

STATE OF UTAH

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

REQUEST FOR GRANT
FISCAL YEAR 2011 - 2012

QUALITY ENVIRONMENT GRANT

For

Family Child Care Programs

Applications are due February 23, 2012

Quality Environment Grant for Family Child Care Programs Request for Grant (RFG)

Part One: General Information

Background

The Department of Workforce Services, Office of Child Care (OCC) is soliciting proposals from licensed family child care providers who wish to participate in a quality improvement process. Applicants will commit to activities that increase the quality of the child care they provide and will use the grant funds to purchase materials and equipment to improve the child care environment. Grant funds may be used for indoor and outdoor equipment and materials. Applications for this grant are due on **February 23, 2012**

Eligibility Requirements

The following eligibility guidelines apply to fiscal year 2012 (July 1, 2010 through June 30, 2011).

- Programs must provide child care on a full-time basis. A full-time program offers child care Monday through Friday, year around, for at least nine hours per day.
- Programs must hold a Family Child Care license from the Utah Department of Health.
- Programs must have been licensed for at least one year before the application deadline.
- Each eligible program may receive one grant during the fiscal year.

The following programs are NOT eligible:

- **Programs who have received two Quality Environment Grants in the past two years are not eligible this time.**
- Programs that hold a Residential Certificate are not eligible.
- Preschool programs that hold a Family Child Care license but do not provide child care on a full-time basis are not eligible.
- Programs 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 or Work & Family Life are not eligible.

Funding and Grant Summary

Licensed family child care programs with a licensed capacity between one and eight children are eligible for \$1,200.00. Programs that currently have a second caregiver who works at least 20 hours per week, and have nine or more children who attend on a daily basis, are eligible for \$2,000.00.

Programs may request funding to purchase learning and activity materials from nationally known early childhood education catalogs or vendors and/or outdoor safety materials, including ASTM cushioning or window well covers.

Requests for funding must be based on the needs documented on the Materials and Equipment Inventory Lists (Form A-1 or A-2). Funds will be paid to successful applicants after all parties have signed the Grant Agreement. Purchases cannot be made until after the official starting date of the grant. *Any change to the purchases or vendors listed in the Grant Agreement must be approved by OCC in advance.* Grantees must submit materials and equipment receipts within six weeks of receiving the grant check.

This Grant requires applicants to set and meet quality improvement goals based on the Utah Core Competencies booklet and complete training courses. A training plan related to the goals will be required. Grantees will have six months to complete the training and meet the goals.

Applicants may enroll in training classes in anticipation of receiving the grant, but only training attended during the six-month grant period will count toward fulfilling the grant requirements. For training purposes, the grant period will be April 1, 2012 to September 30, 2012. You will want to sign up for classes as soon as you receive the registration information in March 2012.

Most grants released by OCC require Matching Funds. Matching Funds are funds that the applicant already has or will have available to put toward quality improvement efforts in the program. For this grant, the class fees, wages paid to assistant caregivers while in training and the time the grantee spends in training classes will be counted as the match.

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 from the Utah Department of Health, Bureau of Child Care Licensing.
3. All grant recipients must be registered with their local Child Care Resource and Referral Agency.
4. Staff from the Office of Child Care/Work & Family Life shall have access to the program for site visits.
5. Grantees shall complete all purchases and submit copies of the receipts within six weeks of receiving the grant check.

Grantees shall submit a final report to the Office of Child Care within six months of receiving the grant funds. Forms will be provided to grantees when the contracts are finalized. The report will include:

- Training documentation (copies of the CCR&R or CEU training certificates)
 - A completed Quality Environment Grant Final Report that:
 - a. Describes how the goals of each caregiver were met
 - b. Discusses how the caregiver has implemented specific new skills and concepts
 - c. Describes how caregivers' new skills have improved the care provided to children and/or relationships with the children.
 - d. Lists any other positive outcomes.
6. If the terms and conditions of this Grant are not met, providers may be suspended from participating in future grant programs administered by the Office of Child Care/Work & Family Life.
 7. 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

General Information

1. To obtain download the grant application (RFG) go to jobs.utah.gov/occ. For additional information or to address questions regarding the proposal and application process contact Colleen Fitzgerald:
 - a. Address: Department of Workforce Services, Office of Child Care/Work & Family Life, 1385 S State St, Salt Lake City, Utah, 84115.
 - b. Phone: 801-468-0064
 - c. E-mail: cfitzgerald@utah.gov.
2. Costs incurred in the preparation and submission of proposals is the responsibility of the individual, organization or agency submitting the application and will not be reimbursed. Copies of the proposal become property of the State of Utah and will not be returned.
3. Faxed copies will not be accepted nor can we accept applications via email.
4. To submit your application, mail or hand deliver one (1) original and four (4) copies of the application to Sharrif Dajany, Department of Workforce Services, Work and Family Life, 1385 S State St, Salt Lake City, Utah, 84115. Keep an additional copy for yourself. **Applications MUST be received by 5:00 P. M. on February 23, 2012. Applications received after this time will not be accepted or reviewed for funding.**

Format Requirements

1. Applications may be hand written or typed. If hand written, use black or blue ink and print clearly and legibly. If you download the application from jobs.utah.gov/occ you will be able to complete much of your application on a computer. **The application must be formatted exactly the same as the original application.**
2. Application pages must be fastened together. You are encouraged to submit the applications in report folders to prevent stapled pages from separating.
 - a. **Do not bind applications.**
 - b. **Do not place applications in binders with hard/rigid covers.**
 - c. **Do not use page protectors.**
3. Documents must be placed in the application packet in the order listed in Part 4 on page 7.

NOTE: Applications that are missing any of the items listed in Part 4 or are not formatted exactly like the original application will not be reviewed.

Part Three: Instructions for completing the grant application

Materials and Equipment Requests

1. Diagram your home on the graph paper (Form B-1) and label the rooms that are used for child care. The label should say what activities take place in the room (play, nap, eat, etc.). The purpose of the diagram is to help the review committee understand how your family child care home operates. It doesn't have to be drawn to scale but should show the entire home. If you use multiple floors, diagram each floor separately.
2. Draw your outdoor play area, showing equipment and materials that are currently present on Form B-2.
3. Take photographs of each area of the home that is used for child care, showing any large equipment and furnishings in the room.
 - a. Include in the pictures the shelves, baskets, etc. you use to store and make toys available to children.

- b. If you already have the **required infant cribs/porta-cribs**, include a picture of those items as well.
 - c. Do NOT include pictures of all the materials and equipment. The Materials and Equipment Inventory List provides detailed information about your current inventory.
 - d. Color copies or photos need to be included in the original and in **each** of the 4 copies of your proposal.
 - e. Grantees are discouraged from including more than fifteen pictures.
4. Take photographs of the outdoor play area, showing any large equipment and any other significant play items. If you are requesting funds for cushioning under play equipment and/or window well covers, include photographs to document the need.
5. Complete the Material & Equipment Inventory List (Form A-1 or A-2). If you do not currently have, or expect to have, children in some age groups on the list, write N/A (not applicable) on the line.
 - a. Write the number of items you currently have on each line. If you have a large number of an item such as legos, blocks or books, estimate the number. You do not need to count every item when you clearly have more than the number listed on the Materials and Equipment Inventory List. **Do not just put a checkmark on the line; a number is required.**
 - b. A crib or porta-crib is required for each infant (children under the age of one). These items are printed in **bold**. If you do not already have the items, you must purchase them with these grant funds.
 - c. Please note that some items are considered "optional". If you already have **all** other items in **all** of the different areas of the Materials and Equipment Inventory List, you may request optional items.
 - d. If items are currently broken or worn out, do not count them on the List.
 - e. Do not count plastic shelving units unless they are made for classroom use.
6. Determine, based on the number of children who attend your program on a daily basis, the size of the grant you are eligible to receive. See Frequently Asked Questions #4 on page 12 for more information.
7. Determine what equipment and/or materials you will purchase with the grant money. **Grant funds may only be used to purchase items from the Materials and Equipment Inventory List that you do not already have, in the recommended quantities.** *With the exception of the window well covers, cushioning materials, porta-cribs and some items in the Outdoor Play and Nature Activities section, all items must be purchased from early childhood education catalogs and vendors.* See Appendix D for a list of popular catalog companies.
 - a. If you have infants (children under the age of one) you must purchase cribs or porta-cribs for each infant before making any other selections. If you do not currently take infants, but plan on doing so in the near future, you may purchase cribs/porta-cribs with grant funds.

- b. Shelving units or other appropriate toy storage must be available. Toy boxes are not considered appropriate storage.
 - c. Infant/toddler exersaucers cannot be purchased with grant funds.
 - d. Complete Form C, the Materials and Equipment Request Form. See "Form C Sample" for an example of a completed Form.
7. Purchases must be based on the needs reflected on your Materials and Equipment List and on the diagram of the spaces you use for child care. Remember that too much furniture and equipment can be as problematic as too little, causing crowding and over-stimulation. If you already have all the materials on the list, you are not eligible for this grant.

Quality Improvement Goals

1. This is a quality improvement grant that requires the provider to set and achieve goals based on the Utah Core Competencies for early care professionals. If you do not have a copy of the core competencies, you can request a copy by calling your local CCR&R or the Office of Child Care at 801-468-0049 or 1-800-622-7390. Copies of the Core Competencies will also be available at bidder's conferences being held in Weber, Salt Lake and Utah Counties. Please see frequently asked questions for dates, times and locations of the meetings. The Core Competencies booklet is also on-line at <http://jobs.utah.gov/occ/occ2/forproviders/UtahCoreCompetencies.pdf> .
2. Read the information explaining the Core Competencies and select one or more **core knowledge areas** to focus on. See Appendix E for information on using the Core Competency booklet.
 - a. Complete a self-assessment of those core knowledge areas. If there is an assistant caregiver, the provider and assistant caregiver should assess the assistant's current skills together.
 - b. Choose a minimum of three Core Competencies from the Core Knowledge Areas to set as goals that will improve caregiver practices and will be met during the grant period.
 - c. The goals must be a commitment to an action or change of behavior of the caregiver that does not require any funding to meet the goal. For example, the caregivers may take action to rearrange a room to create a protected space for play or make a change in their behavior and practices, such as immersing children in a print-rich environment or planning transitions so children don't have to spend time waiting.
3. Complete the Plan of Action Form (Form D-1 or D-2) for each caregiver, writing out goals and steps to reach those goals within the grant period.
 - a. Form D-1 is for the license holder and Form D-2 is for any assistant caregivers employed in the child care home for 10 hours or more per week. *If you are applying at the higher funding level, with nine or more children, you MUST complete at least three Form D-1s for yourself and three D-2s for your assistant*

- caregiver.*
- b. Select at least one training class for each caregiver *that is related to one of the chosen goals.* See the enclosed "Matching Training to the Core Competencies" (Appendix A) to determine what CCR&R classes contain information related to one of the competencies chosen.
 - c. Another option to fulfill the training requirement is for the caregivers to complete one on-line CEU related to a core competency goal from an approved source. If this type of training is selected for an assistant caregiver, the program is still required to pay the course fee and the caregiver's wages for up to 10 hours to complete the learning module. See Appendix C for approved programs that offer on-line CEUs.
 - d. Complete Section C on the Plan of Action form by listing the training classes.
 - You do not need to list a class on every Plan of Action form since only one class is required of each caregiver. *Committing to more than one class per caregiver will result in a higher score on this portion of your grant application. If you do list a different class on more than one Plan of Action form, you will be required to complete each of those classes.*
 - Include an alternate choice in case the class you listed is full or is not being offered during the six-month grant period. Alternate classes do not need to match the topic of the goal.
 - Assistant caregivers must also commit to at least one ten hour class.
 - e. You are encouraged to check with your local CCR&R (Appendix B) to see what will be available in the coming fall and winter training quarters.
4. In section D of the Plan of Action Form, describe at least two activities you will take to ensure that your new skills are developed and maintained. The plans of action should be realistic, taking into account the caregivers' time constraints. *Taking a class does not count as an activity.* Examples of activities that could be included in the plan for the provider are:
- Post reminder notes in key places
 - Keep a journal to record progress
 - Review the plan of action forms weekly
 - Read articles and/or books related to the competencies/skills
 - Record or videotape yourself working with the children and review

For the assistant caregiver, the provider must describe how she/he will support the assistant's efforts to meet the goals. Some examples are:

- Meet with the assistant regularly to discuss progress
- Model the behavior for the assistant (showing staff how to use appropriate discipline or implement age appropriate activities, etc.),
- Post reminder notes in key places

See [Frequently Asked Questions](#) for additional examples of activities.

Part Four: Order of Application Paperwork/Checklist

A complete application includes:

1. Grant Application Cover Sheet: Fill out the cover sheet completely.
2. Licensing Status: A copy of your current family child care license from the Bureau of Child Care Licensing, Utah Department of Health.
3. A copy of your attendance records (not sign-in sheets) for the month of October, November or December of 2011. (ONLY NEEDED IF YOU ARE CLAIMING A DAILY ATTENDANCE OF 9 OR MORE CHILDREN AND REQUESTING MORE THAN \$1200.00)
4. Diagram of the whole home with areas used for child care clearly marked (Form B-1)
5. Diagram of the outdoor play area (Form B-2)
6. Photographs of each area of the home that is used for child care
7. Photographs of the outdoor play area
8. Materials and Equipment Inventory List (Form A-1 or A-2)
9. Request for Materials and Equipment Form (Form C)
10. Plan of Action Forms (Form D-1)
11. Plan of Action Forms for assistant caregivers (Form D-2)

Part Five: Scoring of Eligible Grant Applications

1. Personnel from the Office of Child Care, Child Care Resource and Referral agencies and other qualified personnel selected by OCC will evaluate applications.
2. Evaluations will be based on the criteria listed in this RFG. The need for the equipment and materials being requested should be clear, based on photographs and the Materials and Equipment Inventory List.
3. OCC may request additional technical assistance from other sources when evaluating applications. The Contract Analyst or Office of Child Care staff shall reserve the right to enter into discussion with applicants or visit the applicant's facility during the evaluation phase.

The review committee will use the following guidelines when scoring applications:

1. Overall accuracy and presentation of the entire proposal. Maximum of 5 points
2. Diagrams of the home and outdoor play area: Maximum of 5 points based on the

following:

- Is the diagram of the house and outdoors neat and easily read? Are the areas used for child care clearly marked? Do the diagrams appear to be accurate based on the photos and the Materials and Equipment Inventory list? (5 points)
3. Purchases: Maximum of 35 points based on the following:
- Will the program have the required cribs/porta-cribs after purchases are made? (5 points)
 - How financially reasonable are the choices? Are the choices of good quality without being extravagant? (15 points)
 - Are the choices age-appropriate for the children in care? (5 points)
 - Does the quantity and quality of the proposed purchases correspond with the photos and to the needs shown on the Materials and Equipment Inventory List? (10 points)
4. Core Competency Goals in Sections A and B of the Plan of Action Form: Maximum of 25 points based on the following: For each caregiver,
- Do the core competency goals address behavior changes that do not involve the purchase of materials? Are there at least three goals? Proposals committing to more than three goals per caregiver may receive higher scores. Is it realistic to complete all the goals in six months? (10 points)
 - How simple or complex were the goals that were selected? Will the goals be very easy to meet or more difficult? (More complex goals receive more points) (5 points)
 - Will the completion of the chosen goals create significant change? (10 points)
5. Training shown in Section C of the Plan of Action Form: Maximum of 10 points based on the following:
- Are at least 10 hours of training or 1 CEU planned for each caregiver? Was at least one alternate option for training included in the plan? (5 points)
 - Is the training topic appropriate and related to one of the goals? (5 points)
6. Strategies described in Section D of the Plan of Action Form: Maximum of 20 points based on the following:
- How well developed is the plan for the provider and any assistant caregivers (10 points)
 - Are the strategies individualized to each goal set? (5 points)
 - How effective is the plan to assist the caregivers in maintaining the changes they have made after the grant period? (5 points)
7. A minimum score for funding is 60 out of 100 points.

QE EVALUATION SCORESHEET FY12

Family Provider Name _____

City: _____

Evaluator: _____ Date: _____

<p>Score will be assigned as follows:</p> <p>0 = Failure, no response</p> <p>1 = Poor, inadequate, fails to meet requirement</p> <p>2 = Fair, only partially responsive</p> <p>3 = Average, meets minimum requirement</p> <p>4 = Above average, exceeds minimum requirement</p> <p>5 = Superior</p>
--

	Reader Score	Weight (0-5)	Points
1. Grant Proposal/ Application (5 points possible)	----	----	----
Overall accuracy and presentation		X 1	
2. Diagrams (5 points possible)	----	----	----
Is the diagram of the home/yard easily read? Is it accurate based on the photos and the Materials and Equipment Inventory List? (5 points)		X 1	
3. Purchases (35 points possible)	----	----	----
Will the program have the required cribs/porta-cribs after purchases are made? (5 points)		X 1	
How financially reasonable are the choices? Are the choices of good quality without being extravagant? (15 points)		X 3	
Are the choices age-appropriate for the children in care? (5 points)		X 1	
Does the quantity & quality of proposed purchases correspond with the photos & the needs shown on the Materials & Equipment List? (10 points)		X 2	
4. Core Competency Goals (Sections A & B of the Plan of Action Form): (25 pts possible) Consider all questions for each caregiver.	----	----	----
Do the core competency goals address behavior changes that do not involve the purchase of materials? Are there at least three goals for each caregiver? Proposals committing to more than three goals may receive higher scores. Is it realistic to complete all the goals in six months? (10 points)		X2	
How simple or complex were the goals that were selected? Will the goals be very easy to meet or more difficult? (More complex goals receive more points) (5 points)		X1	
Will the completion of the chosen goals create significant change? (10 points)		X2	
5. Training (Plan of Action Form, Section C) (10 points possible)	----	----	----
Are at least 10 hours of training or 1 CEU being planned for each caregiver? Was at least one alternate option for training included in the plan? (5 points)		X1	
Is the training topic appropriate and related to one of the goals? (5 points)		X1	
6. Section D Plan of Action Form (20 points possible)	----	----	----
How well developed is the plan for the provider and any assistant caregivers (10 points)		X2	
Are the strategies individualized to each goal set? (5 points)		X1	
How effective is the plan to assist the caregivers in maintaining the changes they have made after the grant period? (5 points)		X1	
TOTAL EVALUATION POINTS		Total	

Part 6: Definitions

Licensed Family Child Care Program: A program holding a Family Child Care License from the Utah Department of Health that provides full-time, year around child care on a daily basis, for at least 9 hours, in lieu of what a parent would provide in a home.

Conditional License: A license issued by the Bureau of Child Care Licensing, Utah 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.

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. CCR&Rs provide training and technical assistance to child care providers and operate parent referral services. See Appendix B to locate your local CCR&R agency.

Grant Period: The time between the start date and end date of the contract during which purchases may be made and goals and training must be completed. The grant period for this round is between April 1, 2012 and September 30, 2012.

Infant: A child age birth through eleven months is an infant.

Matching Funds or Provider Match: These are funds that the applicant already has or will have available to put toward their program. This Quality Environment grant requires that each caregiver complete ten hours of training. The grantee must pay the costs associated with completing the training, including class fees and wages for any assistant caregiver. These training costs are the provider's matching fees.

Toddler: A toddler is a one-year-old child.

Part Seven: Frequently Asked Questions

1. How can I get more information about the grant and the Core Competencies document?

There will be a pre-proposal bidder's conference meeting on January 24, 2012 at the Department of Workforce Services building at 1385 South State St, Salt Lake City from 7:00 PM to 9:00 PM.

- *Please RSVP* to the Office of Child Care/Work & Family Life at 801-468-0049 or 1-800-622-7390 if you plan to attend.
- **The meeting will also be teleconferenced.** To participate, call 1-877-820-7831 and enter your "Passcode" (323419) followed by the # sign. Providers are encouraged to call in between 6:50 and 7:00 so roll can be taken. You will still be able to call in after 7:00. *You need to RSVP for the teleconference by calling 801-468-0049 or 1-800-622-7390*

2. What should I do if the Tax ID number I use is from another of my businesses or is from my husband's business?

For our purposes, it is all right to use this tax ID number. Your family child care business would then be a DBA (Doing Business As) under your or your husband's Tax ID number. To create your State Vendor Code, we must have the business name that matches the Tax ID number on the IRS's database. If you have changed your business name, please double check with the IRS to see if the change has been made with them. If the name doesn't match, your contract and/or check will be held up. Please fill out the business name **and** the DBA name of the child care business on Application Cover Sheet.

3. I just became licensed and don't have any children enrolled. Can I apply for this grant?

No, to qualify for this grant you must have children enrolled. In addition, you must have been licensed at least one year before the due date for the grant application. If you are a brand new child care provider, you should apply for the Part 1 and Part 2 grants through your local Child Care Resource and Referral (CCR&R).

4. How do I know if I qualify for the higher grant amount of \$2,000.00?

You qualify for the higher dollar amount only if you provide care to nine or more children on a daily basis. This number may only include your own children if they are counted in your licensed capacity. In other words, it does NOT count your own four or five year olds or any of your own school age children.

You must have at least nine children four days a week. Sometimes your attendance will be low for a week because a family is on vacation. If that happens, you should use another month. You can choose from October, November or December 2011. An Attendance form is available on the web site or can be mailed to you. Some providers are able to use food program records rather than the attendance form.

5. Should I and/or my assistant caregiver assess ourselves in all Core Knowledge areas?

The recommendation is to select only two Core Knowledge areas to focus on and to assess yourselves in the competencies related to those areas only. The Core Competency document is lengthy. It is much more manageable to focus on the specific areas that an individual is motivated to work on.

6. What is the CEU option for training?

A CEU is a Continuing Education Unit and is equivalent to 10 hours of training. To obtain a CEU there is usually a written or testing component. This option for training is available for those that may not be able to easily access CCR&R training. Only CEU's in Early Childhood Education will count. A certificate of completion will be required to close out the grant. This option is more expensive than CCR&R classes but may be easier to complete for some providers. Please see the on-line sources listed on **Appendix C** if you would like to use this option.

7. What is an example of an action or change of behavior to complete a goal that does not require funding?

Most of the competencies are not linked to purchasing materials. One example is the Emotional Wellness section of the competencies document, step 2, number 6 on page 27. The competency goal is for the **caregiver to recognize and acknowledge children's feeling and help them label them**. The caregiver commits to talking about feelings as part of the teaching process, acknowledging children's feelings before attempting to solve problems, and helping children recognize and accept their feelings. This goal does not require any funding, but does require a change in behavior from the caregiver.

8. What is an example of a goal that would not score high?

- Some goals that don't score at the "adequate" level are goals that seem too simple for the caregivers training level and/or length of employment.
- Another example is a goal that requires a one-time effort, such as rearranging your space.
- Goals that are basic requirements for licensing, such as obtaining a food handlers permit or never leaving children alone, will score lower.

9. What is an example of how to maintain goals and new skills beyond the grant period?

Maintenance could include continued monitoring and feedback for an assistant caregiver. Additional training, posted reminders, quarterly self-assessments using an accreditation or CDA tool, etc. are examples for all caregivers.

10. How do I know if an item is age appropriate?

When making materials or product selections, it is important to consult the manufacturer's recommendation for the product. In some cases, you must go online to find out if a product may have small parts that can come off a larger product and present choking hazards. Children under the age of three must not have access to any item that presents a choking hazard.

In addition, any item requested must fall within a reasonable range of what the children can use in a meaningful way. For example, if a product is recommended for children age 7 and up, and you only provide care to preschool age children, it would not be considered age appropriate.

11. What can I do to improve my outdoor play area?

This grant limits outdoor improvements to the addition of materials and portable equipment items listed on the Materials and Equipment Inventory List.

- Dramatic play materials and equipment, including one playhouse for family child care or two for family group child care, are good choices. Provide dolls, picnic sets, food and dress ups – anything you use inside can also be used outside.
- Do you have a hard surface for bikes and trikes? Add a gas pump, traffic signs, and/or police uniforms for a different dramatic play theme.
- Refer to the Active Physical Play section of the Materials & Equipment List and catalogs for more ideas.
- Use Tree House Fabrics (semi-transparent lengths of outdoor fabric) from www.arborday.org to make forts, houses, etc.

- An outdoor table will allow you to play games, do art projects, or do science and nature activities.

In addition:

- If there is already a swing set or climber without cushioning under it, the provider may request funds for shredded bark, wood fiber or sand. Cushioning must meet ASTM standards and be at least 6 inches deep to meet safety and licensing regulations. The use/fall zone must extend at least six feet from the edges of the structure. For swings, the use zone must also extend the distance 2 times the distance from the pivot point to the ground, both in front and back of the swings.
- If there are window wells in the play area, you may use grant funds to purchase safe window well covers.

Quality Environment Grant Application Cover Sheet
For Family Child Care Providers
OFFICE OF CHILD CARE/WORK & FAMILY LIFE
Department of Workforce Services

Provider's Name (as listed on the Family Child Care License) _____

Provider Address: Street Address _____

City: _____ Zip Code: _____ County _____

Provider Mailing Address: Street or PO Box _____

City: _____ Zip Code: _____

Program Telephone # _____ Provider cell phone # _____

E-mail address _____ Provider Tax ID #: _____

Business name associated with this Tax ID# _____

State Vendor Number (if you have already been assigned one): _____

What is your licensed capacity? _____

Hours and days of operation: _____

How many years have you been a licensed child care provider? _____

Are you on the Career Ladder? _____ If yes, what level. _____

Enrollment:

	Total Number of children enrolled	NAME OF CAREGIVER'S OWN CHILDREN
Infants		
One year olds		
Two and three year olds		
Four and 5 year olds		
School age		

Staff Information: List all current assistant caregivers:

Name	Length of Employment	Career Ladder Level	Hours worked per week

Amount of Funds Requested for Equipment/Material: _____

** If you are requesting more than \$1,200.00 your attendance records must reflect an average daily attendance of at least 9 children AND you must have an assistant caregiver/s who works at least 20 hours per week. You must submit attendance records for an entire month. See Frequently Asked Question #4 on page 12 for more information.*

Form A-1: Materials & Equipment Inventory List for Family Child Care (for programs with eight or fewer children)

Program Name: _____ Number of Infants/Toddlers Enrolled _____

When inventorying materials and equipment, only include items that are in good repair and have all of their pieces. Write N/A (not applicable) on infant/toddler items if you do not currently have any infants/toddlers enrolled and do not plan to have any in the near future. Write the NUMBER or QUANTITY of the item that you have NOW in the NUMBER column below.

Furniture and Equipment for indoors

NUMBER*	CODE	ITEM DESCRIPTION
	FUR-1	Required: a crib or porta-crib for each infant (less than 1 year old). May be purchased locally.
	FUR-2	Cot or mat for each enrolled child (not including infants)
	FUR-3	A sheet for each enrolled child
	FUR-4	1 – 2 high chairs
	FUR-5	Sturdy diapering table with 4 inch high rail or edge (NO WALL MOUNTED UNITS)
	FUR-6	Toddler sized table and chairs (table 14-15 in. tall, chair 6 – 7 in. seat height)
	FUR-7	Preschool sized table and chairs (table 16 – 18 in. tall, chair seat height 8 – 12 in. tall)
	FUR-8	Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials
	FUR-9	Soft furnishing for a cozy/reading area (bean bag chairs, floor pillows, etc.)
	FUR-10	Storage for children's personal items (cubbies, lockers, shelves with hooks, etc.)

Language & Literacy Materials

NUMBER*	CODE	ITEM DESCRIPTION
	L&L-1	20 vinyl, cloth and/or board books appropriate for infants, toddlers and young two-year-olds that feature some of <i>each</i> of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines.
	L&L-2	20 picture books appropriate for preschool age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
	L&L-3	20 books appropriate for school age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
	L&L-4	8 machine washable puppets
	L&L-5	5 materials to support language development (lotto games, alphabet games/activities, etc.)

Math & Number Materials

NUMBER*	CODE	ITEM DESCRIPTION
	MM-1	Infants and toddlers: 5 items representing shapes (sorters, puzzles, rattles, etc.), numbers (phones, cash registers, etc.) or quantity/size (nesting cups, stacking rings, etc.)

	MM-2	Preschool: 5 items that allow children to use concrete objects to experiment with quantity, size and shape (balance scales, number puzzles, parquetry blocks, counting/sorting items, etc.)
	MM-3	School-age: 5 items that allow children to use concrete objects to experiment with quantity, size and shape (rules, geo boards, math board games, calculators, etc.)

Manipulatives (most toys will be appropriate for more than one of the age groups listed)

NUMBER*	CODE	ITEM DESCRIPTION
	MAN-1	10 rattles, grasping toys or manipulatives appropriate for infants up to 6 months of age
	MAN-2	10 small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for children 6 – 12 months of age (busy boxes, nesting toys, stacking toys, cause & effect toys, containers to fill and dump, etc.)
	MAN-3	10 toys for toddlers and young two-year-olds, including simple puzzles, pop beads, stacking rings, cause and effect toys, chunky peg boards, interlocking blocks, etc.)
	MAN-4	15 sets of toys for preschool and/or school-age children including interlocking building toys, manipulatives (such as small blocks, lacing cards, interlocking gears, etc.), and puzzles
	MAN-5	2 discovery/activity centers with hanging items for infants to look at and reach for

Block Play

NUMBER*	CODE	ITEM DESCRIPTION
	BLO-1	A set of at least 75 - 200 unit blocks
	BLO-2	10 small vehicles (cars, trucks, boats, planes, etc.)
	BLO-3	10 people figures, including children and adults
	BLO-4	10 – 20 animal figures of at least 2 different types (farm, zoo, ocean dinosaur, etc.)
<i>Optional:</i>		
	BLO-5	A 40 piece snap together road/train set
	BLO-6	A block play mat or flat rug
	BLO-7	10 traffic/road signs
	BLO-8	4 construction/hard hats
	BLO-9	A set of at least 20 large hollow unit blocks

Dramatic Play Materials

NUMBER*	CODE	ITEM DESCRIPTION
	DR-1	4 washable dolls with varying skin tones
	DR-2	4 soft machine washable dolls with varying skin tones (for infants & toddlers)
	DR-3	6 - 8 doll accessories (clothes, bottles, blankets)
	DR-4	16 pieces of play food
	DR-5	10 play dishes (pots/pans, etc.)
	DR-6	4 - 6 machine washable stuffed animals
	DR-7	4 play telephones that resemble modern phones
	DR-8	15 dress-up items (clothes, hats, shoes, purses, wallets, tote bag, etc.) for both girls and boys including at least 5 different types
	DR-9	3 small doll/figure pretend play sets (Fisher Price airport, dollhouse sets, barn with farm animals, etc.)

<i>Optional:</i>		
	DR-10	A coat/clothing rack to hang dress-up clothes on
	DR-11	1 dress-up mirror
	DR-12	4 housekeeping items (broom and dustpan, vacuum, ironing board and iron)
	DR-13	Up to 3 - 4 pieces of sturdy child-sized play furniture (refrigerator, stove/oven, sink, dish cupboard, kitchen table with chairs, etc.)
	DR-14	3 pieces doll furniture (bed, high chair, stroller or carriage, etc.)
	DR-15	10 rotating dramatic play theme prop boxes with occupation dress-up clothes and related props (camping, restaurant, grocery store, fire-fighting, veterinarian, doctor's office, etc.) or the materials needed to create them

Music & Movement Materials

NUMBER*	CODE	ITEM DESCRIPTION
	MUS-1	A CD player or karaoke machine
	MUS-2	12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
	MUS-3	12 musical / rhythm toys (at least 3 appropriate for each age group)

Art Materials

NUMBER*	CODE	ITEM DESCRIPTION
	ART-1	10 paintbrushes of varying types and sizes
	ART-2	10 paint containers
	ART-3	10 paint sponges, dot rollers, etc.
	ART-4	2 paint easels
	ART-5	6 paint smocks
	ART-6	8 pair of safety scissors
	ART-7	10 - 15 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)
	ART-8	A drying rack

Science & Nature Play Materials

NUMBER*	CODE	ITEM DESCRIPTION
	S&N-1	6 books that represent nature realistically (photos, realistic drawings/paintings)
	S&N-2	6 board books that represent nature realistically (photos, realistic drawings)
	S&N-3	3 nature collections (rocks, leaves, shells, etc.)
	S&N-4	3 - 6 nature exploration sets including at least 3 different types (magnifying glasses, scales, magnets & metal items, life cycle materials, binoculars, etc.)
	S&N-5	4 nature sequencing card/picture sets, puzzles or activity sets
	S&N-6	12 pictures that represent nature realistically
	S&N-7	1 - 2 homes/containers for a licensing approved pet (fish aquarium, bird feeder, etc.)
	S&N-8	2 - 3 living animal project kits (egg/butterfly hatching, ant farm, bird feeder, etc.)

Sensory Play Materials

NUMBER*	CODE	ITEM DESCRIPTION
	SEN-1	A sensory table or large plastic sensory bin
	SEN-2	10-16 accessories for digging, holding, pouring, and floating (shovels, measuring cups and spoons, molds, small pitchers, water wheels, sifters, small vehicles such as boats or cars)
	SEN-3	4 waterproof smocks
	SEN-4	Absorbent mat to put under messy sensory play materials

Active Physical Play Equipment (Indoor & Outdoor)

NUMBER*	CODE	ITEM DESCRIPTION
	ACT-1	3 - 4 tricycles
	ACT-2	1 - 2 wagons
	ACT-3	4 – 6 bike helmets
	ACT-4	6 balls of various sizes
	ACT-5	6 pieces or sets of portable large motor equipment (balance beam, tumbling mats, parachute, bean bags sets, small basketball hoop and basketballs, crawl-through tunnels, etc.)
	ACT-6	Outdoor pad or moisture resistant blanket for infants
	ACT-7	2 floor gyms for infants
	ACT-8	2 - 4 small push toys for infants/toddlers/two year olds (push along trucks, wheeled toys, etc.)

Outdoor Play and Nature Activities

	OUT-1	1 playhouse
	OUT-2	20 dramatic play materials for outdoor use (dolls, dishes/food, gas pump, tent, etc)
	OUT-3	Double/quad stroller that seats two to four children for nature walks
	OUT-4	Outdoor sand box at least 6 feet by 6 feet, with a cover
	OUT-5	16 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
	OUT-6	Art table for standing (24" to 30 " high)
	OUT-7	Picnic table for pretend play and snacks/meals (table height 20", bench 12")
	OUT-8	Lakeshore Outdoor Classroom Learning Kit or other nature discovery materials
	OUT-9	Nature Explore Tree Blocks
	OUT-10	Nature Explore Tree House Fabric
	OUT-11	Birdhouses (can be purchased locally)
	OUT-12	Raised planter box (can be bought locally)

Materials to Promote the Acceptance of Diversity

NUMBER*	CODE	ITEM DESCRIPTION
	DIV-1	5 books showing diversity in the following areas: race/culture, age, ability, and gender in non-stereotypical role
	DIV-2	5 dolls/people figures showing diversity in the following areas: race/culture, age, ability and gender in non-stereotypical role
	DIV-3	3 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability

Professional Resource Materials

NUMBER*	CODE	ITEM DESCRIPTION
	PRO-1	1 Resource book for caregivers child development
	PRO-2	1 Resource book for caregivers on infant/toddler development
	PRO-3	1 – 2 Resource books for caregivers on providing quality family child care
	PRO-4	1 Resource book for caregivers on age appropriate activities to do with infants and toddlers
	PRO-5	1 Resource book for caregivers on age appropriate activities to do with preschoolers
	PRO-6	1 Resource book for caregivers on age appropriate activities to do with school age children

Safety

Needed?		CODE	ITEM DESCRIPTION
Yes	No	SAFE-1	Window well covers that allow for safe exiting (may be purchased locally)
Yes	No	SAFE-2	Cushioning under already existing swing sets/climbers (may be purchased locally)
Yes	No	SAFE-3	Easy to use safety gate

Form A-2: Materials & Equipment Inventory List for Family Group Child Care (For programs with nine or more children)

Program Name: _____ Number of Infants/Toddlers Enrolled _____

When inventorying materials and equipment, only include items that are in good repair and have all of their pieces. Write N/A (not applicable) on infant/toddler items if you do not currently have any infants/toddlers enrolled and do not plan to have any in the near future. Write the NUMBER or QUANTITY of the item that you have NOW in the NUMBER column below.

Furniture and Equipment for indoors

NUMBER*	CODE	ITEM DESCRIPTION
	FUR-1	Required: a crib or porta-crib for each infant (less than 1 year old). May be purchased locally.
	FUR-2	Cot or mat for each enrolled child (not including infants)
	FUR-3	A sheet for each enrolled child
	FUR-4	1 – 2 high chairs
	FUR-5	Sturdy diapering table with 4 inch high rail or edge (NO WALL MOUNTED UNITS)
	FUR-6	Toddler sized table and chairs (table 14-15 in. tall, chair 6 – 7 in. seat height)
	FUR-7	Preschool sized table and chairs (table 16 – 18 in. tall, chair seat height 8 – 12 in. tall)
	FUR-8	Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials
	FUR-9	Soft furnishing for a cozy/reading area (bean bag chairs, floor pillows, etc.)
	FUR-10	Storage for children’s personal items (cubbies, lockers, shelves with hooks, etc.)

Language & Literacy Materials

NUMBER*	CODE	ITEM DESCRIPTION
	L&L-1	30 vinyl, cloth and/or board books appropriate for infants, toddlers and young two-year-olds that feature some of <i>each</i> of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines.
	L&L-2	30 picture books appropriate for preschool age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
	L&L-3	20 books appropriate for school age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
	L&L-4	12 machine washable puppets
	L&L-5	5 materials to support language and literacy development (lotto games, alphabet games/activities, etc.)

Manipulatives (most toys will be appropriate for more than one of the age groups listed)

NUMBER*	CODE	ITEM DESCRIPTION
	MAN-1	12 rattles, grasping toys or manipulatives appropriate for infants up to 6 months of age
	MAN-2	12 small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for children 6 – 12 months of age (busy boxes, nesting toys, stacking

		toys, cause & effect toys, containers to fill and dump, etc.)
	MAN-3	12 toys for toddlers and young two-year-olds, including simple puzzles, pop beads, stacking rings, cause and effect toys, chunky peg boards, interlocking blocks, etc.)
	MAN-4	18 sets of toys for preschool and/or school-age children including interlocking building toys, manipulatives (such as small blocks, lacing cards, interlocking gears, etc.), and puzzles
	MAN-5	2 discovery/activity centers with hanging items for infants to look at and reach for

Math & Number Materials

NUMBER*	CODE	ITEM DESCRIPTION
	MM-1	Infants and toddlers: 5 items representing shapes (sorters, puzzles, rattles, etc.), numbers (phones, cash registers, etc.) or quantity/size (nesting cups, stacking rings, etc.)
	MM-2	Preschool: 5 items that allow children to use concrete objects to experiment with quantity, size and shape (balance scales, number puzzles, parquetry blocks, counting/sorting items, etc.)
	MM-3	School-age: 5 items that allow children to use concrete objects to experiment with quantity, size and shape (rules, geo boards, math board games, calculators, etc.)

Block Play

NUMBER*	CODE	ITEM DESCRIPTION
	BLO-1	A set of at least 75 - 200 unit blocks
	BLO-2	15 small vehicles (cars, trucks, boats, planes, etc.)
	BLO-3	15 people figures, including children and adults
	BLO-4	15 – 25 animal figures of at least 2 different types (farm, zoo, ocean dinosaur, etc.)
<i>Optional:</i>		
	BLO-5	A 40 piece snap together road/train set
	BLO-6	A block play mat or flat rug
	BLO-7	10 traffic/road signs
	BLO-8	4 construction/hard hats
	BLO-9	A set of at least 20 large hollow unit blocks

Dramatic Play Materials

NUMBER*	CODE	ITEM DESCRIPTION
	DR-1	6 washable dolls with varying skin tones
	DR-2	4 soft machine washable dolls with varying skin tones (for infants & toddlers)
	DR-3	6 - 8 doll accessories (clothes, bottles, blankets)
	DR-4	24 pieces of play food
	DR-5	12 play dishes (pots/pans, etc.)
	DR-6	6 - 8 machine washable stuffed animals
	DR-7	4 play telephones that resemble modern phones
	DR-8	20 dress-up items (clothes, hats, shoes, purses, wallets, tote bag, etc.) for both girls and boys including at least 5 different types
	DR-9	3 small doll/figure pretend play sets (Fisher Price airport, dollhouse sets, barn with farm animals, etc.)
<i>Optional:</i>		

	DR-10	A coat/clothing rack to hang dress-up clothes on
	DR-11	1 dress-up mirror
	DR-12	4 housekeeping items (broom and dustpan, vacuum, ironing board and iron)
	DR-13	Up to 3 - 4 pieces of sturdy child-sized play furniture (refrigerator, stove/oven, sink, dish cupboard, kitchen table with chairs, etc.)
	DR-14	3 pieces doll furniture (bed, high chair, stroller or carriage, etc.)
	DR-15	10 rotating dramatic play theme prop boxes with occupation dress-up clothes and related props (camping, restaurant, grocery store, fire-fighting, veterinarian, doctor's office, etc.) or the materials needed to create them

Music & Movement Materials

NUMBER*	CODE	ITEM DESCRIPTION
	MUS-1	A CD player or karaoke machine
	MUS-2	12 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
	MUS-3	16 musical / rhythm toys (at least 4 appropriate for each age group)

Art Materials

NUMBER*	CODE	ITEM DESCRIPTION
	ART-1	10 paintbrushes of varying types and sizes
	ART-2	10 paint containers
	ART-3	10 paint sponges, dot rollers, etc.
	ART-4	2 paint easels
	ART-5	6 paint smocks
	ART-6	8 pair of safety scissors
	ART-7	10 - 15 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)
	ART-8	A drying rack

Science & Nature Play Materials

NUMBER*	CODE	ITEM DESCRIPTION
	S&N-1	8 books that represent nature realistically (photos, realistic drawings/paintings)
	S&N-2	6 board books that represent nature realistically (photos, realistic drawings)
	S&N-3	3 nature collections (rocks, leaves, shells, etc.)
	S&N-4	3 - 6 nature exploration sets including at least 3 different types (magnifying glasses, scales, magnets & metal items, life cycle materials, binoculars, etc.)
	S&N-5	4 nature sequencing card/picture sets, puzzles or activity sets
	S&N-6	12 pictures that represent nature realistically
	S&N-7	1 - 2 homes/containers for a licensing approved pet (fish aquarium, bird feeder, etc.)
	S&N-8	2 - 3 living animal project kits (egg/butterfly hatching, ant farm, bird feeder, etc.)

Sensory Play Materials

NUMBER*	CODE	ITEM DESCRIPTION
	SEN-1	A sensory table or large plastic sensory bin
	SEN-2	16 - 20 accessories for digging, holding, pouring, and floating (shovels, measuring cups and spoons, molds, small pitchers, water wheels, sifters, small vehicles such as boats or cars)
	SEN-3	4 waterproof smocks
	SEN-4	Absorbent mat to put under messy sensory play materials

Active Physical Play Equipment (Indoor & Outdoor)

NUMBER*	CODE	ITEM DESCRIPTION
	ACT-1	3 - 4 tricycles
	ACT-2	1 - 2 wagons
	ACT-3	4 – 6 bike helmets
	ACT-4	12 balls of various sizes
	ACT-5	8 - 10 pieces or sets of portable large motor equipment (balance beam, tumbling mats, parachute, bean bags sets, small basketball hoop and basketballs, crawl-through tunnels, etc.)
	ACT-6	Outdoor pad or moisture resistant blanket for infants
	ACT-7	2 floor or activity gyms for infants
	ACT-8	2 - 4 small push toys for infants/toddlers/two year olds (push along trucks, wheeled toys, etc.)

Outdoor Play and Nature Activities

	OUT-1	2 playhouses
	OUT-2	30 dramatic play materials for outdoor use (dolls, dishes/food, gas pump, tent, etc)
	OUT-3	Double/quad stroller that seats two to four children for nature walks
	OUT-4	Outdoor sand box at least 6 feet by 6 feet, with a cover
	OUT-5	24 sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
	OUT-6	1 –2 Art tables for standing (24” to 30 “ high)
	OUT-7	1 – 2 Picnic tables for pretend play and snacks/meals (table height 20”, bench 12”)
	OUT-8	Lakeshore Outdoor Classroom Learning Kit or other nature discovery materials
	OUT-9	Nature Explore Tree Blocks
	OUT-10	Nature Explore Tree House Fabric
	OUT-11	Birdhouses (can be purchased locally)
	OUT-12	Raised planter box for gardening (can be bought locally)

Materials to Promote the Acceptance of Diversity

NUMBER*	CODE	ITEM DESCRIPTION
	DIV-1	10 books showing diversity in the following areas: race/culture, age, ability, and gender in non-stereotypical role
	DIV-2	5 dolls/people figures showing diversity in the following areas: race/culture, age, ability and gender in non-stereotypical role
	DIV-3	5 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability

Professional Resource Materials

NUMBER*	CODE	ITEM DESCRIPTION
	PRO-1	1 Resource book for caregivers child development
	PRO-2	1 Resource book for caregivers on infant/toddler development
	PRO-3	1 – 2 Resource books for caregivers on providing quality family child care
	PRO-4	1 Resource book for caregivers on age appropriate activities to do with infants and toddlers
	PRO-5	1 Resource book for caregivers on age appropriate activities to do with preschoolers
	PRO-6	1 Resource book for caregivers on age appropriate activities to do with school age children
	PRO-7	1 Resource book on nature activities and/or supporting children's interest in nature

Outdoor Safety

NUMBER*	CODE	ITEM DESCRIPTION
	SAFE-1	Window well covers that allow for safe exiting (may be purchased locally)
	SAFE-2	Cushioning under already existing swing sets/climbers (may be purchased locally)

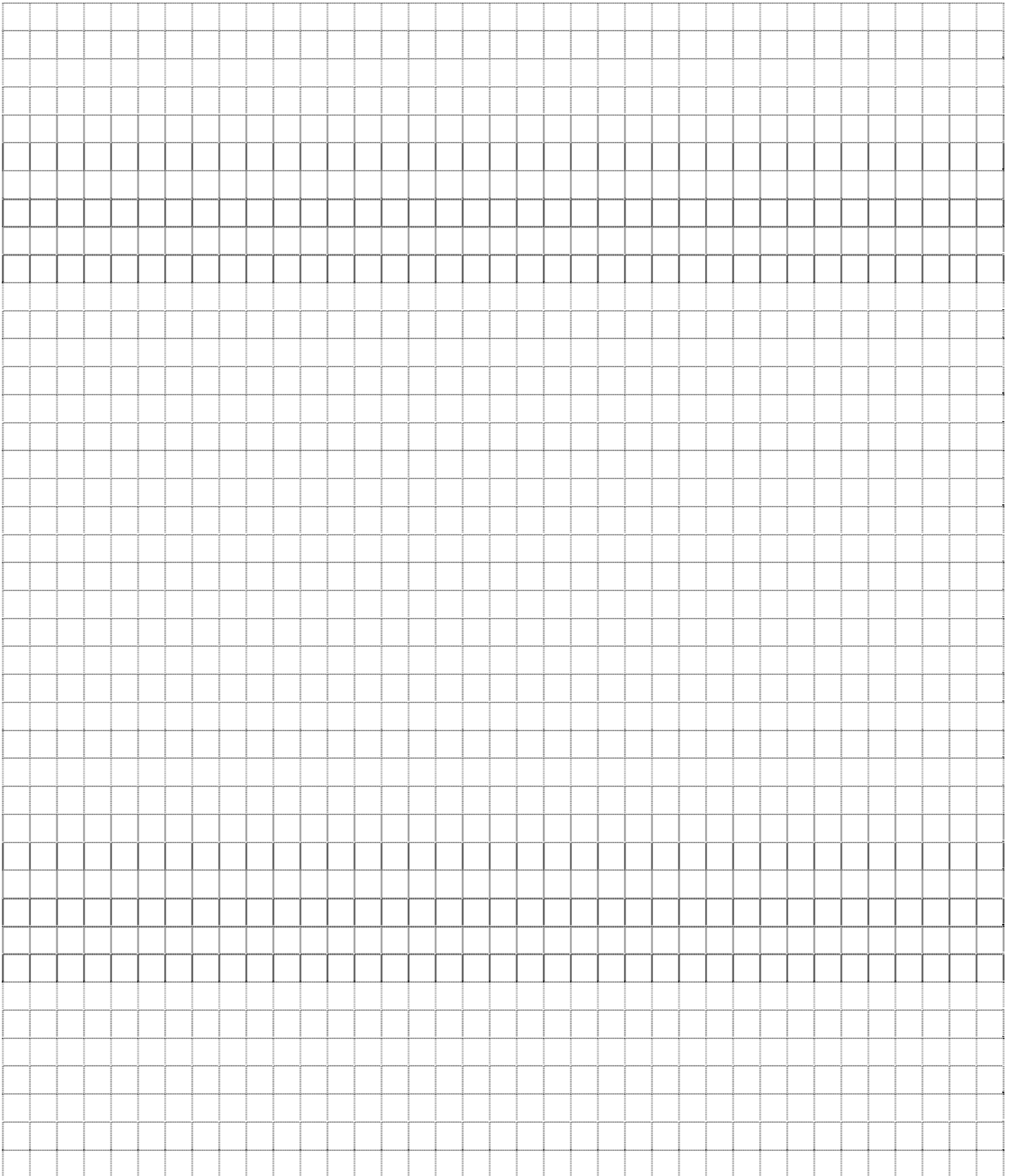
Form B-1: Diagram of Indoor Activity & Play Areas (each square equals __ foot)

Program/Provider Name _____ Rooms/Areas: _____

A large grid of squares, approximately 30 squares wide and 30 squares high, intended for drawing indoor activity and play areas. Each square represents a specific area of space.

Form B-2: Diagram of Outdoor Activity & Play Areas (each square equals __ foot)

Program/Provider Name _____ Rooms/Areas: _____

A large grid of 30 columns and 30 rows of squares, intended for drawing outdoor activity and play areas. Each square represents a specific area, and the grid is used to diagram the layout of these areas.

Form C
Materials and Equipment Request Form (Family Child Care)

Family Provider Name Ima Provider

Page 1

Code from Inventory List	Type of Equipment/Material	Catalog	Product Name	Product No.	Quantity	Price each	Total Cost
BLO-1	Medium Block Set	Discount School Supply	Giant Building Bricks	819SHAPE BT	1 set	34.95	34.95
BLO-2	Vehicles Set	Discount School Supply	Chubbies Vehicles	819CHUBBY	1 set	32.95	32.95
BLO-3	People Figures	Discount School Supply	Pretend Play People	819PPPSET	1 set	31.71	31.71
BLO-4	Animal Figures	Environments	Jumbo Farm Animals	399-088	1 set	24.00	24.00
BLO-4	Animal Figures	Environments	Jumbo Jungle Animals	399-084	1 set	27.60	27.60
MUS-3	Instruments	Kaplan	Toddler First Band Set	88-84128	2 sets	26.95	53.90
MUS-3	Instruments	Environments	One Up Sound Sensations	800-942	1 sets	26.50	36.50
MUS-3	Musical Toy	Kaplan	Xylophone	88-81069	2	22.95	45.90
FUR-9	Shelving Unit	Kaplan	Single Sided Unit	88-15637	1	184.95	184.95
FUR-9	Storage Bins for Materials	Environments	Large Translucent Totes	624-001	1	65.90	65.90
						Tax and Shipping	
						Total	

Form D-1 (SAMPLE): Plan of Action Form
Complete one page for each Goal chosen from the Utah Core Competencies

Section A: Family Provider's Name: Ima Provider

Core Knowledge Area: Guidance

Core Competency Skill: Step 2 Competency Number: 6

Core Competency Goal: Uses positive statements and redirection to guide children

Section B: List indicators of the competency to be developed:

1. Help children explore options for play
2. Describes for children what they can do instead of what they can't do
3. Acknowledges children when they display positive behaviors
- 4.

Section C: Training—Circle the training option being used: CCR&R class 1 CEU

Training class to help in developing this skill: Learning in the Early Years

Alternate option/s: Learning to Get Along

Additional Class if Desired (Optional): _____

Section D: Provider's Plan of Action

Please describe the activities you will take to ensure that your new skills or those of your assistant caregiver are developed and maintained goals identified above in Section B. (At least 2 activities required)

1. I will post reminder notes for myself to help me remember to tell the children what they CAN do and to recognize their good behavior.
2. I will keep a journal and write my thoughts about my progress, successes and struggles.
3. I will purchase the Challenging Behavior in Young Children by Barbara Kaiser from Redleaf Press to read and use as a reference.

Write a short narrative explaining how you will maintain this progress and continue to meet the goals beyond the grant period:

I will continue to take courses that will help me maintain my new skills. I will subscribe to a magazine that will also keep me on track (Parent magazine)

Form D-1: Plan of Action Form for License Holder
Complete one page for each Goal chosen from the Utah Core Competencies

Section A: Family Provider's Name: _____

Core Knowledge Area: _____

Core Competency Skill: Step _____ Competency Number: _____

Core Competency Goal: _____

Section B: List indicators of the competency to be developed:

- 1.
- 2.
- 3.
- 4.

Section C: Training—Circle the training option being used: CCR&R class 1 CEU

Training class to help in developing this skill: _____

Alternate option/s: _____ , _____

Additional Class if Desired (Optional): _____

Section D: Provider's Plan of Action

Please describe the activities you will take to ensure that the goals are met and the new skills, identified above in Section B, are developed and maintained. (At least 2 activities required)

Write a short narrative explaining how you will maintain this progress and continue to meet the goals beyond the grant period:

Form D-2: Plan of Action Form for Assistant Caregiver
Complete one page for each Goal chosen from the Utah Core Competencies

Section A: Family Provider's Name: Ima Provider
Name/s of Assistant Caregiver Ima Assistant Caregiver
Core Knowledge Area: Guidance
Core Competency Skill: Step 2 Competency Number: 6
Core Competency Goal: Uses positive statements and redirection to guide children

Section B: List indicators of the competency to be developed:

- 2. Describes for children what they can do instead of what they can't do
- 3. Acknowledge children when they display positive behaviors

Section C: Training—Circle the training option being used: CCR&R class 1 CEU

Training class to help in developing this skill: Learning in the Early Years
Alternate option/s: Learning to Get Along
Additional Class if Desired (Optional): _____

Section D: Provider's Plan of Action

Please describe the activities you will take to ensure that the goals identified in Section B are met and the new skills of your assistant caregiver are developed. (At least 2 activities required)

1. I will set aside a time when we can discuss what she is learning in the class and talk about examples of how she can implement what she is learning. 2. I will post reminders for my assistant caregiver to help her remember to redirect children to appropriate activities rather than just telling them to stop doing something. 3. I will provide her with additional written resources about the importance of acknowledging positive behavior and building positive relationships with children. 4. I will model this when I see her using redirection and acknowledging children.

Write a short narrative explaining how you will maintain this progress and continue to meet the goals beyond the grant period:

I will continue to monitor Ima Assistant and provide her with articles from NAEYC's Teaching Young Children magazine. If she stumbles, we will review the information from the CCR&R class and additional information. If she is doing well, we will choose another goal to work on.

Form D-2: Plan of Action Form for Assistant Caregiver
Complete one page for each Goal chosen from the Utah Core Competencies

Section A: Family Provider's Name: _____
Name/s of Assistant Caregiver _____
Core Knowledge Area: _____
Core Competency Skill: Step _____ Competency Number: _____
Core Competency Goal: _____

Section B: List indicators of the competency to be developed:

- 1.
- 2.
- 3.
- 4.

Section C: Training—Circle the training option being used: CCR&R class 1 CEU

Training class to help in developing this skill: _____

Alternate option/s: _____ , _____

Additional Class if Desired (Optional): _____

Section D: Provider's Plan of Action

Please describe the activities you will take to ensure that the goals identified in Section B are met and the new skills of your assistant caregiver are developed. (At least 2 activities are required)

Write a short narrative explaining how you will maintain this progress and continue to meet the goals beyond the grant period:

Appendix A
Matching Training to the Core Competencies
Family Child Care

Core Knowledge Area	Corresponding Training
Health and Safety	Healthy Care Special Needs Course 1
Child Growth and Development	<p>Step One and Two: Ages and Stages Learning in the Early Years Strong and Smart!</p> <p>Step Three and Up: Advanced Child Development Family Child Care, Course 3: Learning Goals & Activities Guidance and Emotional Wellness, Course 1 Infant and Toddler Course 2: Social/Emotional Growth Infant and Toddler Course 3: Learning in Infancy/Toddlerhood Relationship Touchpoints Course 1: Prenatal – 12 months Relationship Touchpoints Course 2: One and two-year-olds Relationship Touchpoints Course 3: Three and four-year-olds Relationship Touchpoints Course 4: Five and six-year-olds School Age, Course 1: What’s Happening Special Needs Course 1 Theories and Best Practices, all courses</p>
Learning Environment and Curriculum Implementation	<p>Step One and Two: A Great Place for Kids! Strong and Smart! Infant and Toddler Course 1 (Birth to 3 years)</p> <p>Step Three and Up: Family Child Care Course 2: The Family Child Care Environment Guidance and Emotional Wellness 2 Infant and Toddler Course 1: Setting Up Infant and Toddler Course 2: Social/Emotional Growth Infant and Toddler Course 3: Learning in Infancy/Toddlerhood School Readiness Course 1: Language and Literacy School Readiness Course 2: Math and Science School Readiness Course 3: Physical School Age Course 2: My Castle School Age Course 3: Let’s Play Special Needs Course 2 and 3</p>
Child Guidance and Emotional Wellness	<p>Step One and Two: Learning in the Early Years Learning to Get Along Infant and Toddler, Course 2</p> <p>Step Three and Up: Family Child Care Course 1: Relationships</p>

	<p>Guidance & Emotional Wellness Course 1: Setting the Stage Guidance & Emotional Wellness Course 2: Preventing Problems Guidance & Emotional Wellness Course 3: Positive Guidance Guidance & Emotional Wellness Course 4: Helping Children with Challenging Behaviors Infant and Toddler Course 2: Social/Emotional Growth School Age Course 4: Let's Talk About It Special Needs Course 2 and 3</p>
Observation and Assessment	Looking to Learn
Family and Community	<p>Step One and Two: Working Together</p> <p>Step Three and up: Infant and Toddler Course 4: Working with families Relationship Touchpoints Course 1: Prenatal – 12 months Relationship Touchpoints Course 2: One and two-year-olds Relationship Touchpoints Course 3: Three and four-year-olds Relationship Touchpoints Course 4: Five and six-year-olds Special Needs Course 2</p>
Personal and Professional Development	<p>Step One or Two: More Than Babysitting</p> <p>Step Three and Up Creating Good Child Care Family Child Care, Course 4: Professional & Business Practices</p>

For caregivers who have taken all of the CCR&R courses:

- Relationship Touchpoints or any Theories and Best Practices course can be taken for ANY goal you may set.
- Consider an on-line college course – NAFCC and Salt Lake Community College will soon have a course for family child care providers. Call NAFCC for (801) 886-2322 information.
- Look at Appendix C for other on-line options.

Appendix B

Utah Child Care Resource & Referral Agencies

Bridgerland--Box Elder, Cache, Rich Counties

(800) 670-1552 (435) 797-1552
Utah State University, 6510 Old Main Hill, Logan, UT 84322-6510

Northern--Weber, Morgan, Davis Counties

(888) 970-0101 (801) 626-7837
Weber State University
1309 University Circle
Ogden, UT 84408-1309

Metro--Tooele, Salt Lake Counties

(800) 839-7444 (801) 355-7444
Children's Service Society, 124 South 400 East, Suite 400, Salt Lake City, UT 84111

Mountainland--Summit, Utah, Wasatch Counties

(800) 952-8220 (801) 863-8220
Utah Valley University, 800 W. University Parkway-163, Orem, UT 84058

Eastern--Daggett, Duchesne, Uintah, Carbon, Emery, Grand, San Juan Counties

(888) 637-4786 (435) 613-5662
College of Eastern Utah, 451 East 400 North, Price, UT 84501

Western--Juab, Piute, Wayne, Millard, Sanpete, Sevier, Iron, Washington, Kane, Garfield, Beaver Counties

(888) 344-4896 (800) 543-7527
Five County Association of Governments
St. George Office: 1070 West 1600 South, Building B St. George, UT 84770
Cedar City Office: 88 E. Fiddler's Canyon Road, Suite H, Cedar City, UT 84720

Appendix C More about CEUs

A CEU is a Continuing Education Unit and is equivalent to 10 hours of training. To obtain a CEU there is usually a written or testing component. This option for training is available for those that may not be able to readily access CCR&R training. Only CEU's in Early Childhood Education will count. A certificate of completion will be required to close out the grant. This option is more expensive than CCR&R classes. The Grantee will still be required to pay the fee if the assistant caregiver doesn't have any other reasonable option for training. If the caregiver chooses an on-line course over a CCR&R course, the Grantee must pay at least the CCR&R course fee and up to 10 hours for the caregiver's time to complete it.

On-line Sources

Care Courses: www.carecourses.com, 1-800-685-7610

Child Care Exchange: www.childcareexchange.com Type CEU credit in the search box. Read an issue of the magazine or purchase a book, read and take an on-line quiz.

Stout University/Gryphon House: www.gryphonhouse.com click on CEU program

Kaplan Early Learning Company : www.kaplanco.com click on Professional Development

NAFCC (National Association for Family Child Care): [an on-line course will be available soon the NAFCC and Salt Lake Community College](#). Call NAFCC for **(801) 886-2322** information.

Any CEU program run through an accredited college, related specifically to Early Childhood Education, will be accepted.

Appendix D
Well-Known Early Childhood Catalog Companies

Company	Types of Catalogs	Phone number	Web site
Community Playthings	Primarily beautiful furniture, dividers	1-800-777-4244	www.communityplaythings.com
Constructive Playthings	Furniture, general supplies & equipment	1-800-448-4115	www.constplay.com
Creative Diversity	Books, dramatic play, music, pictures	1-888-802-9431	www.creativediversity.com
Culture for Kids	Books, music, games for all ages	1-800-765-5885	www.cultureforkids.com
Discount School Supply	Furniture, general supplies & equipment	1-800-627-2829	www.discountsschoolsupply.com
Early Childhood Manufacturers' Direct	Furniture, general supplies & equipment	1-800-896-9951	www.ECMDstore.com
Environments	Pre3Child Preschool	1-800-342-4453	www.eichild.com
Hatch	Furniture, general supplies & equipment	800.624.7968	www.hatchearlychildhood.com
Kaplan	First Three Years – good variety Preschool	1-800-334-2014	www.kaplanco.com
Lakeshore	Furniture, general supplies & equipment	1-800-421-5354	www.lakeshorelearning.com
Play With a Purpose	Good variety of gross motor & outdoor equipment	1-888-330-1826	www.pwaponline.com
School Specialty	Furniture, general supplies & equipment	1-800-631-5652	www.schoolspecialtyonline.net
Redleaf Press	Resource books for directors and caregivers,	1-800-423-8309	www.redleafpress.org
Gryphon House	Resource books – see above	1-800-638-0928	www.ghbooks.com
NAEYC	Resource books – see above	1-800-424-2460	www.naeyc.org

Appendix E Reading the Core Competency Booklet

How To Read Core Competencies

Child Development

Core Knowledge Area

STEP 1:

Building Basic Knowledge and Skills

1. Identifies basic developmental milestones of children

Competency One

- Defines the term "milestone"
- Gives examples of milestones appropriate to the age group in which they work

Indicators For Competency One

2. Acknowledges the wide range of development in all children

Competency Two

- Verbalizes an understanding that children achieve milestones at their own pace

Indicators For Competency Two

3. Recognizes that children learn through play

Competency Three

- Gives children opportunities to play
- Gives examples of what children learn when they play

Indicators For Competency Three

4. Demonstrates awareness that culture plays a role in children's development

Competency Four

- Explains what the term "culture" means
- Is aware of different practices within the families of the program

Indicators For Competency Four

A Final Thought....

The competencies were designed with the idea that a number of early care and youth education professionals could use them as a tool to improve their practices. Any time a document is created, there is a possibility that the contents can overwhelm any one and give them pause. It is not important at what step an individual begins. All of the steps are a valid starting place in which individuals can take pride in accomplishments and reach toward future goals. As people all across the state of Utah begin to receive and consider the competencies, the hope of those that developed them is that they will be viewed as a tool to assist practitioners in making little, permanent gains by reaching goals one step at a time. In other words, there is not an expectation that a person beginning at step one will be a step five in one year. Dr. Martin Luther King, Jr. once said, "You don't have to see the whole staircase, just take the first step," and that is what we encourage everyone to do.



Appendix F Nature Resources

Resource Guide from Richard Louv's website, www.richardlouv.com

(Keep in mind that not all of the activities listed below are appropriate for licensed child care)

1. Invite native flora and fauna into your life. Maintain a birdbath. Replace part of your lawn with native plants. Build a bat house. For backyard suggestions, plus links to information about attracting wildlife to apartments and townhouses, see the National Audubon Society's [Invitation to a Healthy Yard](#). Make your yard a National Wildlife Federation (NWF) [Certified Wildlife Habitat](#).
2. View nature as an antidote to stress. All the health benefits that come to a child come to the adult who takes that child into nature. Children and parents feel better after spending time in the natural world—even if it's in their own backyard.
3. Help your child discover a hidden universe. Find a scrap board and place it on bare dirt. Come back in a day or two, lift the board, and see how many species have found shelter there. Identify these creatures with the help of a field guide. Return to this universe once a month, lift the board and discover who's new.
4. Revive old traditions. Collect lightning bugs at dusk, release them at dawn. Make a leaf collection. Keep a terrarium or aquarium. Go crawdadding—tie a piece of liver or bacon to a string, drop it into a creek or pond, wait until a crawdad tugs.
5. Encourage your kids to go camping in the backyard. Buy them a tent or help them make a canvas tepee, and leave it up all summer. Join the NWF's [Great American Backyard Campout](#).
6. Be a cloudspotter; build a backyard weather station. No special shoes or drive to the soccer field is required for "clouding." A young person just needs a view of the sky (even if it's from a bedroom window) and a guidebook. Cirrostratus, cumulonimbus, or lenticularis, shaped like flying saucers, "come to remind us that the clouds are Nature's poetry, spoken in a whisper in the rarefied air between crest and crag," writes Gavin Pretor-Pinney in his wonderful book *The Cloudspotter's Guide*. To build a backyard weather station, read *The Kid's Book of Weather Forecasting*, by Mark Breen, Kathleen Friestad, and Michael Kline.
7. Make the "green hour" a new family tradition. NWF recommends that parents give their kids a daily [green hour](#), a time for unstructured play and interaction with the natural world. Even fifteen minutes is a good start. "Imagine a map with your home in the center. Draw ever-widening circles around it, each representing a successively older child's realm of experience," NWF suggests. "Whenever possible, encourage some independent exploration as your child develops new skills and greater confidence."
8. Take a hike. With younger children, choose easier, shorter routes and prepare to stop often. Or be a stroller explorer. "If you have an infant or toddler, consider organizing a neighborhood stroller group that meets for weekly nature walks," suggests the National Audubon Society. The American Hiking Society offers good tips on how to hike with teenagers. Involve your teen in planning hikes; prepare yourselves physically for hikes, and stay within your limits (start with short day hikes); keep pack weight down. For more information, consult the [American Hiking Society](#) or a good hiking guide, such as John McKinney's *Joy of Hiking*.
9. Invent your own nature game. One mother's suggestion: "We help our kids pay attention during longer hikes by playing 'find ten critters'—mammals, birds, insects, reptiles, snails, other creatures. Finding a critter can also mean discovering footprints, mole holes, and other signs that an animal has passed by or lives there."
10. Encourage your kids to build a tree house, fort, or hut. You can provide the raw materials, including sticks, boards, blankets, boxes, ropes, and nails, but it's best if kids are the architects and builders. The older the kids, the more complex the construction can be. For understanding and inspiration, read *Children's Special Places*, by David Sobel. *Treehouses and Playhouses You Can Build*, by David

and Jeanie Stiles describes how to erect sturdy structures, from simple platforms to multistory or multitree houses connected by rope bridges.

11. Plant a garden. If your children are little, choose seeds large enough for them to handle and that mature quickly, including vegetables. Whether teenagers or toddlers, young gardeners can help feed the family, and if your community has a farmers' market, encourage them to sell their extra produce. Alternatively, share it with the neighbors or donate it to a food bank. If you live in an urban neighborhood, create a high-rise garden. A landing, deck, terrace, or flat roof typically can accommodate several large pots, and even trees can thrive in containers if given proper care.
12. Raise butterflies-from egg to caterpillar to chrysalis to emerging monarch. The website for Chicago Wilderness's [Leave No Child Inside](#) initiative tells how to do it.
13. Collect stones. Even the youngest children love gathering rocks, shells, and fossils. To polish stones, use an inexpensive lapidary machine-a rock tumbler. See *Rock and Fossil Hunter*, by Ben Morgan.

For more information, see solutions presented throughout *Last Child in the Woods*. Also, visit the nonprofit [Children & Nature Network](#) for more ideas for your family and community, including an action guide for change as well as to read state and national news and the latest research. Connect with the efforts of others around the world. And please let us know how your own family, school, organization, or community connects young people to nature. [Email](#) your ideas and suggestions to the Children & Nature Network.

Good Books for Kids and Families

Attracting Birds, Butterflies and Other Backyard Wildlife, David Mizejewski (Creative Homeowner, 2004)

Backyard Bird Watching for Kids: How to Attract, Feed, and Provide Homes for Birds, George H. Harrison (Willow Creek Press, 1997)

Best Hikes with Children series, guides by geographic region (The Mountaineers)

Camp Out!: The Ultimate Kids' Guide, Lynn Brunelle (Workman, 2007)

Children's Special Places, David Sobel (Wayne State University Press, 2001)

A Child's Introduction to the Night Sky: The Story of the Stars, Planets, and Constellations-and How You Can Find Them in the Sky, Michael Driscoll (Black Dog & Leventhal, 2004)

The Cloudspotter's Guide: The Science, History, and Culture of Clouds, Gavin Pretor-Pinney (Perigee, 2007)

Coyote's Guide to Connecting Kids with Nature, Jon Young, Ellen Haas, Evan McGown (Wilderness Awareness School, 2008)

Creating a Family Garden: Magical Outdoor Spaces for All Ages, Bunny Guinness (Abbeville Press, 1996)

Fandex Family Field Guides series (Workman, 1999)

Father Nature: Fathers as Guides to the Natural World, ed. Paul S. Piper and Stan Tag (University of Iowa Press, 2003)

Go Outside: Over 130 Activities for Outdoor Adventures, Nancy Blakey (Tricycle Press, 2002)

Golden Field Guides series (St. Martins)

How to Build an Igloo: And Other Snow Shelters, Norbert E. Yankielun (Norton, 2007)

I Love Dirt!, Jennifer Ward (Trumpeter, 2008)

The Joy of Hiking: Hiking the Trailmaster Way, John McKinney (Wilderness Press, 2005)

Keeping a Nature Journal: Discover a Whole New Way of Seeing the World Around You, Clare Walker Leslie and Charles E. Roth (Storey, 2003)

The Kid's Book of Weather Forecasting: Build a Weather Station, 'Read the Sky' and Make Predictions!, Mark Breen and Kathleen Friestad (Williamson, 2000)

My Nature Journal, Adrienne Olmstead (Pajaro, 1999)

National Audubon Society Field Guides series (Knopf)

Peterson Field Guides and Peterson First Guides series (Houghton Mifflin)
Rock and Fossil Hunter, Ben Morgan (DK Publishing, 2005)
Roots, Shoots, Buckets and Boots: Gardening Together with Children, Sharon Lovejoy (Workman, 1999)
The Sense of Wonder, Rachel Carson (HarperCollins, 1998)
Sharing Nature with Children, Joseph Cornell (Dawn Publications, 1998)
Shelters, Shacks & Shanties: The Classic Guide to Building Wilderness Shelters, (Dover, 2004)
Sibley Field Guides series (Knopf)
Summer: A User's Guide, Suzanne Brown (Artisan, 2007)
Sunflower Houses: Inspiration from the Garden, Sharon Lovejoy (Workman, 2001)
Take a Backyard Bird Walk, Jane Kirkland (Stillwater, 2001)
Track Pack: Animal Tracks in Full Life Size, Ed Gray and DeCourcy L. Taylor, Jr. (Stackpole, 2003)
Tracking and the Art of Seeing: How to Read Animal Tracks and Signs, Paul Rezendes (Collins, 1999)
Treehouses and Playhouses You Can Build, David and Jeanie Stiles (Gibbs Smith, 2006)
Unplugged Play, Bobbi Conner (Workman, 2007)
Young Birders' Guide to Birds of Eastern North America, Bill Thompson III (Houghton Mifflin, 2008)

Hepful Links

- [The American Camp Association](#)
- [American Hiking Society](#)
- [Boy Scouts of America](#)
- [Camp Fire USA](#)
- [Children & Nature Network](#)
- [Connecticut's Great Park Pursuit](#)
- [The Cornell Lab of Ornithology](#)
- [Girl Scouts of the USA](#)
- [Junior Anglers and Hunters of America](#)
- [National Audubon Society's "Invitation to a Healthy Yard"](#)
- [National Audubon's Great Backyard Bird Count](#)
- [Project FeederWatch](#)
- [The National Military Family Association](#)
- [National Wildlife Federation \(NWF\)](#)
- [NWF's Certified Wildlife Habitat](#)
- [NWF's Great American Backyard Campout](#)
- [Sierra Club's Building Bridges to the Outdoors](#)
- [The Take a Child Outside campaign](#)
- [Texas Parks and Wildlife Department](#)