

**OFFICE OF CHILD CARE
DEPARTMENT OF WORKFORCE SERVICES
STATE OF UTAH**

REQUEST FOR GRANT
FISCAL YEAR 2015

**QUALITY IMPROVEMENT GRANT
FOR
CHILD CARE CENTERS**

Application due by March 25, 2015 at 5:00 p.m.

Child Care Center Quality Improvement Grant **Request for Grant (RFG)**

Part One: General Information

BACKGROUND

The Department of Workforce Services, Office of Child Care (OCC) is offering grants to help child care centers enhance the quality of care and early education. This year's grants will be offered to child care centers with the greatest need. Need is defined as serving a significant number of children who receive child care subsidy and having received no more than one Quality Environment Grant in the past. The grants are non-competitive but applications must meet the minimum requirements.

ELIGIBILITY REQUIREMENTS

Eligible Centers

Centers must hold a current Child Care Center license from the Utah Department of Health, Child Care Licensing and provide full-time child care on a daily basis, year around. Centers must be in good financial health and plan to stay open for at least three years.

Centers that may not apply include:

- Centers that are currently suspended from grant eligibility due to failure to perform under the terms and conditions of a prior grant administered by the Office of Child Care.
- Centers that are disqualified from receiving child care subsidy or any other funds from the Department of Workforce Services.
- Centers that currently hold a conditional license.
- Centers that are not current on Unemployment Insurance reports and tax contributions.
- Centers that hold an Hourly Child Care Center license.
- Head Start programs or other programs that are eligible for federal quality improvement funds through other grants and/or agencies.

FUNDING AND GRANT SUMMARY

Based on individual needs, centers may request up to \$30,000.00.

In order to focus grant funds where they are most needed while helping centers identify their greatest needs, each potential Grantee will receive one or two classroom observations using nationally recognized, research-based assessment tools. One ECERS-R (Early Childhood Environment Rating Scale-Revised) will be completed at each center, prior to submission of the grant application. ITERS-R observations completed in the past year by Infant/Toddler Specialists will also be used for this grant. If no ITERS has been completed, and there is not adequate time to complete an ITERS before the application deadline, the ITERS will be

completed after the grant is awarded. Centers will receive feedback that includes a written report and recommendations on how grant funds can be used to address the center's greatest needs. The report and recommendations will be used in the grant application.

Grantees will be able to use funds for:

- Materials and equipment
- Specific remodeling projects and/or
- On-site technical assistance (TA) to help meet the quality improvement goals set in the grant application.

GRANT REQUIREMENTS

The intent of this RFG is to improve the quality of care provided to children. Grant recipients will be required to comply with the following requirements:

1. Programs must not discriminate against children, families or staff based on race, religion, sex, age, national origin or disability.
2. Programs must provide a copy of their current license issued by the Bureau of Child Care Licensing.
3. All grant recipients must be registered with their local *Care About Childcare* agency (formerly known as Child Care Resource and Referral Agency).
4. Staff from the Office of Child Care shall have access to the center for site visits.
5. Grantees shall complete all purchases of materials and equipment and submit receipts to OCC within six weeks of receiving the grant check.
6. If applicable, grantees shall complete all remodeling projects and submit receipts to OCC within twelve weeks of receiving the grant check.
7. If the center is receiving on-site technical assistance, staff must be paid their hourly wage for hours spent with the TA Consultant outside of their normally scheduled hours. Payroll records must be submitted to OCC when all of the TA is completed.
8. Purchases and remodeling activities can only take place during the grant period. Purchases made or remodeling work done before the starting date of the grant are not allowable purchases. These expenses will not be considered grant expenses.
9. Any change to the purchases listed in the Grant Agreement must be approved by OCC in advance.
10. Learning centers created with grant funds must be accessible to the children for at least two hours a day, during the entire grant period.
11. Matching funds are required for this grant. Matching Funds are funds that the applicant already has or will have available to put toward quality improvement efforts in the program. Matching funds can be in the form of dollars or in donated time and/or work. The following activities will be counted as Matching Funds for this grant:
 - a. The time spent setting goals and supporting staff development, as required by this grant.
 - b. The cost of class fees and wages paid to staff members attending classes or participating in the TA, as required by this grant.
 - c. Time spent gathering bids and supervising any remodeling projects using grant funds.
12. Grantees must submit a final report by **October 31, 2015**. The report shall include:
 - a) Where applicable, training documentation including:

- Copies of the CCR&R or CEU training certificates;
 - Documentation showing the program paid the caregivers at their usual rate of pay for the hours spent in class. This may be a copy of a pay stub, payroll journal entry or a check made out to the staff member that has cleared the bank.
 - Receipts, copies of cleared checks or credit card statement showing payment of the class fee.
- b) A narrative describing how the center has met the quality improvement goals listed in the grant application. A form will be provided.
13. Follow-up ECERS and ITERS observations will be completed nine to twelve months after the beginning of the grant period. Grantees will be provided with a written report and recommendations for future quality improvement efforts based on the follow-up observation.
 14. Grantees shall ensure that the final reports and documentation are accurate and complete, including verification that staff completed the training listed in the application.
 15. Failure to meet the Terms and Conditions of this grant may result in suspension from participation in future grant programs administered by the Office of Child Care.
 16. Failure to utilize grant funds according to the rules of this grant and the DWS Terms and Conditions will result in the center being disqualified for one year or being permanently disqualified from receiving child care subsidy funds and any other grants or awards funded by DWS, Office of Child Care and the Child Care Professional Development Institute (CCPDI). Any successor center and any individual that has/had an ownership interest in the center will also be disqualified.
 17. Grantees must be able to meet all applicable state and federal laws and regulations, including the Federal Office of Management & Budget (OMB) circulars for services.

Part Two: Submittal Process

1. Copies of the RFG proposal/application forms are available online at <http://jobs.utah.gov/edo/grantsocc.html>. Applicants who have questions regarding the proposal and application process or need printed copies mailed to them can contact Colleen Fitzgerald at cfitzgerald@utah.gov or 801-526-4354.
2. Costs incurred in the preparation and submission of proposals are the responsibility of the individual, organization or agency submitting the applications and will not be reimbursed.
3. Applications must be submitted by mail or hand delivery. Neither faxed copies nor email copies of grant applications will be accepted.
4. To submit your applications, mail or hand deliver *one (1) original and two(2) copies* of the proposals/applications to Sharrif Dajany, Department of Workforce Services, Procurements and Contracts, 140 East 300 South, Salt Lake City, Utah, 84111. The application must be received by **March 25, 2015 at 5:00 p.m.** No exceptions can be made to this deadline. Applications received after this date and time cannot be accepted.
5. NOTE: Applications that are missing any of the required items will not be reviewed.

Part Three: Options for Utilizing Grant Funds

Grantees can choose to spend their grant funds in three ways, based on their greatest needs. Funds can be used for any of the following: (1) equipment and/or materials; (2) minor remodeling projects; 3) on-site technical assistance; or (4) a combination of any of the first three options. The details for each option are listed below.

MATERIALS AND EQUIPMENT

1. Learning Centers: To ensure that children have daily access to stimulating quality learning environments, each classroom should have at least **three** well-equipped and defined learning centers or activity areas. These centers must be made accessible to children for at least two hours per day.

Grantees must ensure that they have three complete learning centers before spending funds on remodeling or any other materials. See the Equipment and Materials Inventory Lists (Forms E) for a list of the required materials. After completing the Form E for each room in the facility (except for rooms currently involved in Baby Steps, Next Steps or the Two Year Old Grants), you will be able to identify any centers that are complete. *Put a check mark next to the complete centers.* If you do not have any complete centers, choose the centers you want to focus on and *list the materials you are going to purchase to complete the centers on Form F.*

If each classroom already has three learning centers and the center wants to add another two learning centers, they may do so.

2. Active Physical Play: If each classroom already has three learning centers, a center may purchase materials and portable equipment for outdoor play by listing it in the Active Physical Play sections of a Form E.
3. Requests for funding: Requests for funding for equipment and materials must be based on the actual needs documented on the Equipment and Materials Inventory Lists (Forms E). Materials not on the list cannot be purchased. Additionally, the grant cannot be used to purchase items in greater quantities than those listed in the Maximum Number column on Form E.
4. Purchases must be made from nationally known early childhood education catalogs or vendors. Appendix C lists the most commonly used vendors.

MINOR REMODELING PROJECTS

1. Form A: Environmental Survey: Grant funds can be used to complete any of the minor remodeling projects listed on any Form A: Environmental Survey. Only activities listed on a Form A are eligible for grant funds, unless the activity meets the requirements of the Health and Safety Section listed below.

2. Health and Safety: Grant funds can be requested to resolve health and safety problems. The HEALTH AND SAFETY SECTION on the appropriate Environmental Survey Form A must be completed to use funds for this purpose. NOTE: funds utilized for health and safety problems are limited to \$2,000.00 per project.

Grant funds cannot be used to:

- a. *Replace playground climber, slide or swing structures*
- b. *Replace playground fencing unless fencing currently poses a safety hazard*
- c. *Repair furnaces, air conditioning units, electrical or plumbing problems*
- d. *Repair water damage to the building*
- e. *Complete any work that would be considered general maintenance, such as painting or basic structural repairs.*
- f. *Repair damage due to lack of general maintenance*

ON-SITE TECHNICAL ASSISTANCE

1. At this time, On-site Technical Assistance (TA) is limited to fifteen hours per center. Centers choosing this option will receive \$1,000.00 less in grant funds. The Technical Assistance (TA) Consultants will be paid directly by the *Care About Childcare* Agencies. Grantees will not need to pay consultants.
2. Choosing TA Consultants: Grantees must choose a Consultant from the list on Appendix F. Grantees must submit a completed "Commitment to Provide Technical Assistance Form" (Form I), from the Consultant. This form will be part of the grant application. If a Grantee is unable to make arrangements with any of the Consultants listed on Appendix F, contact Colleen Fitzgerald (cfitzgerald@utah.gov) for assistance.
3. Scope of TA: On-site TA will include basic training related to the center's quality improvement goals and other activities the Center Director and the Consultant agree upon. Training will take place in the evening or on Saturdays. Additional time may be spent during the center's operating hours to model, problem-solve, help plan room arrangement, share resources and support director's in their efforts to meet the goals.
4. Role of Center Directors: Center Directors must be actively involved in this TA process. The expectation is that Directors will continue this work with their staff after the TA has ended. These quality improvement efforts shall be center wide and must involve all staff members.

NOTE: TA Consultants cannot be used as trainers for new staff.

5. Staff members working additional hours to participate in the Technical Assistance opportunities must be paid. The TA Consultant will complete Appendix H, the Quality Improvement Grant Training Form, at each visit to document which staff members participate in each session. The payment of these wages may be identified as part of the center's Matching Funds requirement.

Part Four: Quality Improvement Efforts

Goals

As in the past, grants offered by the Office of Child Care require the center to set and meet quality improvement goals. In this grant, the goals are based on quality items found in the ECERS-R and ITERS-R. The center must identify one goal for the Personal Care Routines Subscale and one goal for the Parents and Staff Subscale, regardless of the scores in these two areas. In addition, for any subscale that scores less than a 3.0, two goals will be set. For subscales that score a 3.0 or more, one goal will be set.

Though goals will be based on the results for the two classrooms that have had observations, *the goals will apply to all classrooms*. NOTE: If a classroom is participating in an Infant/Toddler/Two Year Old Grant, they do not need to work on the overall center goals.

You will need to identify your strategies and begin implementing them as soon as you receive the grant. This applies to those choosing On-site TA, even if Consultants are not available to consult with your center until later in the grant period. Change takes time and practice; you may very likely need to add new strategies and approaches as you work through the process of change.

Training

One training class must be completed for each classroom in the center. This requirement does not apply to: (1) centers choosing to receive On-site Technical Assistance (TA); or (2) classrooms participating in Infant/Toddler/Two Year Old ("I/T/2") Grants.

Caregivers are welcome to take multiple classes to help the center meet the training requirements. For example, a center with five classrooms will need to complete five classes. One caregiver may take 3 classes and another caregiver take 2 classes, or five caregivers can each take a class.

Staff must be paid wages for time spent in class and reimbursed for class fees. Staff may enroll in training classes in anticipation of receiving the grant, but only training attended between January 1, 2015 and June 30, 2015 will fulfill the grant requirements.

[Part Five: Instructions for Completing the Grant Application](#)

Basic Overview

1. Complete the **Application Cover Sheet**. List every classroom and the first and last names of the caregivers in each room.
2. Decide if you want to receive On-Site Technical Assistance (TA). If you choose to receive TA, the amount of your grant will be slightly reduced but you will also not need to pay class registration fees.
3. Complete the appropriate **Materials and Equipment Inventory List (Forms E)** for each classroom (except for any rooms participating in infant/toddler/two grants).

4. Complete the **Environmental Survey Form (Form A-1, A-2 and A-3)** for each classroom and outdoor play area, even if you are not requesting any remodeling funds. This will help you decide if there are any remodeling needs you wish to address with grant funds. Remodeling can take place in rooms participating in infant/toddler/two grants. Please be aware that this may be the last large grant that will address remodeling needs.
5. Decide where your greatest needs are – materials, remodeling or both.
6. Complete the **Equipment and Materials Request Form (Form F)**.
7. If you have funds left after purchasing materials for the three required learning centers per classroom, you can choose to complete remodeling projects or purchase materials to complete two additional learning centers (for a total of up to five learning centers per classroom).
8. If you choose to complete some remodeling projects, submit the following:
 - Diagram of the areas/classrooms to be remodeled;
 - Photograph the areas showing the need;
 - Two bids from licensed contractors; and
 - Completed **Remodeling Plan and Budget Form (Form D)**.
9. According to the guidelines on page 11, complete the **Plan of Action Form (Form G)** for each goal you are setting. Goals are based on the results of your ECERS and/or ITERS observations.
10. Complete the **Staff Training Form (Form H)**, unless center is exempt under one of the two exemptions listed in "Training." If the center is participating in TA, include a completed and signed **Technical Assistance Consultant Commitment Form (Form I)**.

Materials and Equipment

As stated earlier, one of the goals of this grant is to create at least three complete learning centers in each classroom. To identify what you need to purchase with your grant funds to meet this goal, *PRINT* the appropriate Form E for each classroom, based on the ages of the children in the room. Note that there are five different Form Es – one for each age group.

Count the number of items you have in the room and write that number in Column A. If items are broken or worn out, do not count them on the list. Do not count shelving units that are plastic.

Compare the number in Column A to the MINIMUM and MAXIMUM numbers in the next two columns. Write the number of items you need to purchase in Column D. You will notice that there are items on the lists that are not required for the learning centers, but are nice additions. If you need to complete any remodeling projects, you may want to request only what is required, saving more funds for remodeling.

If you have funds left after creating the three learning centers, you may purchase additional materials to complete up to five centers or complete remodeling projects listed on the Forms A-1, A-2 or A-3.

How to use Form E:

A portion of a Form E is shown below. To create a complete Learning Center, you need all of the items in Column B in the quantities listed. If you don't have those items in that quantity, you will need to purchase them with grant funds.

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
1	1 - 2	1 - 2		Low (32" or less) shelf units or dividers to define and protect the learning center
4	1 bin for each type of accessory or small blocks	1 bin for each type of accessory or small blocks		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
100	250	250	150	Unit blocks
0	0	20	0	Large hollow blocks
0	0	20	20	Specialty blocks (architectural, etc.)
5	10	15	10	10 small vehicles (cars, trucks, boats, planes, etc.)

1. You will notice in the example above, that 250 unit blocks are required (Column B). If the room only has 100, write 100 in Column A and 150 in Column D – you need to purchase 150 unit blocks to have the required number.
2. Note that there is a 0 listed in Column B for large hollow blocks. The 0 means this is not a required item, but if you have the funds and wish to purchase them, you can purchase the quantity of hollow blocks listed in Column C.
3. On the last line, the center entered "5" for the number of small vehicles. The minimum number needed is 10. The center would need to purchase at least another 5 vehicles but has chosen to purchase 10 so that they have the maximum number.

Complete Form F:

1. Only items from the Form E, in the quantities listed in Column D, can be purchased. Items must be purchased from early childhood education catalogs and vendors. See Appendix C for a list of the most commonly used vendors.
4. Shelving units or a book display shelf must be available in each activity area. Toy boxes are not considered appropriate storage. Be sure to purchase shelves at the required heights – the younger the children, the lower the shelf should be. The maximum heights are listed on each Form E and are based on the ages of the children.
5. All furniture, equipment, toys or materials proposed for purchases must be safe for each age group and age-appropriate per the manufacturer's labeling. Pay special attention to your younger classroom to avoid purchasing items that could be choking hazards.
6. When choosing furniture, think about the effect of bold primary colors in a classroom – too many bright colors creates a chaotic feeling. Neutral colors or natural wood furniture will create a calmer environment, which impacts behavior in a positive way. Principles of best

practice and research tell us that the children and their toys create enough color within the room.

7. Complete a separate Form F, the Equipment and Materials Request Form, for each classroom.

Remodeling Projects

If you choose to complete eligible projects, follow the steps listed below.

1. Based on the Environmental Survey forms, identify the projects you plan to complete on the Remodeling Plan and Budget Form, Form D.
2. Diagram the rooms and/or the outdoor play areas *that you are going to remodel as they are now (Form B) and as they will be when the project is complete (Form C)*. Changes can be drawn over the original Form B diagram in a different color to simplify the process. The diagram must be drawn to scale, with each square being equal to one foot. If a different scale is needed for outdoor play areas, clearly mark the scale on the diagram.

In addition, provide the following:

- a. Label all furniture and activity areas in the diagrams.
 - b. If you are planning to add floor-to-ceiling walls, the diagram will be of the wall and should show the location of the doors and windows.
 - c. If you are requesting funding for changes to windows, diagram the walls showing the placement of the windows. If you are requesting funds to install lower windows that will allow children to see outside, include a drawing of the wall after the changes. The new window cannot be wider than the current window.
3. Check with all appropriate parties before finalizing your plan, including building owners, city planning departments and/or child care licensing. These parties should approve your project before submitting your Final Application. A licensed contractor should know when a project requires a building permit. You may include the cost of building permits in your grant application.
 4. Obtain at least two construction bids from licensed contractors. Ask the contractors to break out the bid to provide a cost **for each portion of a remodeling plan**. For example, if you are adding a floor-to-ceiling wall and you want to include a window in that wall, the bid should list the cost of the wall and the cost of the window separately. This will allow you to compare costs more accurately.

The bids shall include the following:

- The contractor's license number. Check the license number at www.dopl.utah.gov.
- Completed on company letterhead.
- Details about the products (the name of the carpet company, the carpet style and color, the type of padding, what kind of tile, etc.)

The low bid must be used unless a compelling reason justifies using the higher bid. If you are choosing the more expensive bid, explain the reason for your choice. You may not choose a contractor related to the owner or management of the center without prior approval by OCC. Documentation of the approval must be included in your application.

5. Volunteers may not be used to build or install any structure, including wood sheds or playhouses.
6. Playhouses cannot be purchased from companies that are not early childhood vendors.
7. See Appendix A for guidelines on floor and wall coverings. *Share this information with your contractor so they know what to base their bids on.* All carpeting must include padding.
8. Purchases for this remodeling section (for example sheds or playhouses) should be listed on Form D and include the name of the company the item is being purchased from, the product name, number, and cost.
9. If you plan to add nature to your outdoor play area, it is a good idea to create a “master plan” based on your ultimate goal. Diagram the area as you want it to be in its final stage. Mark on the diagram the work you will complete with this grant.
10. Complete the Remodeling Plan and Budget Form (Form D).
 - a. List the Code from the Environmental Survey forms in the first column.
 - b. Name the project and describe the problem in the second column.
 - c. Provide a detailed description of the project in the third column.
 - d. List the two vendors and their bids in the fourth and fifth columns.
 - e. List the bidder you are choosing to complete the work on the highlighted row.
 - f. List the dollar amount of your request for the project in the sixth column.

Training Requirements

Caregivers must take ten hour classes from a local *Care About Childcare* agency (formerly know as Resource and Referral Agency) or from an approved, on-line agency or company that offers CEU certificates. The number of classes taken must equal the number of classrooms in the center, minus any classrooms participating in I/T/2 grants. As noted previously, centers participating in On-site TA are exempt from the training requirements.

Complete Form H, the Quality Improvement Grant Training Form. The training classes can be taken anytime between January 1, 2015 and September 30, 2015. List the names of the caregivers who plan to take classes for this grant and indicate whether classes will be a local Career Ladder class or an online CEU class. See Appendix D for a list of accepted online sites.

Quality Improvement Goals

This grant involves the use of nationally recognized, research-based quality assessment tools. Your quality improvement goals for this grant will be based on the results of your ECERS-R (Early Childhood Environment Rating Scale) and ITERS-R (Infant-Toddler Environment Rating Scale) observations. Whenever possible, ITERS-R observations will be completed in time for

centers to use the observation in their grant application; if this is not possible, the ITERS will be done after the grant is awarded. You cannot apply for this grant until you have the feedback from your observation(s). You will be able to sign up for the observations at the Pre-bid Grantee Meeting on December 9, 2014.

After the observations, the observer will provide you with a written report and feedback about the results. At this meeting, you will also receive copies of both scales and the All About the ECERS-R and All About the ITERS-R books. These books will help identify the steps you can take to increase the quality of your own program.

You will use the feedback information to set goals for each of the seven subscales of the ECERS-R and ITERS-R according to these guidelines:

1. Set one goal for the Personal Care Routines subscale
2. Set one goal for the Parents and Staff subscale
3. Set one goal for any other subscale that scores a 3.0 or higher
4. Set two or more goals for any other subscale that scores less than a 3.0.
5. The goals you set should raise the score on the scale items you are focusing on.

The Observer will give you recommendations based on a number of factors, including:

1. What areas will result in the greatest benefit for the children
2. What indicators will result in the largest overall improvement in scores
3. What changes would be easy to make with grant funds and which changes will be more difficult but of great value.

The recommendations are not directives; you have the ability to make your own choices when setting your goals. We do, however, need to document significant improvement in average scores over time. As experienced users of the scales, the observers are able to show you how to get the “biggest bang for your buck”. We suggest that you give careful consideration to their feedback.

When you have chosen your goals, complete the Plan of Action Form (Form G), listing your goals for each individual item. See the Sample Form G for guidance on how much detail you should include.

If your center is participating in one of the I/T/2 Grants, you will also use the results of the ITERS-R completed by your Infant/Toddler Specialist. The goals you set will apply to ALL classrooms in your center, except the rooms currently participating in I/T/2 Grants. For the most part, there is a corresponding ECERS-R item for every ITERS-R item, though sometimes the names differ. The Sample Form G will provide you with an example of how to address an item for all age groups.

Here are a few ideas of how to create the quality improvements you want to see in your center:

- a. Share information with staff on the importance of outdoor play during a staff meeting and as a group, set a daily schedule allowing 30 minutes of outdoor play in the morning and another 30 minutes in the afternoon.

- b. Attending a training class with the staff members on creating weekly activity plans that include small group activities and/or activities with individual children. Share what you learned with all staff members at the next staff meeting.
- c. Share books with staff that include examples of how they can incorporate more creative, open-ended art activities daily.
- d. Brainstorm at staff meeting on ways to include language and literacy activities in classrooms.
- e. Survey each classroom to ensure that each room has many books, pictures and materials that show diversity. Redistribute materials or purchase/gather additional materials if needed.

Part 6: Definitions

Child Care Center: A program that provides full-time, year round child care on a daily basis (Monday through Friday) in lieu of what a parent would provide. Preschool programs and drop-in/hourly child care facilities are not covered under this definition.

Conditional License: A license issued by the Bureau of Child Development, Department of Health for continuing or chronic failure to comply with the licensing rules or for serious breaches of the rules that results in potential or actual harm to children.

Care About Childcare Agency - formerly Child Care Resource and Referral (CCR&R): Child care support programs, partially funded by the Utah Office of Child Care, that are housed in local agencies. Care About Childcare agencies provide training and technical assistance to child care providers and operate parent referral services. See Appendix E to locate your local CCR&R agency.

QI CENTER EVALUATION SCORESHEET

Organization: _____

Site: _____

Evaluator: _____ Date: _____

Score will be assigned as follows:

0 = Failure, no response
 1 = Poor, inadequate, fails to meet requirement
 2 = Fair, only partially responsive
 3 = Average, meets minimum requirement
 4 = Above average, exceeds minimum requirement
 5 = Superior

	Reader Score	Weight (0-5)	Points
1. GRANT PROPOSAL/APPLICATION: (5 points possible)	----	----	----
Overall accuracy and presentation. If remodeling, bids have contractor numbers where required, are on letterhead & are detailed. Photos correspond to as-is diagrams and inventories. Grant changes match Form C diagrams (as it will be after grant) (5 points)		X 1	
2. REMODELING PROJECTS AND PURCHASES (55 points possible)	----	----	----
Do the proposed remodeling projects and the quantity/quality of the purchases correspond with the needs reflected in the photos and the Equipment & Materials inventory list? (10 points)		X2	
Will infant/toddler playgrounds be separated from older children? (5 points)		X1	
Will the changes create significant improvement in the quality of the children's environment? (10 points)		X2	
How financially reasonable are the choices? Are they good quality without being extravagant? Do floor covering purchases meet the requirements/guidelines in Appendix A? (10 points)		X2	
Are the choices age-appropriate? Do any of them pose choking hazards for children under three? (5 points)		X1	
Will the classrooms have at least the three required learning centers in each room (15 points)		X3	
3. TRAINING OR ON-SITE TECHNICAL ASSISTANCE (10 points possible)	----	----	----
<ul style="list-style-type: none"> • If Program is not using TA: Does the number of training classes match the number of participating classrooms? Are the classes 10 hours long or at least one whole CEU? • OR, if program is using On-Site TA, is Form I attached and signed by the Consultant? 		X 2	
4. QUALITY IMPROVEMENT GOALS (20 points possible)	----	----	----
Was there at least one goal chosen from the Personal Care Routine Subscale? Were two goals set in subscales with average scores below 3.0? Was at least one goal set for each subscale that scored a 3.0 or above (15 points)		X3	
How simple or complex were the selected goals? Will the goals be very easy to meet or more difficult? (More complex goals receive more points) (5 points)		X1	
5. PLAN OF ACTION: (10 points possible)	----	----	----
How well developed is the plan to meet the goals? Does the director use appropriate activities to accomplish the goals? Are the strategies individualized to each goal set? (10 points)		X 2	
TOTAL EVALUATION POINTS		Total	

Grantees must receive at least 60 points. Applications receiving less than this minimum score may need to reapply in the second round of this grant.

Quality Improvement Grant Application Cover Sheet

OFFICE OF CHILD CARE Department of Workforce Services

Name of Center (as listed on your license) _____

Name of Director _____ Center Address: Street _____

City: _____ Zip Code: _____ County _____

Mailing Address: _____

Name of Owner _____ Owner's Birthdate _____

Owner's home address: _____

Center phone _____ Owner cell phone _____ Director cell phone _____

E-mail address _____ Center Tax ID #: _____

Business type (check one): Individual/Sole Proprietor Non-profit Corporation Other

Calculate Funding Level

Indicate how many Quality Environment Grants the center has received. If you are requesting on-site technical assistance subtract \$1,000.00 from your grant amount when requesting materials, equipment or remodeling funds.

	Funding Eligibility - UP TO:
The center is NOT requesting on-site technical assistance :	\$30,000.00
The center IS requesting on-site technical assistance :	\$29,000.00
Total Amount Center is actually requesting:	

Licensed Capacity: _____ Hours of Operation: _____

Have you applied for any Care About Childcare Quality Indicators in the past? _____ How many do you currently have credit for? _____

How long have you been licensed at this site? _____

Classroom Information: Complete for every classroom.

	Classroom Name	Ages of Children	Room Capacity	No. children enrolled	Caregiver Names	In room in Baby Steps, Next Steps, Two Year Old or ASPIRE Grants?
1.						Yes No
2.						Yes No
3.						Yes No
4.						Yes No
5.						Yes No
6.						Yes No
7.						Yes No
8.						Yes No
9.						Yes No
10.						Yes No

Please provide a description of any special circumstances you wish to share with the Grant Review Committee.

Form A-1

Environmental Survey for an Infant/Toddler/Two Year Old Room

(Only projects listed on a Form A are allowed. The project must change a “no” to a “yes”.)

Center Name: _____ Classroom Name _____ Ages: _____

Yes	No	N/A	Code	Infant /Toddler/Two-Year-Old Rooms
			IT-1	The infant/toddler (I/T) room is on the ground floor and has a fire exit door that leads directly outside for easy emergency exiting.
			IT-2	There is a ramp from basement level I/T room to allow safe exit of infants in cribs.
			IT-3	The I/T outdoor play area is right outside the door for easy access.
			IT-4	There are two sinks in each I/T classroom- one for food/bottle preparation and one for diapering and/or hand washing.
			IT-5	There are two sinks in each two-year-old room, with one sink at child height.
			IT-6	The diapering area/table is in the classroom so caregivers don't leave the area.
			IT-7	There is a food prep/storage area with a small refrigerator and bottle warmer in an I/T classroom.
			IT-8	There is counter space for food preparation and cabinet space for food storage.
			IT-9	There are no “temporary”* walls that interfere with the supervision of children or force parents/staff to walk through an I/T room to access another room.
			IT-10	There is at least one safe window low enough to allow children to see outside independently in each room. (12 inches from the floor for infants/toddlers).
			IT-11	Windows accessible to children have safety glass or protective film to prevent them from breaking into glass shards.
			IT-12	There is a vinyl, linoleum or tile area for eating, water play and art activities in each classroom. The flooring is in good condition.
			IT-13	At least 50% of each classroom room has carpeting and padding. The carpeting is in good condition.
			IT-14	The walls and floors in each bathroom are in good condition and floors and walls are easy to clean.
			IT-15	The walls in each classroom extend from the floor to the ceiling to reduce the transmission of noise from other rooms/areas.
			IT-16	The noise level in the room is not excessive and there are sound absorbing materials on the ceilings or upper walls.

HEALTH AND SAFETY SECTION:

List and describe any health or safety problems (that are not listed above) within this classroom that you plan to correct with these grant funds. The cost of any project listed below must be less than \$2,000.00.	
1.	
2.	

Form A-2

Environmental Survey for a Preschool or School Age Classroom

(Only remodeling projects listed on a Form A are allowed. The project must change a "no" response to a "yes".)

Center Name: _____ Classroom Name _____ Age : _____

Yes	No	N/A	Code	Preschool and School Age Classrooms
			PS-1	There are one or two child height sinks in the room for hand washing.
			PS-2	There are no "temporary"* walls that interfere with the supervision of children.
			PS-3	There is a safe window low enough to allow children to see outside independently. (23 – 30 inches for preschool age children).
			PS-4	Windows accessible to children have safety glass or protective film to prevent them from breaking into glass shards.
			PS-5	There is a vinyl, linoleum or tile area for eating, water play and art activities in each classroom. The flooring is in good condition.
			PS-6	At least 50% of each classroom room has carpeting and padding. The carpeting is in good condition. If carpeting is purchased with grant funds, a carpet cleaner may also be purchased. The grant can cover up to \$1,500.00 of the cost of the carpet cleaner. List the carpet cleaner in the remodeling portion of the grant request.
			PS-7	The walls in each classroom extend from the floor to the ceiling to reduce the transmission of noise from other rooms/areas.
			PS-8	The noise level in the room is not excessive <i>and</i> there are sound absorbing materials on the ceilings or upper walls.
			PS-9	The walls and floors in each bathroom are in good condition and floors and walls are easy to clean.
			PS-10	Soap and paper towel dispensers are in easy reach of children

HEALTH AND SAFETY SECTION:

List and describe any health or safety problems (that are not listed above) within this classroom that you plan to correct with these grant funds. The cost of any project listed below must be less than \$2000.00.

1.	
2.	
3.	
4.	

Form A-3

Environmental Survey for Outdoor Play Areas and Special Projects

(Only projects listed on a Form A are allowed. The project must change a “no” response to a “yes”.)

Center Name: _____

Yes	No	N/A	Code	Outdoors – Infant/Toddler/Twos area
			O-1	The infants/toddlers have an outdoor play area that is separate from that of the older children. (Two year olds could use this space)
			O-2	The infant/toddler outdoor play area is right outside their door for easy access.
			O-3	The outdoor play area allows children to interact with nature.
			O-4	<ul style="list-style-type: none"> The play area has a grass area with a sprinkling system.
			O-6	<ul style="list-style-type: none"> The play area has shrubs and areas with plants (flowers, herbs, perennials) that are safe for children to explore.
			O-7	There is a covered area for winter use and for shade in the summer
			O-8	There is a firm level surface for push and riding toys.
			O-9	There is a storage shed for outdoor play equipment.
			O-10	There is a sand box (at least 6 ft. by 8 ft.) with an easy to use cover.
			O-11	There is a source of drinking water.
			O-12	The playground has ASTM tiles or pour-in-place cushioning for existing climbers/swings/slides in outdoor play areas.
			O-13	There is an <i>easily</i> supervised playhouse or building for dramatic play.

Yes	No	N/A	Code	Outdoors – Preschool and School-Age area
			O-14	The outdoor play area allows children to interact with nature.
			O-15	<ul style="list-style-type: none"> The play area has a grass area with a sprinkling system.
			O-16	<ul style="list-style-type: none"> The play area has several trees.
			O-17	<ul style="list-style-type: none"> The play area has shrubs and areas with plants (flowers, herbs, perennials, etc.) that are safe for children to explore.
			O-18	There is a large sand play area, at least 10 by 10 feet, not located in a fall zone of gross motor equipment.
			O-20	There is a drinking fountain for the children.
			O-21	There is a covered area for winter use and for shade in the summer.
			O-22	There is a firm, level surface for tricycles and other riding toys.
			O-23	There is a storage shed for outdoor play equipment.
			O-24	There is an <i>easily</i> supervised playhouse or building for dramatic play.

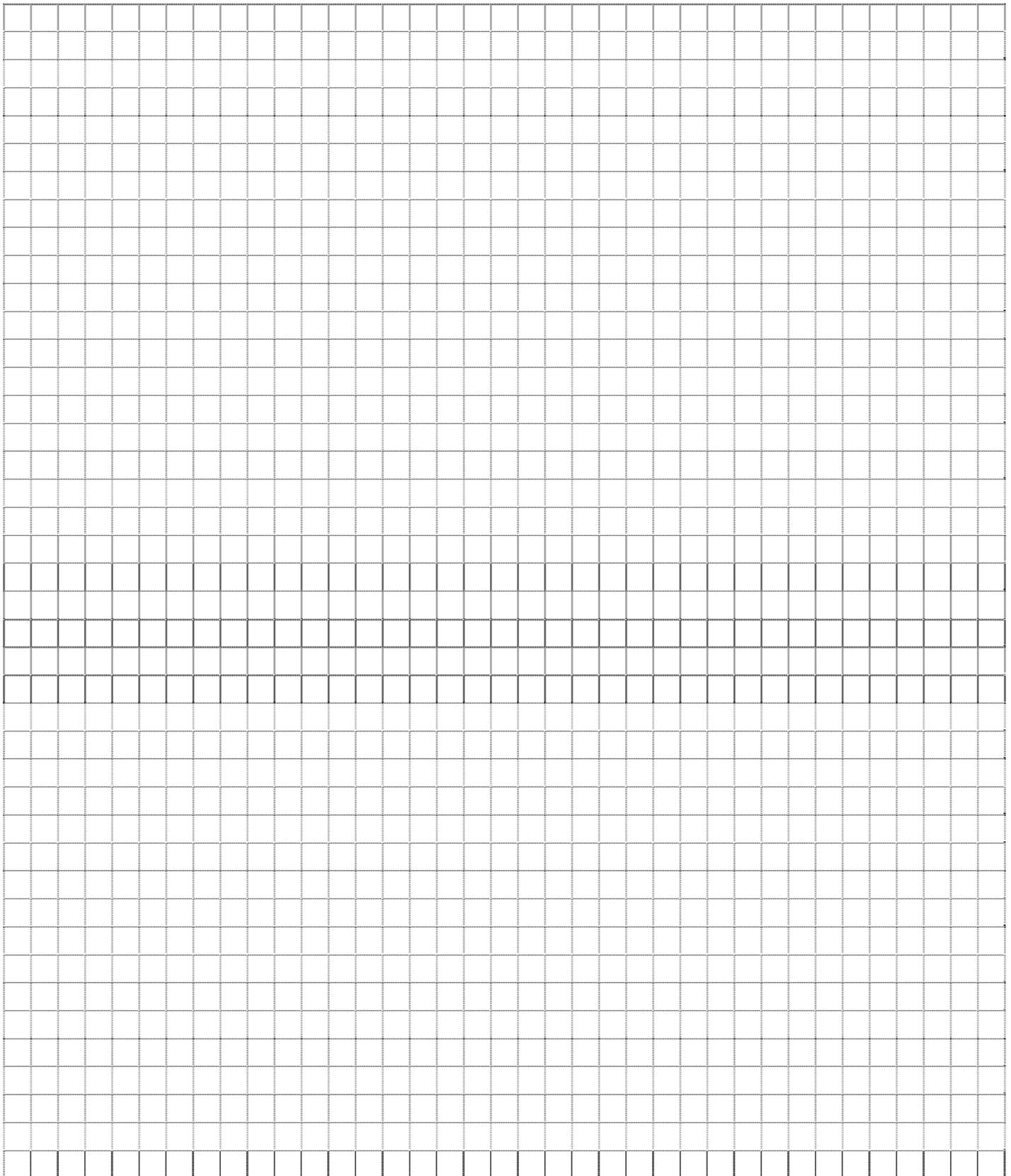
HEALTH AND SAFETY SECTION:

List and describe any health or safety problems (that are not listed above) within this classroom that you plan to correct with these grant funds. The cost of any project listed below must be less than \$2000.00.

1.	
2.	

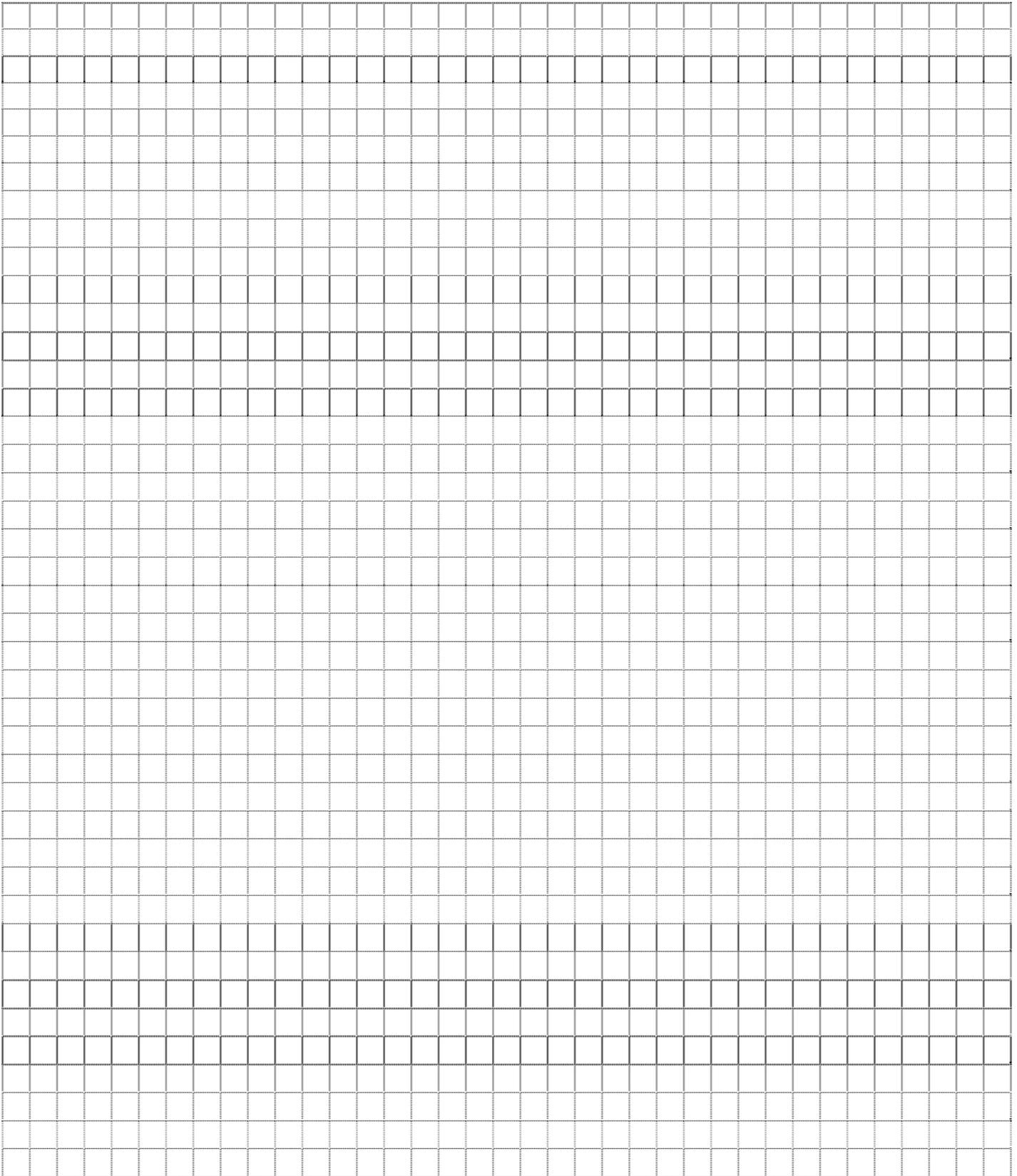
Form B
Diagram of Classroom/Area as it is now (each square = __ foot)

Center Name _____ Room/Area: _____



Form C
Diagram of Classroom/Area as it will be (each square equals __ foot)

Center Name _____ Room/Area: _____



Form D Remodeling Plan & Budget

Center Name: 123 Center Total Cost of Remodeling Projects: \$1400.00 Page 1 of 1

Code**	Project and Rationale	Detailed Description	Vendor/s	Cost	Grant Request
PS-2	There are no sinks in the Tiger's room for hand washing.	The contractor will install two sinks on the east wall of the room. There are sinks on the other side of the wall, so it will be easy to pull the plumbing through the wall. A mixer valve will be installed to ensure safe temperatures. The countertops will be 25 inches high and are Formica. The sinks are stainless steel.	Chosen Vendor: 123 Contracting	\$1000.00	\$1000.00
			Second Bid: ABC Contracting	\$1200.00	
HS-1	There is cement at the bottom of the toddler stairs. If they fall, their head will hit it.	We will place ASTM cushioning tiles at the base of the steps.	Chosen Vendor: 123 contracting	\$400.00	\$400.00
			Second Bid:	\$500.00	
			Chosen Vendor:		
			Second Bid:		

** Enter code from Form A, Environmental Survey. If there isn't a code for the project, the project cannot be funded

Form D Remodeling Plan & Budget

Center Name: _____ Total Cost of Remodeling Projects: _____ Page ____ of ____

Code**	Project and Rationale	Detailed Description	Vendor/s	Cost	Grant Request
			Chosen Vendor:		
			Second Bid:		
			Chosen Vendor:		
			Second Bid:		
			Chosen Vendor:		
			Second Bid:		

** Enter code from Form A. If there isn't a code for the project, the project cannot be funded. The code for Health & Safety projects is HS.

Form E - Infant Suggested Equipment & Materials for an Infant Classroom

Program Name: _____ Classroom Name: _____

How to complete this form:

Column A: Count the equipment and materials in the classroom and write the number of items in each box. Only include items that are not broken, have all of their pieces and are available in this room at all times. If items are shared, only include them in one classroom.

Column B: lists the number of items needed to receive credit for each Learning Center in the Care About Childcare (CAC) Quality Indicators. This is the MINIMUM number.

Column C: This lists the MAXIMUM number of items you may request.

Column D: List the quantity you are requesting.

Furniture and Display

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1	1		REQUIRED: Commercial grade-diapering table with an impermeable mat (not wall mounted units)
	1			REQUIRED: Diaper disposal container with a hands-free, tight-fitting lid
	8	10		REQUIRED: Commercial cribs with solid ends / Stacking cribs allowed
	2	2		REQUIRED: High chair or other suitable furniture for eating
	8	10		A sheet and blanket for each crib
	8	10		A cubby or storage unit for each child
	1	2		Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)
	2	4		Mobiles or other hanging displays
	1	2		An adult sized glider chair

Cozy Area (Protected area with softness - can be combined with Language and Literacy)

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1- 2	1 - 2		Low (24" or less) shelf units or dividers to define and protect the cozy center
	1	2		Bins, baskets, or other containers (labeled with words and pictures) to store & display soft toys

	4 items	4 items		Soft & cozy area to lay or sit that can accommodate 2 – 3 children, with a combination of: washable fabric cushions, rugs, mats, beanbag chairs, covered mattresses, etc.
	16	16		Soft toys such as stuffed animals, cloth puppets or dolls (they do not all need to be in the cozy area)

Language and Literacy

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1-2	1-2		Low (24" or less) shelf units or dividers to define and protect the learning center
	1	3		Bins, baskets, or other containers to store & display materials is separately (organized)
	16	24		Age-appropriate good quality vinyl, cloth and/or board that feature some of each of the following: people, animals, familiar objects, and familiar routines (bath, meals, etc.)
	5	5		Books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role

Manipulative Center

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1-2	1-2		A low (24" or less) shelf defining and protecting the learning or activity center
	5	8		Enough bins, baskets, or other containers to store and display materials
	14	20		Rattles, grasping toys or manipulatives appropriate for <i>infants up to 6 months of age</i>
	13	5		Small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for the <i>children six to 12 months of age</i> (busy boxes, nesting toys, stacking toys, cause & effect toys, containers to fill and dump, etc.)
	1	2		1 discovery centers with hanging items for infants to look at and reach for
	1	1		1 set of ten small soft (cloth, vinyl or rubber) blocks

Dramatic Play Center

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (24" or less) shelf units, dividers or dress-up centers to define and protect the learning center
	6	8		Enough bins, baskets, or other containers to store and display materials
	4	8		Washable dolls with varying skin tones
	4	8		Doll accessories (clothes, bottles, blankets)
	4	4		Machine washable stuffed animals
	8	8		Play dishes (pots/pans, etc.)
	2	4		Play telephones that resemble modern phones
	8	12		Dress-up items (hats, shoes, etc.)
	3	5		Materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability
	1	1		1 wall mounted unbreakable mirror

Music and Movement

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		A CD or tape player
	8	8		Music CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
	10	12		Musical/rhythm instruments

Science and Nature

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	3	5		Picture books that represent nature realistically
	4	12		Pictures that represent nature realistically
	1	1		Licensing approved classroom pet (fish aquarium, hamsters, ant farm, etc.) and its home container <i>or a living plant</i>

ACTIVE PHYSICAL PLAY (Portable items only)

Column A	Column B	Column C	Column D		
Number of items you have	Minimum number	Maximum Number	Number you are requesting	Criteria	
	Total of 14 items from list	Total of 14 items from list		Soft <i>corner</i> climbing unit or wood loft LESS THAN 18 inches high, surrounded by a 3-foot use area covered in a soft surface	
				Crawling tunnel that children can't climb up on	
					Wheeled toys without pedals
					Balls of various sizes and textures
					Rocking toys

PROFESSIONAL RESOURCES

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	Criteria
	*	2		Resource books for caregivers on infant/toddler development
	*	2		Resource books for caregivers on quality infant/toddler programming
	*	2		Resource books for caregivers on age appropriate activities to do with infants and toddlers

* (Care About Childcare’s Quality Indicator requires a total of 25 books for all age groups combined)

Form E - Toddler

Suggested Equipment & Materials for a Toddler Classroom

Program Name: _____ Classroom Name: _____

How to complete this form:

Column A: Count the equipment and materials in the classroom and write the number of items in each box. Only include items that are not broken, have all of their pieces and are available in this room at all times. If items are shared, only include them in one classroom.

Column B: Lists the number of items needed to receive credit for each Learning Center in the Care About Childcare (CAC) Quality Indicators. This is the MINIMUM number.

Column C: This lists the MAXIMUM number of items you may request.

Column D: List the quantity you are requesting.

Furniture and Display

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1	1		REQUIRED: Commercial grade-diapering table with an impermeable mat (not wall mounted units)
	1			REQUIRED: Diaper disposal container with a hands-free, tight-fitting lid
	1 - 2	1 - 2		REQUIRED: Tables to allow all the children to sit down at once so their elbows can rest on the table and their knees fit underneath (12 – 14 inches high)
	8	8		REQUIRED: A chair for each child that allows his/her feet to touch the floor (5 – 7 inches high)
	8	10		REQUIRED: Toddler sized cots or mats or commercial cribs with solid ends and drop-sides
	5	6		REQUIRED: Shelves to create Learning Centers/Areas
	8	10		A sheet and blanket for each crib
	8	10		A cubby or storage unit for each child
	1	2		Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)
	2	4		Mobiles or other hanging displays
	1	1		An adult sized glider chair
	2	2		A comfortable chair for caregivers when they sit at the table with the children

Cozy Area (Protected area with softness - can be combined with Language and Literacy)

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1 - 2	1 - 2		Low (24" or less) shelf units or dividers to define and protect the cozy center
	1	2		Bins, baskets, or other containers (labeled with words and pictures) to store & display soft toys
	4	4		A cozy seating that can accommodate 2 – 3 children, with a combination of: washable fabric cushions, rugs, mats, beanbag chairs, covered mattresses, etc.
	16	16		Soft toys such as stuffed animals, cloth puppets or dolls (they do not all need to be in the cozy area)

Language and Literacy

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1-2	1-2		Low (24" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Bins, baskets, or other containers to store & display materials is separately (organized)
	16	24		Age-appropriate good quality vinyl, cloth and/or board that feature some of each of the following: people, animals, familiar objects, and familiar routines (bath, meals, etc.)
	5	5		Books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role

Manipulative Center

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1-2	1-2		A low (24" or less) shelf defining and protecting the learning or activity center
	4	8		Enough bins, baskets, or other containers to store and display materials
	18	24		18 small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for toddlers, including at least one of each of the following: busy/activity boxes/boards, nesting toys, stacking toys, cause & effect toys, containers to fill and dump, simple puzzles, chunky peg boards, large interlocking blocks , activity boxes, etc.)
	3	5		Duplicates of popular toys

Block Center

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		A low (24" or less) shelf defining and protecting the learning or activity center
	1 bin for each type of accessory or small blocks	1 bin for each type of accessory or small blocks		Enough bins, baskets, or other containers to store and display materials
	2	2		2 sets of soft blocks with at least 10 blocks in each set
	5	8		5 vehicles of various types and sizes (cars, trucks, boats, planes, etc.)
	5	8		5 people figures, including children and adults with varying skin tones
	5	8		5 animal figures (farm, zoo, ocean dinosaur, etc.)

Dramatic Play Center

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (24" or less) shelf units, dividers or dress-up centers to define and protect the learning center
	6	8		Enough bins, baskets, or other containers to store and display materials
	4	8		Washable dolls with varying skin tones
	8	8		Doll accessories (clothes, bottles, blankets)
	2	2		Pieces doll furniture (bed, stroller, etc.)
	2	4		Machine washable stuffed animals
	10	20		Pieces of play food, some from other cultures
	8	8		Play dishes (pots/pans, etc.)
	2	3		Pieces of toddler-sized play furniture (stove/oven, sink, cupboard, table & chairs, etc.)
	2	4		Play telephones that resemble modern phones
	8	12		Dress-up items (clothes, hats, shoes, purses, etc.)
	2	3		Small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)
	3	5		Materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability
	1	1		1 wall mounted unbreakable mirror
	0	1		Outdoor play house with accessories/props (dolls, dishes, food, phones, etc.) (Any playhouse that includes a slide or climbing element, such as the Neighborhood Fun Center , is not allowed)

Music and Movement

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (24" or less) shelf units or dividers to define and protect the learning center
	1 - 2	1 - 2		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		A CD or tape player
	6	8		Music CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
	10	12		Musical/rhythm instruments

Art

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 table 4 chairs	1 table 4 chairs		Table and chairs (toddler sized)
	4	4 or 1 set		Paint brushes (short and chunky)
	4	4 or 1 set		Paint cups
	10	10		10 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)
	4	4		Paint smocks
	0	1		Drying Rack

Science and Nature

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (24" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	5	5		Picture books that represent nature realistically
	5	12		Pictures that represent nature realistically
	1	1		Licensing approved classroom pet (fish aquarium, hamsters, ant farm, etc.) and its home container <i>or a living plant</i>

Sand, Water and Sensory Play

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 table 2 individual bins	1 table 4 individual bins		A TODDLER HEIGHT sand/water table, individual or large plastic sensory bins
	0	20 lb. sand		Good quality sand, enough to fill the sensory table/bin at least half way full
	14	14		Indoor accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, sand molds, small pitchers, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
	0	15		Outdoor sand toys (buckets, shovels, trowels, molds, vehicles, animals, etc.)
	0	1		Absorbent mat to put under area used for messy or slippery sensory play
	0	7		Water proof smocks
	0	1		Cover for outdoor sand boxes

ACTIVE PHYSICAL PLAY (Portable items only)

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	Total of 14 items from list	Total of 14 items from list		Soft <i>corner</i> climbing unit or wood loft LESS THAN 18 inches high, surrounded by a 3-foot use area covered in a soft surface
				Crawling tunnel that children can't climb up on
				Wheeled toys without pedals
				Balls of various sizes and textures
				Rocking toys
				Small push toys

PROFESSIONAL RESOURCES

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	*	2		Resource books for caregivers on toddler's development
	*	2		Resource books for caregivers on quality toddler children's programming
	*	2		Resource books for caregivers on age appropriate activities to do with toddlers

*(Care About Childcare's Quality Indicator requires a total of 25 books for all age groups combined)

Form E – Two Year Olds

Suggested Materials & Equipment Inventory List for a Two year-old Classroom

Program Name: _____ Classroom Name: _____

How to complete this form:

Column A: Count the equipment and materials in the classroom and write the number of items in each box. Only include items that are not broken, have all of their pieces and are available in this room at all times. If items are shared, only include them in one classroom.

Column B: lists the number of items needed to receive credit for each Learning Center in the Care About Childcare (CAC) Quality Indicators. This is the MINIMUM number.

Column C: This lists the MAXIMUM number of items you may request.

Column D: List the quantity you are requesting.

Furniture and Display (only if you have funds left after creating 3 to 5 of the learning centers listed above)

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1	1		REQUIRED: Commercial grade-diapering table with an impermeable mat (not wall mounted units)
	1	1		REQUIRED: Diaper disposal container with a hands-free, tight-fitting lid
	1 - 2	1 - 2		REQUIRED: Tables to allow all the children to sit down at once so their elbows can rest on the table and their knees fit underneath (14 - 16 inches high)
	8	8		REQUIRED: A chair for each child that allows his/her feet to touch the floor (7 - 9 inches high)
	5	7		REQUIRED: Enough shelves (not higher than 24 inches) to create 5 defined Learning Centers
	8	10		Toddler sized cots or mats or commercial cribs with solid ends and drop-sides
	8	10		A sheet and blanket for each crib
	8	10		A cubby or storage unit for each child
	1	2		Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)
	2	4		Mobiles or other hanging displays
	0	1		An adult sized glider chair
	2	2		A comfortable chair for caregivers when they sit at the table with the children

Cozy Area (Protected area with softness - can be combined with book area)

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION: ENTER THE NUMBER OF ITEMS IN EACH CATEGORY
	1 -r 2	1 - 2		Low (24" or less) shelf units or dividers to define and protect the cozy center
	1	2		Bins, baskets, or other containers (labeled with words and pictures) to store & display soft toys
	4	4		A cozy seating that can accommodate 2 – 3 children, with a combination of: washable fabric cushions, rugs, mats, beanbag chairs, covered mattresses, etc.
	10	20		Soft toys such as stuffed animals, cloth puppets or dolls (they do not all need to be in the cozy area)

Language and Literacy

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	Criteria
	1-2	1-2		Low (24" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	28	40		Age-appropriate good quality books, including factual and fantasy books
	5	5		Books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
	1 board 4 stories	1 board 8 stories		Flannel board & story figures
	10	10		Hand or finger puppets
	0	2		Sets of materials to support awareness of letters (magnetic letters, puzzles, alphabet books)

Manipulative Center

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION: ENTER THE NUMBER OF ITEMS IN EACH CATEGORY
	1-2	1-2		Low (24" or less) shelf units or dividers to define and protect the learning center
	7 (one bin for each set of toys)	15 + puzzle rack		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1 table	1 table		Small table (chairs optional)

		4 chairs		
	3	9		Fine motor manipulative sets (linking people, stringing bead sets, pegboards with pegs, nuts & bolts, nesting/stacking toys, etc.)
	3	16		Puzzles in varying degrees of difficulty
	3	5		Sets of small construction/interlocking toys with at least 150 pieces each (Duplos, bristle blocks, etc.)
	3	3		Sets of materials for recognizing written numbers (number puzzles, magnetic numbers, etc.)
	3	5		Sets of materials for recognizing shapes (shape sorter, shape puzzles, etc.)

Block Center

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		Low (24" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of accessory or small blocks	1 bin for each type of accessory or small blocks		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	2		A set of at least 20 blocks (foam, cardboard, or wood)
	0	20		Large hollow blocks
	0	1		Set of 40 or more small blocks
	10	12		10 small vehicles (cars, trucks, boats, planes, etc.)
	10	15		10 people figures, including children and adults
	10	15		10 animal figures of at least 2 different types (farm, zoo, ocean, dinosaur, etc.)
	0	1		Block play mat or rug
	0	3		Construction/hard hats

Dramatic Play

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (24" or less) shelf units, dividers or dress-up centers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display materials separately
	3	4		3 pieces of child-sized play furniture (refrigerator, stove/oven, sink, dish cupboard)
	Table + 2 chairs	Table + 4 chairs		Table & chair set, child sized
	15	30		Pieces of plastic/play food and grocery/food boxes/bottles

				with word labels (cereal box, orange juice bottle, etc.)
	10	20		Dishes (plates, cups, pots/pans, (pots/pans, mixing bowls, cooking/baking dishes, spatula, large spoons, etc.)
	4	4		Play telephones
	10	8		Washable soft toys (dolls, stuffed animals, etc.)
	4	6		Dolls with varying skin colors
	8	8		Doll accessories (clothes, bottles, blankets)
	2	2		Pieces doll furniture (bed, high chair, stroller or carriage, etc.)
	10	14		Dress-up items (clothes, hats, shoes, purses, wallets, tote bag, etc.) for girls and 3 items for boys
	2	2		Small doll/figure sets (dollhouse sets, barn with animals, etc.)
	3	5		Items, such as play food or puppets, showing diversity in the following areas: race, culture, age, ability
	0	1		Coat/clothing rack to hang dress-up clothes
	0	1		Unbreakable mirror large enough for children to see themselves
	0	2 carts 10 props		Shopping carts/baskets & play store props
	0	1 house 10 props		Outdoor play house with accessories/props (dolls, dishes, food, phones, etc.)

Music and Movement

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (24" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		A CD or tape player
	6	8		Music CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
	14	14		Musical/rhythm instruments
	14	14		Music/movement props (streamers, scarves, etc.)

Art

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (24" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type	1 bin for each type of		Enough bins, baskets, or other containers (labeled with

	of materials	materials		words and pictures) to store & display separated materials in each learning center
	1 table 4 chairs	1 table 4 chairs		Table and chairs
	7	7		7 paintbrushes of varying types and sizes
	10	10		Paint cups
	10	10		10 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)
	7	7		Paint smocks
	0	2		Easels
	0	1		Drying Rack
The following items are needed for a fully equipped art center BUT CAN NOT BE PURCHASED WITH GRANT FUNDS. THIS LIST IS FOR YOUR INFORMATION ONLY. Each type of materials does not need to be accessible to two year olds but should be offered at least weekly.				
	0	0		Supply of three-dimensional materials (differently textured play dough)
	0	0		Supply of collage materials (paper, fabric, glue, etc.)
	0	0		Supply of drawing materials including paper, crayons, markers or pencils
	0	0		Supply of paints (watercolor or tempera)

Science and Nature Center

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (24" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		Small table (chairs optional)
	0	3		Nature collections (rocks, leaves, shells, pine cones, etc.)
	3	3		Nature exploration sets including at least 3 different types (magnifying glasses, magnets & metal items, color paddles, etc.)
	5	5		Picture books that represent nature realistically
	5	12		Pictures that represent nature realistically
	3	4		Nature photo puzzles, card/picture sets or activity sets
	1	1		Licensing approved classroom pet (fish aquarium, hamsters, ant farm, etc.) and its home container <i>or a living plant</i>
	0	3		Equipment for periodic living animal projects (egg hatching, butterfly hatching, ant farm, bird feeder, etc.)

Sand, Water and Sensory Play

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	0	1 - 2		Low (24" or less) shelf unit /divider to define the center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		A TODDLER HEIGHT sand/water table or table top tub
	20 lb. bag	40 lb. bag		Good quality sand, enough to fill the sensory table/bin at least half way full
	7	25		Indoor accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
	0	25		Outdoor sand toys (buckets, shovels, molds, vehicles, animals, etc.)
	0	1		Absorbent mat for under area used for messy or wet play
	0	7		Water proof smocks
	0	1		Cover for outdoor sand boxes

Active Physical Play (Portable items only)

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	Total of 14 items	Total of 14 items		Wheeled toys without pedals
				Wheeled toys with pedals
				Wagons
				Portable large motor equipment (rocking/pushing toys, bean bag sets, small basketball hoop, tunnels <i>that can't be climbed onto</i> , stepping stones, etc.) for indoor/outdoor play

PROFESSIONAL RESOURCES (only if you have funds left after creating 3 to 5 of the learning centers listed above)

Column A	Column B	Column C	Column D	Criteria
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	*	2		Resource books for caregivers on two year old children's development
	*	2		Resource books for caregivers on quality programming for two year old children
	*	2		Resource books for caregivers on age appropriate activities to do with two year old children

*(Care About Childcare's Quality Indicator requires a total of 25 books for all age groups combined)

Form E – Preschool and/or Kindergarten Suggested Equipment & Materials for a Preschool/Kindergarten Classroom

Provider Name: _____ Classroom Name: _____ Ages: _____

How to complete this form:

Column A: Count the equipment and materials in the classroom and write the number of items in each box. Only include items that are not broken, have all of their pieces and are available in this room at all times. If items are shared, only include them in one classroom.

Column B: lists the number of items needed to receive credit for each Learning Center in the Care About Childcare (CAC) Quality Indicators. This is the MINIMUM number.

Column C: This lists the MAXIMUM number of items you may request.

Column D: List the quantity you are requesting.

Furniture and Display

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	2 - 3	2 - 3		REQUIRED: Tables to allow all the children to sit down at once so their elbows can rest on the table and their knees fit underneath (18- 20 inches high)
	1 each	1 each		REQUIRED: A chair for each child that allows his/her feet to touch the floor (10- 12 inches high)
	5	8		REQUIRED: Shelves to create 5 Learning Centers
	1 each	1 each		Cots or mats
	1 each	1 each		A sheet and blanket for each child
	1 each	1 each		A cubby or storage unit for each child
	1	2		Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)
	2	2		A comfortable chair for caregivers when they sit at the table with the children

Cozy Area (Protected area with softness - can be combined with book area)

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 or 2	1 or 2		Low (32" or less) shelf units or dividers to define and protect the cozy center
	1	2		Bins, baskets, or other containers (labeled with words and pictures) to store & display soft toys
	4	4		A cozy seating that can accommodate 4 children, with a combination of: washable fabric cushions, rugs, mats, beanbag chairs, covered mattresses, etc.
	5	10		Soft toys such as stuffed animals, cloth puppets or dolls (they do not all need to be in the cozy area)

Language and Literacy

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1-2	1-2		Low (32" or less) shelf units or dividers to define and protect the learning center
	1 – 2	2		Bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	20	50		Age-appropriate good quality books, including factual and fantasy books
	5	5		Books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
	4	6		Sets of hands-on alphabet play materials (magnetic letters, letter/alphabet puzzles, alphabet games, alphabet stencils, letter stamps, etc.)
Two areas from below. These items do not need to be in the reading/library area.				
	1 board 4 stories	1 board 8 stories		Flannel board & story figures
	10	10		Hand or finger puppets
	0	1		Puppet stage
	1	1		Tape/CD player for children's use or a listening center with 2 or more headphones
	10	10		Story or books on tape or CDs
	0	8		Small individual writing boards (chalkboards, white boards, etc.)

Manipulative Center

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1-2	1-2		Low (32" or less) shelf units or dividers to define and protect the learning center
	7 (one bin for each set of toys)	15 + puzzle rack		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1 table	1 table 4 chairs		Small table (chairs optional)
	4	10		Fine motor manipulative sets (linking people, stringing bead sets, pegboards with pegs, nuts & bolts, etc.)
	6	15 table 6 floor		Puzzles in varying degrees of difficulty
	3	5		Sets of small construction toys with at least 150 pieces each (Legos, Lincoln logs, tinker toys, bristle blocks, etc.)

Early Math Materials

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1 - 2	1 - 2		Low (32" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		Small table (chairs optional)
	3	8		Table games (Chutes & Ladders, Memory, Candy Land, etc.)
	3	5		Sets of materials for recognizing written numbers (number puzzles, magnetic numbers, etc.)
	3	5		Sets of materials for counting & comparing quantities (counting bears, felt counting objects, dominos, abacus, etc.)
	3	5		Sets of materials for measuring (measuring cups, measuring spoons, scales, rulers, etc.)
	3	5		Sets of materials for recognizing shapes (parquetry tiles, felt shapes, shape puzzles, geo boards, etc.)
	3	5		Sets of materials for patterning activities (cards with counters, games, etc.)
	1	3		Time keeper (kitchen timer, hour glass, stop watch)

Block Center

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1 - 2	1 - 2		Low (32" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of accessory or small blocks	1 bin for each type of accessory or small blocks		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		A set of at least 250 unit blocks
	0	20		Large hollow blocks
	0	20		Specialty blocks (architectural, etc.)
	10	15		10 small vehicles (cars, trucks, boats, planes, etc.)
	10	15		10 people figures, including children and adults
	10	25		10 animal figures of at least 2 different types (farm, zoo, ocean, dinosaur, etc.)
	0	1		40 piece snap together road/train set
	0	1		Block play mat or rug
	0	10		Traffic/road signs
	0	4		Construction/hard hats

Dramatic Play

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1 - 2	1 - 2		1 or 2 low (32" or less) shelf units, dividers or dress-up centers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words & pictures) to store & display materials separately
	3	4		3 pieces of child-sized play furniture (refrigerator, stove/oven, sink, dish cupboard)
	Table + 2 chairs	Table + 4 chairs		Table & chair set, child sized
	10	30		Pieces of plastic/play food and grocery/food boxes/bottles with word labels (cereal box, orange juice bottle, etc.)
	15	30		Dishes (plates, cups, pots/pans, (pots/pans, mixing bowls, cooking/baking dishes, spatula, large spoons, etc.)
	4	4		Play telephones
	5	8		Washable soft toys (dolls, stuffed animals, etc.)
	4	6		Dolls with varying skin colors
	4	12		Doll accessories (clothes, bottles, blankets)
	2	3		Pieces doll furniture (bed, high chair, stroller, etc.)
	3	15		Dress-up items (clothes, hats, shoes, purses, wallets, tote bag, etc.) for girls and 3 items for boys
	4	10		Rotating dramatic play theme prop boxes with dress-up clothes and related props for a variety of themes about housekeeping, different kinds of work, fantasy and leisure activities (camping, restaurant, grocery store, fire-fighting, veterinarian, doctor's office, storybook characters, etc.)
	2	3		Small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)
	3	5		Items, such as play food or puppets, showing diversity in the following areas: race, culture, age, ability
	0	4		Housekeeping items such as broom, dust pan, vacuum, ironing board, iron, etc.
	0	1		Coat/clothing rack to hang dress-up clothes
	0	1		Unbreakable mirror large enough for children to see themselves
	0	1 house 10 accessories		Outdoor play house with accessories (dolls, dishes, food, phones, etc.)

Music and Movement

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	V	1 - 2		1 or 2 low (32" or less) shelf units or dividers to define and protect the learning center
	1 bin for	1 bin for		Enough bins, baskets, or other containers (labeled with

	each type of materials	each type of materials		words and pictures) to store & display separated materials in each learning center
	1	1		A CD or tape player
	6	8		Music CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
	10	18		Musical/rhythm instruments
	10	20		Music/movement props (streamers, scarves, etc.)

Art Center

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (32" or less) shelf units or dividers to define and protect the learning center
	4	8		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	8		Table and chairs
	10	10		10 paintbrushes of varying types and sizes
	10	10		10 play dough accessories (cookie cutters, rolling pins, etc.)
	10	10		Tools to include 10 scissors and other optional items such as hole punches, tape, staplers
	10	10		10 paint smocks
	0	2		Easels
	0	1		Drying Rack
	0	24		Stamps and pads
The following items are needed for a fully equipped art center BUT CAN NOT BE PURCHASED WITH GRANT FUNDS. THIS LIST IS FOR YOUR INFORMATION ONLY:				
	0	0		Daily supply of three-dimensional materials (play dough, clay, wood for gluing, etc.)
	0	0		Daily supply of collage materials (paper, fabric, buttons, beads, glue, etc.)
	0	0		Daily supply of drawing materials including paper, crayons, markers or pencils
	0	0		Daily supply of paints (watercolor or tempera) accessible daily

Science and Nature Center

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (32" or less) shelf units or dividers to define and protect the learning center
				Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		Small table (chairs optional)

	3	5		Nature collections (rocks, leaves, shells, pine cones, etc.)
	3	10		Nature exploration sets including at least 3 different types (magnifying glasses, scales, magnets & metal items, life cycle materials, binoculars, prisms, color paddles, etc.)
	5	10		Picture books that represent nature realistically
	5	12		Pictures that represent nature realistically
	3	5		Nature sequencing card/picture sets, puzzles, activity sets
	1	1		Licensing approved classroom pet (fish aquarium, ant farm, hamsters, etc.) & its home container or a living plant
	0	3		Equipment for periodic living animal projects (egg hatching, butterfly hatching, ant farm, bird feeder, etc.)

Sand and Water Center

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	0	1 - 2		1 or 2 low (32" or less) shelf units or dividers to define and protect the learning center
	1	3		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		A sand/water table or large plastic sensory bin
				Good quality sand, enough to fill the sensory table/bin at least half way full
	10	25		Indoor accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, sand molds, small pitchers, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
	15	25		Outdoor sand toys (buckets, shovels, trowels, molds, vehicles, animals, etc.)
	0	1		Absorbent mat to put under area used for messy or slippery sensory play
	0	6		Water proof smocks

Active Physical Play (Portable items only)

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	Total of 15 items from listed	Total of 15 items from listed		Balls of various sizes
				Tricycles or other wheeled toys
				Wagons
				Portable large motor equipment (balance beam, tumbling mats, parachute, bean bag sets, small basketball hoop, crawl-through tunnels <i>that can't be climbed onto</i> , stepping stones, etc.) for indoor and outdoor play
	0	8		Trike/bike helmets

PROFESSIONAL RESOURCES

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	*	2		Resource books for caregivers on preschool and kindergarten age children's development
	*	2		Resource books for caregivers on quality programming for preschool and kindergarten age children
	*	2		Resource books for caregivers on age appropriate activities to do with preschoolers and kindergarteners

*(Care About Childcare's Quality Indicator requires a total of 25 books for all age groups combined)

Form E – School Age Suggested Equipment & Materials for a School Age Classroom

Program Name: _____ Classroom Name: _____

How to complete this form:

Column A: Count the equipment and materials in the classroom and write the number of items in each box. Only include items that are not broken, have all of their pieces and are available in this room at all times. If items are shared, only include them in one classroom.

Column B: lists the number of items needed to receive credit for each Learning Center in the Care About Childcare (CAC) Quality Indicators. This is the MINIMUM number.

Column C: This lists the MAXIMUM number of items you may request.

Column D: List the quantity you are requesting.

Furniture and Display

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1 - 2	1 - 2		REQUIRED: Tables to allow all the children to sit down at once so their elbows can rest on the table and their knees fit underneath (20 - 22 - 24 inches high)
	Based on room capacity	Based on room capacity		REQUIRED: A chair for each child that allows his/her feet to touch the floor (12 - 14 -16 inches high)
	5	8		REQUIRED: Enough shelves to create 5 defined Learning Centers
	Based on room capacity	Based on room capacity		A cubby or storage unit for each child
	1	2		Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)

Cozy Area (Protected area with softness - can be combined with book area)

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1 or 2	2		Low (32" or less) shelf units or dividers to define and protect the cozy center
	1	2		Bins, baskets, or bookcase
	4	4		A cozy seating that can accommodate 4 children, with a combination of: washable fabric cushions, rugs, mats, beanbag chairs, covered mattresses, etc.

Language and Literacy

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1-2	1-2		Low (36" or less) shelf units or dividers to define and protect the learning center
	1 -2	2		Bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	50	50		Age-appropriate good quality books, including factual and fantasy books
	5	5		Books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
Items listed below do not need to be in the reading/library area.				
	0	1 board 8 stories		Flannel boards and stories
	0	10		Hand or finger puppets
	0	1		Puppet stage
	1	1		Tape/CD player for children's use or a listening center with 2 or more headphones
	10	10		Story or books on tape or CDs
	0	8		Small individual writing boards (chalkboards, white boards, etc.)
	9	9		9 language games (Boggle Jr., Scrabble Jr., etc.) with at least 3 age-appropriate games per age group (k-1 st , 2 nd -4 th , 5 th -6 th grades)
	1 table 4 chairs	2 table 8 chairs		Table and chairs for playing games

Manipulative Center

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	1-2	1-2		Low (32" or less) shelf units or dividers to define and protect the learning center
	5	5		Small motor/design items (Puzzibits, mosaic tiles, Etch-a-Sketch, parquetry blocks, geoboards, Tangrams, etc.)
	10	10		Puzzles with varying numbers of pieces (not < 25 pieces)
	4	4		Sets of small construction toys with at least 200 pieces each (Legos, Lincoln logs, tinker toys, etc.)
	10	20		Accessories for small construction toys (people figures, wheels, theme pieces such as space or zoo, etc.)

	5	10		Table games (Blokus, Mancala, Flip 4, checkers, Monopoly, Connect Four, etc.)
	5	5		Card games (Uno, Crazy Eights, etc.)
	5	5		Yardsticks, rulers or tape measures or scales

Block Center

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		Low (36" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of accessory or small blocks	1 bin for each type of accessory or small blocks		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		A set of at least 250 unit blocks
	0	20		Large hollow blocks
	0	1		Set of large interlocking blocks (waffle, etc.)
	0	20		Specialty blocks (architectural, etc.)
	10	15		10 small vehicles (cars, trucks, boats, planes, etc.)
	10	15		10 people figures, including children and adults
	10	25		10 animal figures of at least 2 different types (farm, zoo, ocean, dinosaur, etc.)
	0	1		40 piece snap together road/train set
	0	1		Block play mat or rug
	0	10		Traffic/road signs
	0	4		Construction/hard hats

Dramatic Play

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		Low shelf units used to define and protect the learning center
	10	10		10 people figures / dolls with varying skin tones with two types of dolls (Polly Pocket, Barbie, American Girl type dolls, etc.) with two props
	2	4		Props for the dolls above (doll house, car, etc.)
	10	10		Hand or finger puppets or marionettes
	1	1		A puppet stage
	5	10		5 Costumes with some appealing to girls and boys (clothing, hats, etc.)

	5	10		5 Dramatic play prop sets (props for restaurants, grocery store, housekeeping, etc.)
	5	5		5 dolls/people figures showing diversity in the following areas: race / culture, age and ability
	3	10		3 items such as play food or puppets showing diversity in the following areas: race, culture, age, ability
	5	10		Scripts for plays
	0	1 house 10 accessories		Outdoor play house with accessories (dolls, dishes, food, phones, etc.)

Music and Movement

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (32" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		A CD or tape player
	6	8		Music CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
	10	18		Musical/rhythm instruments
	10	20		Music/movement props (streamers, scarves, etc.)

Art Center

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (32" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	4 chairs 1 table	8 chairs 2 tables		Table and chairs
	10	10		10 paintbrushes of varying types and sizes
	10	10		10 clay accessories (cookie cutters, blunt knives, rolling pins, etc.)
	10	15		Tools to include 6 scissors and other optional items such as hole punches, tape, staplers
	10	10		10 paint smocks

	0	2		Easels
	0	1		Drying Rack
	10	24		Stamps and pads
The following items are needed for a fully equipped art center BUT CAN NOT BE PURCHASED WITH GRANT FUNDS. THIS LIST IS FOR YOUR INFORMATION ONLY:				
	0	0		Daily supply of three-dimensional materials (play dough, clay, wood for gluing, etc.)
	0	0		Daily supply of collage materials (paper, fabric, buttons, beads, glue, etc.)
	0	0		Daily supply of drawing materials including paper, crayons, markers or pencils
	0	0		Daily supply of paints (watercolor or tempera) accessible daily

Science and Nature Center

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	Minimum number	Maximum Number	Number you are requesting	
	1 - 2	1 - 2		1 or 2 low (36" or less) shelf units or dividers to define and protect the learning center
	1 bin for each type of materials	1 bin for each type of materials		Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center
	1	1		Small table (chairs optional)
	3	5		Nature collections (rocks, leaves, shells, pine cones, etc.)
	8	12		Nature exploration sets including at least 3 different types (magnifying glasses, scales, magnets & metal items, life cycle materials, binoculars, prisms, color paddles, etc.)
	5	20		Picture books that represent nature realistically
	5	12		Pictures that represent nature realistically
	3	5		Nature sequencing card/picture sets, puzzles or activity sets
	1	1		Licensing approved classroom pet (fish aquarium, hamsters, ant farm, etc.) and its home container <i>or a living plant</i>
	0	3		Equipment for periodic living animal projects (egg hatching, butterfly hatching, ant farm, bird feeder, etc.)

Active Physical Play (Portable items only)

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	Total of 15 items from list	Total of 20 items from list		Wheeled toys (bikes, scooters)
				Balls of various sizes
				Portable large motor equipment (tumbling mats, parachute, Frisbees, hop scotch, hula hoops, croquet sets, miniature golf sets, footballs & flags, basketball hoop & balls, soccer balls & nets, balance beam or domes, tumbling mats, jump ropes, scoop balls, etc. for indoor and outdoor play)
	0	8		Bike helmets

PROFESSIONAL RESOURCES

Column A	Column B	Column C	Column D	
Number of items you have	Minimum number	Maximum Number	Number you are requesting	ITEM DESCRIPTION
	*	2		Resource books for caregivers on school age children's development
	*	2		Resource books for caregivers on quality school age children's programming
	*	2		Resource books for caregivers on age appropriate activities to do with school age children

*(Care About Childcare's Quality Indicator requires a total of 25 books for all age groups combined)

Form F Equipment and Materials Request Form

Center Name 123 Early Childhood Center Classroom Teddy Bears Ages One year Page 1

Activity Area Focus	Equipment/Material Request	Catalog	Product Name	Product No.	Quantity	Price each	Total Cost
Blocks	Medium Block Set	Discount School Supply	Giant Building Bricks	819SHAPE BT	1 set	34.95	34.95
	Vehicles Set	Discount School Supply	Chubbies Vehicles	819CHUBBY	1 set	32.95	32.95
	Trucks	Kaplan	Little Tuffies	88-81181	1 set	12.95	12.95
	People Figures	Discount School Supply	Pretend Play People	819PPPSET	1 set	31.71	31.71
	Animal Figures	Environments	Jumbo Farm Animals	399-088	1 set	24.00	24.00
	Animal Figures	Environments	Jumbo Jungle Animals	399-084	1 set	27.60	27.60
	Shelving Unit	Kaplan	Toddler 5 Compartment Unit	88-60921	1	269.95	269.95
	Storage Bins for Materials	Environments	Clear Tote Bins	675-099	1 set	36.40	36.40
Music	Instruments	Kaplan	Toddler First Band Set	88-84128	2 sets	26.95	53.90
	Instruments	Environments	One Up Sound Sensations	800-942	1 sets	26.50	36.50
	Musical Toy	Kaplan	Xylophone	88-81069	2	22.95	45.90
	Shelving Unit	Kaplan	Single Sided Unit	88-15637	1	184.95	184.95
Nature	Nature materials	Lakeshore	Outdoor Classroom Learning Kit	KT1302	1	495.00	495.00
			SHIPPING AND TAX				125.00
Total							1411.76

Form G: Plan of Action Form for Quality Improvement Goals

Center Name: The Sample Center Page 2 of 12

Subscale:	ECERS-R Item # and Name	ITERS-R Item # and Name	Current Score:	Goal Score:
Personal Care Routines	13. Health Practices	10. Health Practices	1	2
<p>List all of the indicators needed to meet the goal score</p> <p>ECERS 3.1</p> <p style="padding-left: 20px;">3.2</p> <p style="padding-left: 20px;">3.3</p> <p style="padding-left: 20px;">3.4</p> <p>ITERS 3.1</p> <p style="padding-left: 20px;">3.2</p> <p style="padding-left: 20px;">3.3</p> <p style="padding-left: 20px;">3.4</p>	<p style="text-align: center;">Describe all of the activities you will use to meet the goal:</p> <ol style="list-style-type: none"> 1. We will teach the children to wash their hands for twenty seconds by singing the ABC song and learn at least one more 20 second song 2. We will wash hands at all the required times: <ol style="list-style-type: none"> a. When children and staff first enter the room (we will try to get parents to help with this) b. When coming in from playground c. After wiping noses d. Before and after using water table e. After messy play f. After touching anything dirty or contaminated 3. We will continue to clean our toys and equipment weekly, use paper towels and tissues, use liquid soap, send sick children to the office until they can go home, and notify parents when their child has been exposed to illness. 4. We will have extra clothes for everyone and change children if dirty or wet. 5. We will give medications according to licensing rules. 			

Form H

Quality Environment Grant Training Form

Center Name _____

Total Number of Classrooms (____) minus Number of Classrooms in 0-2 year old grants (____) = required number of classes ____

List staff that will take a career ladder class or other approved CEU class between January 1, 2015 and September 30, 2015.

Check which type of training they will participate in (Career Ladder or on-line CEU)

1. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
2. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
3. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
4. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
5. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
6. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
7. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
8. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
9. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
10. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
11. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
12. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
13. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
14. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___
15. Caregiver Name: _____ Room/Age Group _____ Career Ladder ___ CEU Online ___

Form I: Technical Assistance Consultant Commitment Form

Center Name: _____

Center Director Name: _____

Center Phone Number: _____ Director E-mail: _____

Center's Request:

Time frame for Consultation: Start Date: _____ End Date: _____

Consultation Activities (Check all that are requested):

Whole staff training (required) Evenings Saturdays

Classroom arrangement Evenings Saturdays

Modeling Weekday morning Weekday afternoon

Other requests: _____

Number of Classrooms for : Infants _____ Toddlers _____ Two Year Olds _____

Preschoolers _____ School Age _____ Mixed Age _____

Number of caregivers: _____

Is the center participating in a Baby Steps, Next Steps or Two Year Old grant at this time? _____

I, _____ (TA Consultant Name) agree to provide the services listed above with the following stipulations:

1. It is understood by both parties that the start and end dates may need to be flexible. I will be available beginning _____ (date).
2. The director commits to being involved in identifying and supporting strategies and plans for improvement and supports these strategies and plans between Consultant visits.

TA Consultant Name

Consultant Signature

Date