but they are not aligned. <input type="checkbox"/>	Program and school teams do not understand the other team's structure and desired student outcomes. <input type="checkbox"/>
Both teams have mutual respect and trust, keeping the goal of student success at the forefront. <input type="checkbox"/>	Both teams recognize the need to establish mutual respect and trust and are actively working towards this. <input type="checkbox"/>	Little progress has been made between the teams to have mutual respect and trust. <input type="checkbox"/>	Mutual respect and trust do not exist between the program and school teams. <input type="checkbox"/>
Program and school teams consistently co-design goals for student success. Full ownership of "our students" exists. <input type="checkbox"/>	Shared goals for student success exist between the two teams, but they are not consistently co-designed. <input type="checkbox"/>	Goals are developed for student success but neither team is fully invested in them. <input type="checkbox"/>	Neither team aligns goals for student success and a "your students" mentality exists <input type="checkbox"/>
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____

Program and School Teams Policy

Program and school teams understand each other's grant funded requirements recognizing some components cannot be changed. <input type="checkbox"/>	There is a staff member between the two teams who understands grant funded requirements, but this knowledge is not widely shared. <input type="checkbox"/>	There is an awareness of grant funded requirements, but the specifics are not known between the two teams. <input type="checkbox"/>	Program and school teams do not share information regarding grant funded policies. <input type="checkbox"/>
Program and school teams regularly discuss student attendance successes/challenges to support these policies. <input type="checkbox"/>	Both teams recognize the need to communicate regarding student attendance successes and challenges, and efforts are being made. <input type="checkbox"/>	One or both teams recognize the need to communicate regarding student attendance, but little progress has been made. <input type="checkbox"/>	There is no communication regarding student attendance between the program and school teams. <input type="checkbox"/>
Both align policies on student behavior and expectations and have discussed these policies with all staff and students to ensure consistency. <input type="checkbox"/>	There are consistent policies and expectations regarding student behavior for both teams, and efforts are being made to align these policies. <input type="checkbox"/>	Consistent policies and expectations regarding student behavior are recognized by one or both teams, but little progress has been made. <input type="checkbox"/>	Program and school teams do not share policies and expectations regarding student behavior. <input type="checkbox"/>
Program and school teams co-design a policy/process to share student data (grades, test scores, behavior logs) to support progress of student outcomes. <input type="checkbox"/>	Both teams recognize the need to have a policy or process in place to share student data, and efforts are being made to establish a reciprocal system. <input type="checkbox"/>	One or both teams have a desire to have a policy or process through which to share student data, but little progress has been made to develop a system. <input type="checkbox"/>	There is not a data-sharing structure or process in place between the teams. <input type="checkbox"/>
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____

Integrated	Coordinated	Associated	Self-Contained
------------	-------------	------------	----------------

Shared Resources

Program staff can independently access rooms and spaces within the school and there's mutual understanding on the proper use of these spaces. No space in the school is off-limits to the program. <input type="checkbox"/>	Key program staff have access to shared rooms and spaces. Mutual respect on proper use of these spaces exists between some staff but not all. <input type="checkbox"/>	One or both teams recognize the need to share rooms and spaces, but access is restricted. A lack of mutual respect and trust exists. <input type="checkbox"/>	Program and school teams do not share rooms or spaces. <input type="checkbox"/>
Both teams have adequate access to shared materials and equipment (lesson plans, computer lab, general classroom materials, etc.). <input type="checkbox"/>	Both teams recognize the need to share materials and equipment and are actively working towards this. <input type="checkbox"/>	The need to share materials and equipment is recognized by one or both teams, but little progress has been made. <input type="checkbox"/>	Materials and/or equipment are not shared between the program and school teams. <input type="checkbox"/>
There are agreements/processes in place to share personnel and staff expertise. Joint professional development opportunities are provided. <input type="checkbox"/>	The sharing of personnel and staff expertise is something both teams are actively working towards. Some professional development opportunities are available to both teams. <input type="checkbox"/>	One or both teams recognize the need to share personnel and staff expertise, but little progress has been made. Most professional development opportunities are not accessible by both teams. <input type="checkbox"/>	Program and school teams do not share personnel and/or staff expertise. There are no joint professional development opportunities. <input type="checkbox"/>
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____

Student Needs

Program and school teams consistently communicate and meet regularly regarding the behavioral, social-emotional, health/safety, and attendance needs/concerns of their students. <input type="checkbox"/>	Both teams recognize the need to communicate behavioral, social-emotional, health/safety, and attendance needs and concerns and are actively working towards this. <input type="checkbox"/>	One or both teams recognize the need to communicate behavioral, social-emotional, health/safety, and attendance needs and concerns, but little progress has been made. <input type="checkbox"/>	Behavioral, social-emotional, health/safety, and attendance needs/concerns are not shared between the two teams. <input type="checkbox"/>
The school team actively assist with the recruitment and referrals of students for the program. <input type="checkbox"/>	Some school team staff assists with the recruitment and referral of some students. <input type="checkbox"/>	There is recognition of the need to collaborate on the recruitment and referral of students, but little progress has been made. <input type="checkbox"/>	School team does not assist with the recruitment and referral of students. <input type="checkbox"/>
Resources are frequently shared between the two teams on mental health and trauma informed care. <input type="checkbox"/>	Sharing resources on mental health and trauma informed care is something both teams are working towards. <input type="checkbox"/>	Little progress has been made in sharing resources on mental health and trauma informed care between the two teams. <input type="checkbox"/>	Mental health and trauma informed care resources are not shared between the two teams. <input type="checkbox"/>
The program team helps families learn about school activities and expectations. Both teams work as equal partners in parent/guardian engagement and communicating family needs. <input type="checkbox"/>	Both teams recognize the need to work together in engaging parents/guardians and are actively working towards a partnership in this area. <input type="checkbox"/>	One or both teams want to work together in engaging parents/guardians, but little progress has been made. <input type="checkbox"/>	Program and school teams do not work together to engage parents/guardians. <input type="checkbox"/>
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____

Integrated	Coordinated	Associated	Self-Contained
Academics			
Program and school teams share and intentionally align academic curriculum, tools, and resources to ensure consistency for all students. There is clear communication on available resources. <input type="checkbox"/>	Both teams recognize the need to share academic curriculum, tools and resources, and are actively working towards this. Some staff on the program team may be aware of available resources but not all. <input type="checkbox"/>	One or both teams recognize the need to share academic curriculum, tools and resources, but little progress has been made in this area. <input type="checkbox"/>	Program and school teams do not share or align academic curriculum, tools, or resources. <input type="checkbox"/>
The academic progress of students is communicated intentionally and frequently between both teams. Both teams are invested in seeing increases in student academics. <input type="checkbox"/>	The need to communicate regarding the academic progress of students is recognized by both teams and they are actively working towards this. <input type="checkbox"/>	The communication regarding the academic progress of students is frequently one-sided and not reciprocal between the two teams. <input type="checkbox"/>	There is no communication regarding academic progress of students between the two teams. <input type="checkbox"/>
Program and school teams meet regularly to share and discuss student academic data. This data is used to adjust the academic support offered. <input type="checkbox"/>	Both teams recognize the need to share and discuss student academic data and are actively working towards this. <input type="checkbox"/>	One or both teams recognize the need to share and discuss students' academic data, but processes are not established to support these conversations. <input type="checkbox"/>	Program and school teams do not share student academic data. <input type="checkbox"/>
Subtotal: _____	Subtotal: _____	Subtotal: _____	Subtotal: _____
Total: <u>0</u>	Total: <u>0</u>	Total: <u>0</u>	Total: <u>0</u>

Rubric Reflection

1. What are areas of strength in your program?
2. What are areas you can improve on in your program?
3. What goals can you set to improve your program?

References:

Anthony, K., and Carmichael, T. (2016) Measure of alignment self-assessment (MASA) Tool. Unpublished draft.

Bennett, T. (2015). Examining levels of alignment between school and afterschool and associations with student academic achievement. *Journal of Expanded Learning Opportunities*, 1(2), 4-22.

Noam, G. G., Biancarosa, G., & Dechausay, N. (2003). *Afterschool education: Approaches to an emerging field*. Harvard Education Press; Harvard, MA.

DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

SCHOOL-AGE PQA

Form A - Program Offerings Children - Grades K-6

Organization name:	
Site/Program name:	
Name(s) of program offering(s) observed:	
Name of staff member(s) observed:	
Date scored:	
Name of rater (External Assessment only):	
Email for rater (External Assessment only):	



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PROGRAM INFORMATION

(Complete for Program Self Assessment or External Assessment)

Organization name: _____ Site/Program name: _____

Name(s) of program offering(s) observed: _____

Name of staff member(s) observed: _____

Brief description of program offering(s): _____

Staff: Child ratio in program offering(s): _____ Date scored: _____

Age(s) of children in observed offering(s) (Circle all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12 12+

Type of program/activities observed (Check all that apply):

- | | | | | |
|--|---|--|----------------------------------|--------------------------------------|
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Homework Help | <input type="checkbox"/> Drop-in | <input type="checkbox"/> Faith-based |
| <input type="checkbox"/> Camp | <input type="checkbox"/> Visual Art | <input type="checkbox"/> Dance | <input type="checkbox"/> Drama | <input type="checkbox"/> Math |
| <input type="checkbox"/> Life skills development | <input type="checkbox"/> Outreach | <input type="checkbox"/> Prevention | <input type="checkbox"/> Sports | <input type="checkbox"/> Science |
| <input type="checkbox"/> Leadership development | <input type="checkbox"/> Service learning | <input type="checkbox"/> Other | _____ | |

Type of organization (Please check not more than two):

- A nationally affiliated nonprofit (e.g., YMCA, Boys & Girls Club, Camp Fire USA, Scouts, Future Farmers of America)
- Local nonprofit (e.g., local community-based or faith-based organization)
- Local school organization (e.g., public, charter, private school)
- Unit of city or county government (e.g., Department of Recreation, Health Bureau)
- State government
- Local for-profit organization (e.g., bowling alley)

EMOTIONAL SAFETY | Psychological and emotional safety is promoted.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, "trash talking," negative gestures or other such actions are not mediated by either children or staff.	3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.	5 The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.
2.	1 Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation bias(es).	3 There is evidence (e.g., comments or slurs) of religious, ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.	5 There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.

Sum: 0 ÷ Number of Indicators Scored = Total Scale Score

HEALTHY ENVIRONMENT | The physical environment is safe and free of health hazards.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 There are major safety and health hazards (e.g., broken equipment or supplies, unmopped spills, flammable and/or toxic materials) affecting the program space.	3 There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.	5 The program space is free of health and safety hazards. <input type="checkbox"/>
2.	1 There are major sanitary concerns (e.g., unsanitary toilet facilities, dirty or clogged drains, open or spoiling food, overflowing trash container) affecting the program space.	3 There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.	5 The program space is clean and sanitary. <input type="checkbox"/>
3.	1 There are major inadequacies in either ventilation or lighting in the program space.	3 Ventilation or lighting is inadequate in some areas in the program space.	5 Ventilation and lighting are adequate in the program space. <input type="checkbox"/>
4.	1 The temperature is uncomfortable (e.g., it is too hot or too cold) in the program space.	3 The temperature is uncomfortable for some activities and/or in some areas of the program space.	5 The temperature is comfortable for all activities in the program space. <input type="checkbox"/>

Sum: 0 ÷ Number of Indicators Scored = Total Scale Score

EMERGENCY PREPAREDNESS | Appropriate emergency procedures and supplies are present.

Note: Local fire codes govern the number and location of fire extinguishers.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. 1 There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.	3 Written emergency procedures are not posted, but staff is able to locate them.	5 Written emergency procedures are posted in plain view.	<input type="checkbox"/> Where are the emergency procedures posted?
2. 1 There is no charged fire extinguisher accessible from the program space.	3 At least one charged fire extinguisher is accessible (but not plainly visible) from the program space.	5 At least one charged fire extinguisher is accessible and visible from the program space.	<input type="checkbox"/> Is there an accessible fire extinguisher?
3. 1 A complete first-aid kit is not accessible from the program space.	3 At least one complete first-aid kit is accessible (but not plainly visible) from the program space.	5 At least one complete first-aid kit is accessible and visible from the program space.	<input type="checkbox"/> Is there an accessible first-aid kit?
4. 1 Other safety or emergency equipment appropriate to the activities is not available to the program offering.	3 Other safety and/or emergency equipment appropriate for the program offering is in poor condition, and/or staff cannot locate it.	5 Other appropriate safety and emergency equipment (e.g., for water or vehicle safety, sports or repairs) is available to the program offering as needed, can be located by staff and is maintained in full-service condition.	<input type="checkbox"/> Does the site have any special safety or emergency equipment? If other equipment is not needed, do not rate. Write an "X" in the box at the left.
5. 1 Entrances to the indoor program space are unsupervised during program hours.	3 At least one entrance to the indoor program space is supervised for security during program hours but others are not, or entrance(s) are sometimes supervised and sometimes not.	5 All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.)	<input type="checkbox"/> Are entrances to the indoor program space supervised? If there is no indoor program space, do not rate. Write an "X" in the box at the left.
6. 1 Access to outdoor program space is unsupervised during program hours.	3 Access to outdoor program space is sometimes supervised during program hours.	5 Access to outdoor program space is supervised during program hours.	<input type="checkbox"/> If there is no outdoor program space, do not rate. Write an "X" in the box at the left.

Sum: 0 ÷ **Number of Indicators Scored = Total Scale Score**

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ACCOMMODATING ENVIRONMENT | Program space and furniture accommodate the activities.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Program space is crowded, without sufficient room to move freely.	3 Program space is crowded in some areas.	5 Program space allows children and staff to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another and crowding).	<input type="checkbox"/>
2.	1 Program space is not suitable for activities offered.	3 Program space is suitable for some of the activities offered.	5 Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).	<input type="checkbox"/>
3.	1 Furniture is neither comfortable nor of sufficient quantity for the program offering.	3 Furniture is either comfortable or of sufficient quantity for the program offering (but not both).	5 Furniture is comfortable and of sufficient quantity for all children participating in the program offering.	<input type="checkbox"/> If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
4.	1 The physical environment cannot be modified to meet the needs of the program offering.	3 The physical environment can be modified to meet the needs of the program offering, but children and/or staff are discouraged from doing so.	5 The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).	<input type="checkbox"/>
5. (SA)	1 There is little or no furniture appropriate to the physical size of children (e.g., small children must sit at full-size desks, the work surface is chest height).	3 There is some furniture appropriate to the physical size of children served, but not enough appropriately sized furniture for all children.	5 Furniture appropriate to children's physical size is available for all children served (e.g., small furniture for small children).	<input type="checkbox"/> If there is no furniture and none required, do not rate. Write an "X" in the box at the left.

Sum: 0 ÷ Number of Indicators Scored = Total Scale Score

NOURISHMENT | Healthy food and drinks are provided.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 Drinking water is not available.	3 Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).	5 Drinking water is available and easily accessible to all children. <input type="checkbox"/>
2. 1 Food or drinks are not available to children during the session.	3 Food and drinks are available at appropriate times, but there is not enough for every child to receive a serving.	5 Food and drinks are plentiful and available at appropriate times for all children during the session. <input type="checkbox"/> If a meal or snack is not necessary because of structure of program offering, do not rate. Write an "X" in the box at the left.
3. 1 Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).	3 Some available food or drink is not nutritious and some is healthy.	5 Available food and drink is healthy (e.g., vegetables, fresh fruit, real juices). <input type="checkbox"/> If no food or drink is served, do not rate. Write an "X" in the box at the left.

Sum: 0 ÷ **Number of Indicators Scored =** **Total Scale Score**

WARM WELCOME | Staff provides a welcoming atmosphere.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 No children are greeted by staff as they arrive or at the start of the session.	3 Some children are greeted by staff as they arrive or at the start of the session.	5 All children are greeted by staff as they arrive or at the start of the session. <input type="checkbox"/>
2.	1 Staff mainly uses a negative tone of voice and disrespectful language.	3 Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.	5 Staff mainly uses a warm tone of voice and respectful language. <input type="checkbox"/>
3.	1 Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact.	3 Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.	5 Staff generally smiles, uses friendly gestures and makes eye contact. <input type="checkbox"/>

Sum: 0 ÷ **Number of Indicators Scored =** **Total Scale Score**

SESSION FLOW | Session flow is planned, presented and paced for children.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff does not start or end session within 10 minutes of scheduled time.	3 Staff either starts or ends session within 10 minutes of scheduled time (but not both).	5 Staff starts and ends session within 10 minutes of scheduled time.
			<input type="checkbox"/> Record the following: Scheduled starting time _____ Actual starting time _____ Scheduled end time _____ Actual end time _____
2.	1 Staff does not have materials and supplies ready to begin activities.	3 Staff has some materials and supplies ready to begin activities, or staff has materials and supplies ready to begin only some activities.	5 Staff has all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).
			<input type="checkbox"/> If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
3.	1 There are only enough materials and supplies prepared for less than half of the children to begin activities.	3 There are enough materials and supplies prepared for more than half, but not all, of the children to begin activities.	5 There are enough materials and supplies prepared for all children to begin activities.
			<input type="checkbox"/> If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
4.	1 Staff does not explain any activities clearly.	3 Staff explains some activities clearly.	5 Staff explains all activities clearly (e.g., children appear to understand directions; sequence of events and purpose are clear).
			<input type="checkbox"/>
5.	1 There is not an appropriate amount of time for more than one activity.	3 There is an appropriate amount of time for all but one activity (e.g., for one activity, most children either do not finish or finish early with nothing to do).	5 There is an appropriate amount of time for all of the activities (e.g., children do not appear rushed; most children who are generally on task finish activities; most children do not finish significantly early with nothing planned to do).
			<input type="checkbox"/>

Sum: 0 ÷ **Number of Indicators Scored =** _____ **Total Scale Score**

ACTIVE ENGAGEMENT | Activities support active engagement.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 The activities provide no opportunities for children to engage with materials or ideas; activities mostly involve waiting, listening, watching and repeating.	3 The activities provide opportunities for children to engage with materials or ideas for less than half of the time.	5 The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.	<input type="checkbox"/>
2.	1 Staff does not provide any children structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.	3 During activities, staff provides some children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks some children to explain what they are doing or why, staff has half the children explain their art project to another child).	5 During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).	<input type="checkbox"/>
3. (SA)	1 Staff does not provide explicit opportunities for children to make connections between current activities and prior experiences and/or knowledge.	3 Staff tells children about a connection between the current activity and children's prior knowledge or experience (e.g., staff says, "This is a follow up to the experiment we did last week").	5 Staff has children make a connection between the current activity and the children's prior knowledge or experience (e.g., staff asks children what they learned in a related experiment, staff asks children what similar tools they have at home, staff has children draw a picture of their favorite fruit or vegetable).	<input type="checkbox"/>

Sum: 0 ÷ Number of Indicators Scored = Total Scale Score

SKILL-BUILDING | Staff supports children in building skills.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).	3 Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) but the focus is not clearly linked to the activity.	5 Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).	<input type="checkbox"/>
2.	1 Staff does not encourage children to try skills or attempt higher levels of performance.	3 Staff encourages some children to try skills or attempt higher levels of performance.	5 Staff encourages all children to try skills or attempt higher levels of performance.	<input type="checkbox"/>
3.	1 Staff does not model skills.	3 Staff models skills for some children.	5 Staff models skills for all children.	<input type="checkbox"/>
4.	1 Staff does not break difficult task(s) into smaller, simpler steps for any children or there are no tasks of sufficient difficulty to warrant explaining steps.	3 Staff breaks difficult task(s) into smaller, simpler steps for some children.	5 Staff breaks difficult task(s) into smaller, simpler steps for all children (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).	<input type="checkbox"/>
5.	1 When children struggle (with errors, imperfect results or failure), staff, even once, responds with sarcasm, condescension, criticism, punishment or making fun of the child.	3 When children struggle (with errors, imperfect results or failure), staff sometimes does not respond with learning supports or encouragement (e.g., numerous children are raising their hands for help, but the staff does not get around to responding to all of them; staff ignores struggling children).	5 When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).	<input type="checkbox"/> If no children struggle with imperfect results, do not score. Write an "X" in the box at the left. Expect to score this item if item 2 above scores a 3 or 5.
Sum: 0 ÷ Number of Indicators Scored = Total Scale Score				

ENCOURAGEMENT | Staff supports children with encouragement.

Note: Open-ended questions do not have predetermined, correct answers; they seek the opinions, thoughts and ideas of children.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Staff does not support contributions or accomplishments of children in either of the ways described for a score of 3 or 5, or simply doesn't support children at all.	3 Staff supports contributions or accomplishments of children but uses subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"	5 Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "It looks like you put a lot of time into choosing the colors for your painting").	<input type="checkbox"/>
2.	1 Staff rarely or never asks open-ended questions.	3 Staff makes limited use of open-ended questions (e.g., only uses them during certain parts of the activity or repeats the same questions).	5 Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers).	<input type="checkbox"/>

Sum: 0 ÷ Number of Indicators Scored = Total Scale Score

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II. SUPPORTIVE ENVIRONMENT SUPPLEMENT

CHILD-CENTERED SPACE | The physical environment is flexible and child-centered.

Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1. (SA)	1 There are no interest areas in or accessible to the program space.	3 There are interest areas in or accessible to the program space, but they are not well-defined.	5 There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled).	<input type="checkbox"/>
2. (SA)	1 There are no interest areas or none contain sufficient materials so that several children can work with the materials simultaneously.	3 Some, but not all, interest areas contain sufficient materials so that several children can work with the materials simultaneously.	5 Each interest area contains sufficient materials so that several children can work with the materials simultaneously.	<input type="checkbox"/>
3. (SA)	1 Ready-made commercial items or adult-made items dominate the learning environment (bulletin boards and wall displays).	3 Some children's work is on display in the classroom.	5 Children's individual work and projects make up most of wall, bulletin board, and other displays.	<input type="checkbox"/>
4. (SA)	1 Children do not participate in selecting items for display or deciding how to arrange them.	3 Children participate in selecting some items for display and sometimes in deciding how to arrange them.	5 Children frequently participate in selecting items for display or deciding how to arrange them.	<input type="checkbox"/>

II. SUPPORTIVE ENVIRONMENT SUPPLEMENT

CHILD-CENTERED SPACE | The physical environment is flexible and child-centered (continued).

Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>5. (SA) 1 Most materials lead to prescribed outcomes (e.g., art cutouts, lotto games, worksheets, coloring books, commercial toys).</p>	<p>3 Some open-ended materials are available.</p>	<p>5 Most of the available materials are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).</p>	<input type="checkbox"/>
<p>6. (SA) 1 Learning materials cannot easily be reached by children or are typically brought out by staff.</p>	<p>3 Some learning materials are accessible to children.</p>	<p>5 Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).</p>	<input type="checkbox"/>
<p>7. (SA) 1 No time is provided for activities based on children's interests.</p>	<p>3 Some time is provided for activities based on children's interests, but it is not regularly scheduled or it is less than thirty minutes.</p>	<p>5 Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.</p>	<input type="checkbox"/>

Sum: 0 ÷ **Number of Indicators Scored =** **Total Scale Score**

MANAGING FEELINGS | Staff encourages children to manage feelings and resolve conflicts appropriately.

Note: A conflict is an interaction between children that involves strong feelings or serious negative behaviors. Strong feelings are any emotions that interrupt the learning of an individual or group of children. If there is not a conflict or incident involving strong feelings, do not score. Mark all items with an "X".

ITEMS		SUPPORTING EVIDENCE/ANECDOTES		
1. (SA)	1 More than once, staff does not ask about or acknowledge the feelings of child(ren) involved.	3 Once, staff does not ask about or acknowledge the feelings of child(ren) involved.	5 Staff always asks about and/or acknowledges the feelings of all child(ren) involved.	<input type="checkbox"/>
2. (SA)	1 Staff does not ask child(ren) to explain or confirm the situation; rather, staff states the problem without input from child(ren), or does not state the problem at all.	3 Staff does not ask child(ren) to explain the situation; rather, staff at least once states the problem with some confirmation from child(ren) (e.g., "Did you take that from her?", "You're upset because she took your toy, right?").	5 Staff at least once asks child(ren) to explain the situation (e.g., "Why are you upset?", "What happened?").	<input type="checkbox"/>
3. (SA)	1 Even once, staff shames, scolds, or punishes child(ren).	3 Staff does not help child(ren) respond appropriately, but does not shame, scold, or punish child(ren).	5 Staff at least once helps child(ren) respond appropriately (e.g., staff encourages children to make a list of solutions, take time out to "cool off," find an appropriate physical outlet).	<input type="checkbox"/>
4. (SA)	1 Staff does not ask child(ren) for possible solutions or present solutions with rationale; rather, staff solves problems for children.	3 Staff does not ask child(ren) for possible solutions; rather, staff at least once presents a solution and gives rationale behind it or gives idea(s) for preventing problems in the future.	5 At least once, staff asks child(ren) for possible solutions and encourages them to choose one.	<input type="checkbox"/>
		Sum: 0 ÷ Number of Indicators Scored = Total Scale Score		

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BELONGING | Children have opportunities to develop a sense of belonging.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Staff does not provide opportunities for children to get to know each other (e.g., the entire session is structured so children have no time where talking among themselves is allowed or encouraged).	3 Staff provides informal opportunities for children to get to know each other (e.g., children engage in informal conversations, children get to know each other as a by-product of an activity).	5 Staff provides structured opportunities with the purpose of helping children get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).	<input type="checkbox"/>
2.	1 Children exhibit evidence of excluding peers (e.g., children are avoided or ostracized by other children, "I don't want to sit with her – she's not my friend") and staff does not explicitly promote more inclusive relationships (e.g., suggest ways to include others in play, introduce excluded child to other children, say, "Remember, 'Be Kind' is one of our rules").	3 Children exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces an excluded child to other children, but the newcomer is treated coolly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).	5 Children do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces excluded child to other children and they then include her, staff successfully suggests a way to include a lone boy in children's play).	<input type="checkbox"/>
3.	1 Children do not identify with the program offering (e.g., many children complain about or express dislike of the program offering or activities).	3 Children do not strongly identify with the program offering but do not complain or express dislike.	5 Children strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as "our program," engage in shared traditions such as shared jokes, songs, gestures).	<input type="checkbox"/>
4. (SA)	1 Staff does not create opportunities for children to work or play in small groups and children spend all or nearly all of their time working alone or in the full group.	3 Staff does not set up small group activities as part of the program routine; rather, children work or play in small groups that develop informally (e.g., two or three children play a game together).	5 Staff provides structured small group activities as part of the program routine.	<input type="checkbox"/>
<p>Sum: 0 ÷ Number of Indicators Scored = Total Scale Score</p>				

SCHOOL-AGE LEADERSHIP | Children have opportunities to practice leadership skills.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. (SA) 1 Staff does not provide opportunities for children to practice group-process skills.</p>	<p>3 Staff provides a limited opportunity for children to practice group-process skills (e.g., all children are paired off or grouped briefly to talk about a topic, but this is the only opportunity for group process skills).</p>	<p>5 Staff provides multiple or extended opportunities for children to practice group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).</p>	<input type="checkbox"/>
<p>2. (SA) 1 Staff does not provide opportunities for a child to help another child.</p>	<p>3 Staff provides informal or child-initiated opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., without being asked by a staff member, a child explains to another how to do a homework assignment, play a game, do something on the computer).</p>	<p>5 Staff provides one or more opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., each child explains to a partner how take over her role in a group project; every child gets to explain the rules to his favorite game).</p>	<input type="checkbox"/>
<p>3. (SA) 1 Staff does not provide opportunities for children to lead a group or exercise leadership.</p>	<p>3 Staff provides opportunities for one or more children to informally or spontaneously exercise leadership (e.g., during free time a child organizes a group game; a child spontaneously volunteers to demonstrate something to whole group).</p>	<p>5 Staff provides structured opportunities for one or more children to lead a group (e.g., facilitate a discussion, lead a song, project, event or other activity).</p>	<input type="checkbox"/>

Sum: 0 ÷ **Number of Indicators Scored =** **Total Scale Score**

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INTERACTION WITH ADULTS | Staff engages with children in positive ways.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1. (SA)	1 Staff never lowers their bodies so their eyes are at children's eye level.	3 Staff once or twice lowers their bodies so their eyes are at children's eye level.	5 Staff often lowers their bodies so their eyes are at children's eye level (squatting, bending over when talking to children much shorter than they are).	<input type="checkbox"/>
2. (SA)	1 Staff does not work side by side with children.	3 Staff sometimes, or intermittently, works side by side with children.	5 Staff consistently works side by side with children.	<input type="checkbox"/>
3. (SA)	1 Staff does not circulate to interact with children.	3 Staff circulates and interacts with some (but not all) children.	5 Staff circulates and interacts with every child at some point during the program session.	<input type="checkbox"/>
4. (SA)	1 Interaction is primarily limited to managing behaviors and responding to problems (e.g., staff states rules but provides no explanation, tells children what to do or how to do it, spends significant time disciplining behaviors).	3 Staff sometimes interacts with children in positive ways.	5 Staff consistently interacts with children in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows children's leads).	<input type="checkbox"/>

Sum: 0 ÷ Number of Indicators Scored = Total Scale Score

SCHOOL-AGE PLANNING | Children have opportunities to make plans.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. (SA) 1 Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	3 Staff creates an opportunity for some children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	5 Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something). <input type="checkbox"/>
2. (SA) 1 Staff does not use an identifiable planning strategy to support children's planning.	3 Staff uses at least one identifiable planning strategy to support children's planning (e.g., children always verbalize their plans).	5 Staff uses two or more strategies to support children's planning (e.g., area signs; idea webbing; planning in pairs; planning journals or forms; props such as puppets, hula hoops and maps). <input type="checkbox"/>
3. (SA) Staff does not encourage children to share plans.	3 Staff encourages children to share plans, but only verbally.	5 Staff encourages children to share plans and represent their plans in a tangible way (e.g., a small group draws a diagram before building; staff helps full group make a large idea web to plan an event). <input type="checkbox"/>

Sum: 0 ÷ Number of Indicators Scored = Total Scale Score

SCHOOL-AGE CHOICE | Children have opportunities to make choices based on their interests.

Note: **Authentic choices** refer to real, meaningful choices, as opposed to token or false choices.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not provide opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, "You can choose to be here or not"; children are allowed to choose only the color of marker to use, but all draw an owl).	3 Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they'd like, while another group has to copy invitation wording verbatim).	5 Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice). <input type="checkbox"/>
2. (SA)	1 Staff does not provide opportunities for children to make choices within activities.	3 Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich).	5 Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity). <input type="checkbox"/>

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REFLECTION | Children have opportunities to reflect.

Note: **Reflect** means to review, summarize and/or evaluate recent events or activities. **Reflections** are usually expressed by talking with others and/or in writing (a journal or report, for example).

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff does not engage children in an intentional process of reflecting on what they have done during the program session.	3 Staff engages some children in an intentional process of reflecting on what they have done during the program session.	5 Staff engages all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience). <input type="checkbox"/>
2.	1 Staff does not encourage children to share what they have done with others or to reflect on their experiences.	3 Staff uses at least one identifiable strategy to help children to share what they have done and reflect on their experiences (e.g., staff asks children, "What did you do today?").	5 Staff uses two or more strategies to encourage children to share what they have done and reflect on their experiences (e.g., writing, role playing, using media or technology, drawing, using props such as puppets, hula hoops and maps). <input type="checkbox"/>
3.	1 Staff dismisses feedback from children who initiate it, or children have no opportunities to provide feedback on the activities.	3 Staff is receptive to feedback initiated by children on the activities but does not solicit it.	5 Staff initiates structured opportunities for children to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations). <input type="checkbox"/>

Sum: 0 ÷ Number of Indicators Scored = Total Scale Score

RESPONSIBILITY | Children are encouraged to exercise independence and take on responsibilities.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<p>1. (SA) 1 Staff does not create opportunities for or encourage children to take care of practical needs and accomplish routine tasks.</p>	<p>3 Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks.</p>	<p><input type="checkbox"/></p>
<p>2. (SA) 1 More than once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.</p>	<p>3 Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.</p>	<p><input type="checkbox"/> If item above is scored a 1, do not score this item. Write an "X" in the box at the left.</p>
	<p>5 Three or more times, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet).</p>	
	<p>5 Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.</p>	

Sum: 0 ÷ **Number of Indicators Scored = Total Scale Score**

SCHOOL-AGE PQA OBSERVATION GUIDE

Program Offerings Children – Grades K-6

Summary of Scales

I. Safe Environment

Emotional Safety
Healthy Environment
Emergency Preparedness
Accommodating Environment
Nourishment

Domain Average: _____.

II. Supportive Environment

Warm Welcome
Session Flow
Active Engagement
Skill-Building
Encouragement
Child-Centered Space

Domain Average: _____.

III. Interaction

Managing Feelings
Belonging
School-Age Leadership
Interaction with Adults

Domain Average: _____.

IV. Engagement

School-Age Planning
School-Age Choice
Reflection
Responsibility

Domain Average: _____.

Save Form

Print Form

Clear Form

Follow-Up Questions

- Where are the emergency procedures posted?
- Is there an accessible fire extinguisher?
- Is there an accessible first-aid kit?
- Does site have any special safety or emergency equipment?
- Are entrances to the indoor program space supervised?
- Is access to the outdoor program space supervised?
- Can the furniture be moved around?
- Who made and/or selected what is displayed on the walls? (Ask only if scoring the Child-Centered Space scale.)

Scheduled starting time: _____ **Actual starting time:** _____

Scheduled end time: _____ **Actual end time:** _____

Overall Observation Average Score: _____.

Calculating Scores: Scales are averages of items, and domains are averages of scales.

- **Domain** refers to the group of scales falling under one of the sections. Domain score is the average of scale scores for each domain I–VII.
- **Scale score** refers to the average of the scores (one per item) that make up a scale. For example, the Healthy Environment scale has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- **Item or item row** refers to a single row on the Youth PQA for which there are descriptors for scores 1, 3 and 5. Level 5 is best practice.

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Attachment L

Guidance on Creating “SMART” Outcome Statements

The Utah Education Policy Center (UEPC) offers this document to support the use of **SMART** goal language when writing outcome statements for Region 15 CC projects. SMART stands for: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-Based (see below). This document serves as a brief guide and resource for how to align expected capacity building outcome statements with SMART goal language. We hope this is a helpful resource to refer back to throughout the writing and editing process.

Specific	Measurable	Attainable	Relevant	Time-Bound
<ul style="list-style-type: none">•The outcome is direct, meaningful, and detailed	<ul style="list-style-type: none">•The outcome is quantifiable and/or specific enough to track progress or success	<ul style="list-style-type: none">•The outcome is realistic and there are the necessary tools and resources to achieve it	<ul style="list-style-type: none">•The outcome aligns with the overall project goal and problem of practice	<ul style="list-style-type: none">•The outcome has a target date or deadline

Below we provide additional guidance on writing SMART outcome statements using a sample outcome statement, with updated language for each component of a SMART goal.

We begin with a sample expected prevention outcome that has not been written using SMART language, and we demonstrate how we apply each of these five components to strengthen our writing:

“Students participating in the AQI program will develop positive interpersonal relationships.”

Specific:

In this outcome statement, we don’t know what “students participating” and “develop” mean because they are not specific. Let’s imagine that the problem is that students are struggling with positive relationships and are in need of skill development in this area. This outcome becomes more specific when reworded like this:

“Students participating in the AQI program will **show improvement in their skills** related to positive interpersonal relationships.”

Measurable: Although this outcome statement is now more specific, we don’t have a way to measure whether it was successfully achieved. One common way to measure whether outcomes are met is by identifying a target percentage.

“**80% of** students participating in the AQI program for **30 days or more** will **show an improvement in their skills** related to positive interpersonal relationships.”

Attainable: It is important that outcomes can realistically be attained. Perhaps expecting students to perfect their interpersonal relationships skills right away is not realistic. However, maybe it would be reasonable to expect students to show incremental improvements in their skill development.

“**80% of** students participating in the AQI program for **30 days or more** will **report an improvement in their skills** related to positive interpersonal relationships **as measured through student pre- and post-surveys.**”

Relevant: To ensure that an outcome statement is relevant, we recommend referring back to the needs assessment section of the prevention tool. Does the outcome statement align with the problem that was identified? Will the problem initially identified be solved (or at least addressed, in part) by achieving the outcome?

Time-Based: We recommend that every outcome start with the phrase “By [date]” so that it is clear when the goal must be accomplished. The target date should also be realistic, so it is helpful to consider the action steps and activities that need to occur, leading up to the outcome being achieved.

“**By May 1, 2021, 80% of** students participating in the AQI program for **30 days or more** will **report an improvement in their skills** related to positive interpersonal relationships **as measured through student pre- and post-surveys**”