

# DRAFT Utah State Board of Education Title IV, part A Stronger Connections

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The Title IV, part A Stronger Connections grant is a competitive grant from the Department of Education under [ESSA](#).

[Title IV, part A Federal Statute](#)

[USBE Title IV, part A Website](#)

Please direct all questions to:

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Title IV, part A Stronger Connections Grant Manager

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## Part 1: Proposal Introduction

### A. Name of Applicant

District/Charter Name	
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<b>B. Abstract</b>			
<p>Scoring Criteria for Abstract narrative</p> <p>Application Question: Provide a brief narrative description (500 words or less) for the proposed Title IV, part A Extension “the Stronger Connections Grant.” Describe how funds from the Stronger Connections Grant will support safe and healthy student outcomes. Include all areas meeting high needs as defined by the Utah State Board of Education.</p>			
<p>1 Point - Poor: Lacking details or a general description of how funding would support safe and healthy outcomes for students.</p>	<p>2 Points - Fair: Few details and a general description of how funding would support safe and healthy outcomes for students.</p>	<p>3 Points - Satisfactory: Abstract clearly describes how funds will support safe and healthy student outcomes with at least one example.</p>	<p>4 Points - Excellect: Abstract is descriptive and detailed about how funds will support safe and healthy student outcomes, including specific examples.</p>
<b>Score</b>			
<b>Total Section Score (max score 4)</b>			

## Part II: Narrative

<b>Section A: Factors of High Need, Needs Assessment, and Stakeholder Input</b>	
<p>Scoring Criteria for Identified Factors of High Needs</p> <p>Identified Factors of High Needs: List the identified factors of high needs.</p>	
<p>Requirements: Applicant has identified 2 or more areas of high need as defined by the Utah State Board of Education in order. Additionally LEAs included Stakeholder Input.</p>	
<b>All three requirements are fulfilled: Yes/No</b>	
<p>Scoring Criteria for Sources and Findings of Data Review</p> <p>Sources and Findings of Data Review: Describe the sources and findings of data reviewed as part of the needs assessment.</p>	

<p>1 Point - Poor: Applicant included data that was not relevant and/or current to the identified factor(s) of high needs.</p>	<p>2 Points - Fair: Applicant included data related to only one factor of high needs.</p>	<p>3 Points - Satisfactory : Applicant included relevant/current data related to at least two of the factors of high needs.</p>	<p>4 Points - Excellent: Applicant included data related to each of the identified factors of high needs and the data is relevant and current.</p>
<p><b>Score</b></p>			
<p>Scoring Criteria for Stakeholder Groups Involved Stakeholder Groups Involved Identify the stakeholder groups involved in providing information for the needs assessment (e.g., teachers, counselors, parents, students, mental health professionals, community members).</p>			
<p>0 Points - Section Incomplete, applicant did not list stakeholders.</p>	<p>1 Points - Fair: Applicant included one or two stakeholder groups (including but not limited to students, parents, educators, administration, community members).</p>	<p>2 Points - Satisfactory: Applicant included two or more stakeholders (including but not limited to students, parents, educators, administration, community members).</p>	<p>3 Points - Excellect: Applicant included a wide variety of stakeholders who have experience in student health and safety, such as teachers, counselors, parents, students, mental health professionals, community members, etc..</p>
<p><b>Score</b></p>			
<p><b>Total Section Score (max score 7)</b></p>			
<p><b>Section B: Action Plan</b></p>			
<p>Scoring Criteria for inputs, how action plan meets high needs Inputs: Describe how the action plan meets the identified high needs considering readiness, already available interventions, alignment to needs, and the implementation plan.</p>			
<p>1 Point - Poor: Action plan does not meet readiness, does not fully describe</p>	<p>2 Points - Fair: Action plan partially meets readiness, describes</p>	<p>3 Points - Satisfactory : Action plan meets readiness, describes with some detail</p>	<p>4 Points - Excellect: Action plan goes beyond readiness, fully describes</p>

interventions or implementation.	interventions or implementation.	interventions, alignment to needs or implementation.	interventions, alignment to needs and implementation.
<b>Score</b>			
<p>Scoring Criteria for outcomes, how action plan addresses high needs outcomes                  Describe how the action plan will support and improve the high needs factors identified by the LEA.                  What are the desired outcomes of implementing the action plan based on the response above.</p>			
<p>1 Point - Poor:                  Description of how the action plan will address the identified high needs factors is lacking key details.</p>	<p>2 Points - Fair:                  Description of how the action plan will address the identified high needs factors is limited and not clear.</p>	<p>3 Points - Satisfactory:                  Description of how the action plan will address outcomes of the identified high needs factors is comprehensible.</p>	<p>4 Points - Excellect:                  Description of how the action plan will address the identified factors of high needs is clear, descriptive, and detailed.</p>
<b>Score</b>			
<p>Scoring Criteria for evaluation, how success will be measured                  Describe how the success of the action plan and its goals will be measured.</p> <ul style="list-style-type: none"> <li>• What tools are being used to measure the outcomes (e.g., assessments, surveys, data)?</li> <li>• Who is the target population (e.g., schools, grade levels, student demographic)?</li> <li>• What is the timeline for the goal(s)?</li> <li>• What are the anticipated outcome(s)?</li> </ul>			
<p>1 Point - Poor:                  Clear measurement of success based on one question from the application form.</p>	<p>2 Points - Fair:                  Clear measurement of success based on two questions from the application form.</p>	<p>3 Points - Satisfactory :                  Clear measurement of success based on three questions from the application form.</p>	<p>4 Points - Excellect:                  Clear measurement of success based on all four questions from the application form.</p>
<b>Score</b>			
<b>Total Section Score (max score 12)</b>			
<b>Section C: Evidence Based Research</b>			

Evidence-based interventions demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on:

(I) strong evidence from at least one well-designed and well-implemented experimental study;

(II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; OR

(a) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(b) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Describe the evidence that supports the modeled strategies that provide educators and staff with methodologies to effectively improve school conditions that are Safe and Healthy for students. The description must include how project activities are supported by evidence-based research (identify the level of evidence and include support for this evidence in your application) and how they are expected to increase intended outcomes. Proposals will be evaluated based on how the proposed project takes previous research and extends it into new areas of research and application.

<p><b>1 Point - Poor:</b> Evidence submitted is not based on current research or does not support the activities in the application.</p>	<p><b>2 Points - Fair:</b> Identifies the level of evidence. Applicant poorly describes the evidence that supports the modeled strategies that provide educators / staff with methodologies to effectively improve school conditions that are Safe and Healthy for students. Project activities are poorly supported by evidence-based research.</p>	<p><b>3 Points - Satisfactory :</b> Identifies the level of evidence. Applicant describes the evidence that supports the modeled strategies that provide educators and staff with methodologies to effectively improve school conditions that are Safe and Healthy for students. Project activities are supported by evidence-based research and how they are expected to increase intended outcomes</p>	<p><b>4 Points - Excellect:</b> Identifies the level of evidence. Applicant describes the evidence that supports the modeled strategies that provide educators and staff with methodologies to effectively improve school conditions that are Safe and Healthy for students. Evaluated based on how the proposed project takes previous research and extends it into new areas of research and application.</p>
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<b>Score</b>	
<b>Total Section Score (max score 4)</b>	

**Part III: Budget**

<p><b>Budget and Budget Narrative</b>                  Budget and Budget Narrative will be completed in Utah Grants Management.                  Budget Summary: Provide a brief summary of how funds will be used to support the action plan.</p>			
<p>Budget items and amounts align with action plan</p>			
<p>0 Points - Poor:                  Proposed budget has weak alignment to the goal and/or narrative is unclear how the funds support the action plan.</p>	<p>1 Points - Fair:                  Proposed budget has some alignment to the goal and narrative but is unclear on how the funds support the action plan.</p>	<p>2 Points - Satisfactory:                  Proposed budget has some alignment to the goal and the budget narrative is clear on how the funds support the action plan and identified factors of high needs.</p>	<p>3 Points - Excellect:                  Proposed budget clearly aligns to action plan. Budget narrative provides a clear description of how funds would support the identified factors of high needs and alignment to action plan.</p>
<b>Score</b>			
<p>Budget items and amounts are allowable (yes/no)</p>			
<b>Yes/ No - if no mark application incomplete</b>			
<b>Total Section Score (max score 3)</b>			

**Application Signature**

<p>Application is signed</p>	
<b>Yes/ No - if no mark application incomplete</b>	

<b>Total Score</b>	
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<b>Total Applicant Score (max score 30)</b>	
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