

STATE OF UTAH

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

NEXT STEPS QUALITY IMPROVEMENT INFANT/TODDLER GRANT FOR CHILD CARE CENTER PROGRAMS

REQUEST FOR GRANT APPLICATIONS

**APPLICATIONS DUE:
THURSDAY, JULY 10, 2014 BY 5:00 P.M.**

Submit Applications to:

**JoEllen Robbins
Department of Workforce Services
Office of Child Care
140 East 300 South
Salt Lake City, Utah 84111**

Pre-Application Meetings: June 11th and 12th

Next Steps

Quality Improvement Infant/Toddler Grant for Child Care Center Programs

Department of Workforce Services - Office of Child Care

Request for Grant Applications

Funding Available for Licensed Child Care Programs Serving Infants and Toddlers

APPLICATION DUE: Thursday, July10, 2014, 5:00 PM

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This grant is funded by the Federal CCDF Block Grant grant to the State of Utah, CFDA #93.575, and is administered through the Department of Workforce Services, Office of Child Care.

Child Care Quality Improvement Infant/Toddler

Request for Grant Applications (RFGA)

Part One: General Information

Background

The Department of Workforce Services (DWS), Office of Child Care (OCC) is soliciting applications to increase the quality of child care services for children from birth to 24 months of age. Programs holding a child care center license that have successfully completed two years in the Baby Steps grant program may apply. Applicants must commit to activities that increase the quality of the child care they provide. This grant requires that the administration work closely with their infant/toddler staff and their assigned Infant/Toddler Specialist. The focus of this grant is to support programs in raising the quality of infant/toddler care they provide. Programs are rewarded for retaining well-trained staff with an emphasis on increasing continuity of care for the children. Goal setting, training, and involving, strengthening and supporting families in the program are all required components. Funds may be used in a variety of ways outlined in the funding section of this RFGA.

The Next Steps Grant is an extension of the OCC Baby Steps Grant. The main differences are that the Next Steps Grant is awarded through a competitive grant application process and requires the child care center to outline and detail how they are planning to spend the grant money in advance. Successful applicants will receive a two (2) year contract. The maximum number of years a center can participate in the Next Steps Grant is two (2). The second year may be cancelled if the grant requirements have not been met in the first year.

Eligibility Requirements

Applicants must meet all of the following requirements in order to apply:

1. Have successfully completed two years in the Baby Steps Grant Program, meeting all requirements specified in their contract.
2. Hold a current Child Care Center license from the Utah Department of Health Bureau of Child Care Licensing.
3. Provide full-time, year-round child care on a daily basis to children under the age of two (infants and toddlers).
4. Currently have classrooms dedicated solely to the care of infants and toddlers.

Applicants who currently have DWS ASPIRE Kids, Care About Child Care grants or Quality Environments grants ARE ELIGIBLE.

Each center may submit one application. Organizations or businesses that have multiple sites must submit a separate application for each site.

Who May Not Apply

The following are not eligible to apply for this grant:

1. Programs that are currently suspended from OCC grant eligibility due to failure to perform under the terms and conditions of a prior grant administered by the OCC.
2. Programs that have never participated in the Baby Steps Grant or did not meet the training requirements, minimum score or other contract requirements.
3. Centers that hold an Hourly Child Care Center license.
4. Programs that currently hold a conditional license.
5. Programs that have previously completed two (2) years in the Next Steps Grant.
6. Head Start programs or other programs eligible for federal quality improvement funds through other grants or agencies.

Period of Performance

1. The Grant contract period is for two (2) years with the option to extend the agreement for an additional year, depending on funding availability and performance of the Grantee, as determined by DWS.
2. Applicants must plan to operate programs from September 1, 2014 through August 31, 2016. After one year, if training is completed, invoices/receipts and other documentation have been received by the due dates and all contract requirements have been met, the contract will be continue for an additional year ending August 31, 2016. DWS may elect not to continue based on funding availability or grantee performance.

Questions

Questions requesting clarification or interpretation of any section of this RFGA should be directed to Tressa Branin (tbranin@utah.gov or 385-315-5082) on or before June 19, 2014. Responses will be posted by June 26, 2014, on the DWS website at www.jobs.utah.gov/edo/grantsocc.html for all prospective applicants to view.

Addenda

If DWS finds it necessary to modify the RFGA for any reason, DWS will issue a written addendum to the original RFGA. Final addenda will be posted no later than June 26, 2014.

Funding Details

Programs apply for funding based on the average daily attendance in their infant and toddler rooms during one of three (3) designated months: January 2014, March 2014, or May 2014. The program may choose the month with the highest average daily attendance and multiply that number by 1.25. The final figure will determine how much money a program is eligible for. This figure will be used both years of the grant. When figuring the budget for the application, only one year of funding should be reflected in the plans and dollar amount figures. If this number is less than the center's licensed capacity for infants and toddlers, this number will be used to determine the centers funding level. If this number is larger than the center's licensed capacity, the licensed capacity will be used. **The maximum amount any program will receive is their licensed capacity for infants and toddlers.** Based on the final average daily attendance number, programs may apply for the following amounts:

Average Daily Attendance	Amount per year
1-4.4	\$2,200.
4.5-8.4	\$4,400.
8.5-12.4	\$6,600.
12.5-16.4	\$8,800.
16.5-20.4	\$11,000.
20.5-24.4	\$13,200.
24.5-28.4	\$15,400.
28.4-32 and above	\$17,600.

Funds may be spent in the following ways:

1. A maximum of 15% of grant funds may be used to help cover the cost of providing infant care. This refers to labor costs and space/utility costs related to the infant/toddler areas at the program.
2. The remainder of the funds may be used to make changes to improve the program in a variety of ways. Programs can make these decisions and choices based on their needs. The most recent observation will be used to help programs determine where to spend money. Some examples of how money could be spent include:
 - a. To motivate infant/toddler staff and promote longevity and continuity of care for children.
 - b. To make changes to the room such as adding a sink; taking out a non-bearing wall to increase space or improve supervision; replacing carpeting or tile/linoleum in

poor condition; lowering windows or adding windows so babies can see outside, etc. (Desired project must be listed on The Environmental Checklist, be listed as a quality indicator for Care About Child Care, or suggested in the observation feedback by an Infant/Toddler Specialist.)

- c. To purchase needed furniture or equipment.
- d. To purchase materials to enhance children's development in the different activity areas.
- e. To create a separate infant/toddler playground; add nature to the existing infant/toddler playground; or address any other health or safety concerns outdoors. (Desired project must be listed on the Environmental Checklist or suggested in the observation feedback by an Infant/Toddler Specialist).
- f. To pay for staff training, professional development and to pay the staff for time spent in training classes.
- g. To pay for activities that involve, strengthen or support parents and families.
- h. To pay for activities supporting the Administrative Plan of Action.
- i. At the end of the grant period, programs will receive additional funds for retaining staff in their infant and toddler rooms. Centers may receive a bonus of \$300.00 at the end of the grant year for each caregiver that is still employed and has worked consistently in the infant/toddler rooms from the beginning of the grant until the last invoice is turned in. The maximum that can be paid out for a room where (four) 4 infants and toddlers are cared for is \$300.00 per room. The maximum that can be paid out for a room where 8 infants and toddlers is \$600.00. If a caregiver during the grant period has been out for a period of time due to medical leave authorized by a physician and has returned to the infant/toddler classroom, the bonus may still be received. If a room has two part time caregivers that share a day, the additional funds will apply to the caregiver that works the most hours in the room. If they work exactly the same number of hours, the director will work with OCC program specialist to determine at the beginning of the grant period which staff member will be tracked. This payment is determined at the discretion of the OCC Program Infant/Toddler Specialist based on whether or not the center has met the criteria.

Part Two: Application Process

Timeline

- **Pre-Application Meetings:**

Interested organizations may attend a pre-application meeting. Attending the meeting is not a prerequisite for applying for this grant. See below for meeting times and locations:

- **Wednesday, June 11, 2014 1:00-3:00 p.m.** – Salt Lake City

Department of Workforce Services

1385 South State Street

Salt Lake City, Utah

You must RSVP to: jorobbins@utah.gov

- **Thursday, June 12 from 12:30-2:30 p.m. – online**

Online Go To Meeting.

You must RSVP to: jorobbins@utah.gov

- **Application Submission Deadline: Thursday, July 10, 5:00 PM**

- Applications must be received **no later than 5 p.m.** Applications received after 5 p.m. will not be accepted. *Applications may not* be faxed or emailed.

- **Anticipated Grant Award Date:** It is anticipated that the announcement of grant awards will be made in August 2014.

- **Award Effective Date:** September 1, 2014

- **End of First Year Grant Term:** August 31, 2015

Funded programs must expend all first year grant dollars, submit all evaluation materials, invoices and reports by August 31, 2015. **The grant may be cancelled ending August 31, 2015, if the program has not met grant requirements as determined by DWS or funding is no longer available.**

Application Procedure

1. Application forms are available at: <http://jobs.utah.gov/edo/rfp.html>
2. Costs incurred in the preparation and submission of applications is the responsibility of the individual, organization or agency submitting the application and will not be reimbursed. Copies of the application become property of the State of Utah and will not be returned.
3. Each center may submit one application per center during the application period. Each center may receive one grant per program, for a period of up to two (2) years. Organizations or businesses that have multiple sites must submit a separate application for each site.
4. **Submit one original** (with an original signature) and **four (4) identical copies** of the application.

5. The application – whether mailed or hand-delivered – **must be received no later than 5:00 p.m., Thursday, July 10.** Applications may not be faxed. **Late applications will not be accepted.**
6. Do NOT include additional information such as personalized cover sheets, table of contents, pamphlets, PR info for your organization, addenda, etc. All additional information will be discarded prior to scoring.
7. Applications must be in the order and format outlined in the Format Requirements.
8. **To submit your application, mail or hand deliver one (1) original and four (4) copies of the application to:**

**JoEllen Robbins
Department of Workforce Services
Office of Child Care
140 East 300 South
Salt Lake City, Utah 84111**

Applications MUST be received by 5:00 P.M. on Thursday, July 10, 2014.

Applications submitted after 5:00 cannot be accepted.

Format Requirements

1. Applicants must use the attached forms to submit applications. Applications must be formatted **EXACTLY** as specified in this RFGA. Failure to comply with any part of the RFGA may result in disqualification of the application.
2. Applications may be hand written or type written. If hand written, use black ink and print clearly and legibly. If type written, use a 12 point font.
3. Application pages must be fastened together. You are encouraged to submit the applications in report folders to prevent stapled pages from separating. **Do not bind applications. Do not place applications in binders with hard/rigid covers.**

Order of Application Paperwork/Checklist

All of the following documents must be placed in the application packet in the order listed below.

1. Application Cover Sheet: Fill out the cover sheet completely. This must be the first page of your application.
2. Licensing Status: A copy of your current child care license from the State of Utah Department of Health Bureau of Child Care Licensing.
3. Infant/Toddler Average Daily Attendance: Rolls showing the average daily attendance for the infant/toddler rooms from January, March **or** May 2014, depending on which month you selected to calculate your request for funds.
4. A class list for each room that shows how many children were enrolled in the month of May, 2014. The names of children may be blacked out or programs may use initials. This information is only needed if you wish to demonstrate that your program has 20% or more of registered children paid at least in part with DWS funds. If you will not qualify for the additional 10 points you do not have to submit this.
5. Program Budget Detail Form-Form D-1
6. The ITERS Observation Feedback Forms for each infant/toddler room. Each room's feedback form will be 5 pages in length, show scores for each item and clearly show the specialist's recommendations.
7. Environmental Survey
8. Forms A-1 through A-3
 - Plan of Action A-1 Staff Motivation and Longevity
 - Plan of Action A-2: Continuity of Care – an ITERS score less than three (3) requires a plan.
 - Plan of Action A-3: Involving, Supporting and Strengthening Families.
9. Plans of Action B-1 through B-10: Submit one of each of the following for each classroom. Group the forms by classroom. Each classroom must have one of each of the following:
 - Form B-1: Plan of Action Form(s): Indoor Space
 - Form B-2: Remodeling Plan of Action Form(s): Indoor Space (Only if requesting funds for this) Also include:
 - Two diagrams on graph paper of each classroom where funds are being requested, one as it is now and one as it will be after remodeling is completed. . The diagram must be drawn to scale, with each square being equal to one foot. You may copy and use the graph paper attached to this RFGA, use your own paper or create a digital diagram.
 - Pictures of the classroom, playground or part of the building to be remodeled, with items to be replaced or remodeled clearly labeled.
 - Two bids clearly identifying itemized cost of project, with the contractor's number clearly visible.
 - Form B-3: Plan of Action Form(s): Personal Care Routines/Change of Behavior

- Form B-4: Plan of Action Form(s): Personal Care Routines/Remodeling (Only if requesting funds for this) Also include:
 - Two diagrams on graph paper of each classroom where funds are being requested, one as it is now and one as it will be after remodeling is completed
 - Pictures of the classroom, playground or part of the building to be remodeled, with items to be replaced or remodeled clearly labeled.
 - Two bids clearly identifying itemized cost of project, with the contractor's number clearly visible.
- Form B-5: Plan of Action Form(s): Listening and Talking
- Form B-6: Plan of Action Form(s): Activities
- Form B-7: Plan of Action Form(s): Activities/Remodeling (Only if requesting funds for this) Also include:
 - Two diagrams on graph paper of each classroom where funds are being requested, one as it is now and one as it will be after remodeling is completed.
 - Pictures of the classroom, playground or part of the building to be remodeled, with items to be replaced or remodeled clearly labeled.
 - Two bids clearly identifying itemized cost of project, with the contractor's number clearly visible.
- Form B-8: Plan of Action Form(s): Outdoor Area Remodeling (Only if requesting funds for this) Also include:
 - Two diagrams on graph paper the outdoor play area, one as it is now and one as it will be after remodeling is completed
 - Pictures of the playground to be remodeled or area that will be, with items to be replaced or remodeled clearly labeled.
 - Two bids clearly identifying itemized cost of project, with the contractor's number clearly visible.
- Form B-9: Plan of Action Form(s): Interaction
- Form B-10: Plan of Action Form(s): Program Structure

If all areas in any of the first six sub-scales on the ITERS tool were scored 5 or above, you may use Plan of Action Form B-11: Maintenance and substitute it for any of the forms above.

10. Form C-1: Training Plan

11. Form C-2: Administrative Plan of Action

NOTE: Applications that are missing any of the items listed above or are not formatted exactly as required by this RFGA will not be reviewed.

Part Three:

Instructions for Creating Your Grant Application

Step One: Funding amount and background info needed

1. Determine the amount of money you are eligible for based on your highest average infant/toddler daily attendance (ADA) in January 2014, March 2014 OR May 2014. Multiply the ADA number by 1.25 and that figure will give you the final number you may use. This number cannot exceed the number of infants and toddlers that you are actually licensed for. For example, if your ADA in January 2014 was 11.5 and you multiplied that number by 1.25, the final number would be 14.4. If you are licensed for 16, you would use the 14.4 figure to determine your funding level. However, if your capacity is 12, that is the largest number you can use. An ADA of 14.4 would qualify a program for up to \$8,800.00 each year of the grant. Use the chart on page 2 to determine how much money you are eligible to apply for.
2. Gather copies of your most recent ITERS-R observations. Read through them and check the recommendations given to determine where you may want to direct grant funds. You will also want to refer often to your copy of the ITERS-R tool and the “All About ITERS-R” book. These can be valuable resources that will assist you in writing the grant application.
3. Fill out the Environmental Survey in its entirety and determine if you may want to use funds to complete any of these projects in any of your infant/toddler rooms or the infant/toddler outdoor area.
4. Decide what portion of your budget you will use to offset the cost of doing infant care. (This refers to labor costs for the 4 to 1 ratio, mortgage or rent for the space the infants/toddlers use, and utilities for those spaces). The maximum amount you can use for this is 15% of the total amount you qualify for. (You do not have to use funds in this way, but if you do, the maximum amount that you can use is 15%). If you choose to use grant funds this way, record the appropriate amount on the cover sheet and on the budget detail form. Subtract that amount from the total amount of funds. The remainder will need to be accounted for in the body of your application.

Step Two: Plans for Staff Motivation, Longevity and Continuity of Care

You may use any portion of the remaining funds in any of these areas if you wish. You are not required to spend money in these areas. However, you will need to have a plan in place to positively motivate and retain quality staff. If you have an ITERS score lower than 3 on Item 37, Continuity of Care, you are required to set a goal in that area.

Plan of Action Form A-1: Staff Motivation and Longevity

Research shows that building strong relationships with a limited number of adults and having consistent, predictable care impacts the social/emotional development of a child throughout life. Often times, because of the nature of high turnover in child care, children birth to three years do not get the consistency they need. High staff turnover rates defeat quality improvement efforts. Research also suggests that programs that invest time in thoroughly orienting staff and providing consistent, supportive feedback generally retain staff longer. When individual staff members feel appreciated and valued as professionals, their performance level is much higher. Consider how staff can be positively motivated and how you can help staff see themselves as professionals. Please use Plan of Action Form A-1: Staff Longevity and Motivation to create a plan to motivate staff, help them feel competent in their work and retain them longer.

In the grant application, use Plan of Action Form A-1: Staff Motivation and Longevity to create a plan to motivate and retain infant/toddler staff through the Next Steps grant period. This plan does not have to include actual expenditure of money; however consideration must be given to how you will motivate them to see the importance of their work and to remain working with the same children for the full year. **Examples** of ways you can motivate staff and encourage longevity may be (but are not limited to) the following:

- Increase the starting wage.
- Give small gifts to staff either quarterly or as goals are met to acknowledge them for their work on behalf of the grant.
- Give infant/toddler staff paid time off for an afternoon to acknowledge a job well done.
- Provide infant/toddler staff meetings to celebrate successes of staff. Funds can be used to purchase incentives for staff and reward them for a job well done. (Amount spent needs to be \$25.00 or less per person.) Examples would be restaurant gift certificates, gift certificates to stores, small appreciation gifts such as t-shirts, bags, mugs, a plaque for years of service, etc. If you choose to use funds this way, your plan of how money will be spent must be pre-approved by DWS.
- Sponsor a teacher appreciation week with the help of parents.
- Provide a thorough new staff orientation or an orientation for existing staff to the ITERS-R to help them understand best practice.
- Create and carry out a plan to conduct “exit interviews.” Find out why an individual is leaving and brainstorm ways to reduce turnover based on feedback received.
- Help caregivers understand the meaning and value of this job through additional staff training, one on one meetings, etc.
- Provide frequent feedback opportunities and support the staff through regular meetings or “reflective supervision” to review goals, evaluate progress and set new goals.
- Provide prospects for advancement or further education.
- Provide paid planning time for staff outside of the classroom when staff members are not responsible for children.
- Pay the fees for staff to attend professional conferences in the state and pay them their usual wage for the hours spent in conference sessions.
- Make a written plan to assure staff responsibilities are clearly defined for each staff member and keep it updated as things change.

- Hold a team building event.
- Allow staff members to participate in self-evaluation.
- Provide professional resource materials, including appropriate magazine subscriptions and have them available on-site for staff to use.

Plan of Action Form A-2: Continuity of Care

If you scored lower than a three (3) on ITERS Item #37, Continuity of Care you must set a goal in this area. Continuity of care provides children with a small number of familiar caregivers and as few changes in caregivers over time as possible. If caregivers in a program are frequently turning over or if several caregivers work in a room throughout one day, or if inconsistent or unfamiliar people break teachers or take over for them at the end of the regular caregiver's shift, this can be overwhelming, difficult, or even stressful for very young children. The plan you create does not have to cost money, but efforts must be made to raise the score. Refer to your most recent observation to see what continuity of care issues you may have. Use Plan of Action Form A-2: Continuity of Care to create a plan to improve continuity of care. Examples may include (but are not limited to):

- Use funds to train an experienced caregiver that can become a "lead" person in each room. Assure this person stays with the same group of children for at least one year if not longer.
- Make and carry out a plan where one caregiver moves up with a group of children to a new room, to increase the consistency of care.
- Change your system of care so that children do not move to new groups as soon as they turn a certain age. Have groups move together every September or January or at a specific interval. This method allows children to stay together for several years helping them develop meaningful friendships.
- Consider changing the classroom to meet the needs of the children as they grow older vs. requiring them to move to a new space. Allowing the same caregiver to stay with the same group for at least two (2) years in one (1) room provides great continuity of care.
- Use funds to offset the cost of hiring a consistent late afternoon person to come into the room every day versus having whoever is available take over for the caregiver.
- Use funds to offset the cost of hiring an afternoon sub/floater that would be used to break infant/toddler caregivers consistently every day and take over when an opener leaves. This allows the children to always be with a familiar person.
- Use these funds to offset the costs of hiring consistent substitutes that would work in infant/toddler rooms.
- Develop and implement a plan for a primary care system in your infant and toddler rooms.
- Use the funds to discontinue the practice of combining groups of infants/toddlers as numbers drop at the end of the day, allowing children to stay in their own room with their own caregiver.

When considering the above, you are not required to spend funds in any of these areas. You do, however, have to create a plan to motivate staff and increase longevity of staff. If the score in Continuity of Care is less than three (3) a goal must be made in that area as well. Or if you desire, you may use funds for both areas even if your continuity score is above three (3). The above lists are not exhaustive. Your plan may include something entirely different. However, be sure to consider the feedback you received from your Specialist.

Step Three: Plans for Strengthening, Involving and Supporting Families

Plan of Action Form A-3: Involving, Supporting and Strengthening Families Each program must outline a plan that includes actions they will take to strengthen or involve families in the program or provide additional support to families. Each program will be required to show at least three (3) efforts provided throughout the year to involve, support or strengthen families. In your plan of action, you will need to provide a timeline that includes a description of each activity and when you will complete each one. A variety of methods of involving parents needs to be shown. For example, all three (3) events cannot be parties. You must choose at least one (1) other method. There are many examples listed below you could choose to include in your plan. Use Plan of Action form A-3: Involving, Supporting and Strengthening Families to help you create a plan for this. Refer to the Provisions for Parents section in your ITERS-R tool and the *All About ITERS* book. These may provide additional ideas and explanation to help you write a solid plan in this area. The following are examples of possible ways you could involve, support or strengthen families:

- Money could be used to create a parent library where parents could check out books, journals, magazine subscriptions and other resources concerning child development, discipline, nutrition, etc.
- Opportunities for parents to interact with each other and staff members through social activities sponsored by the center such as a summer barbeque, a mother's or father's day event, or other types of parties or gatherings for infant/toddler parents and staff. If you wish to do a program wide event, you may pro-rate the entire amount of the cost of the event, and use the appropriate percentage of money from infant/toddler funds to help support the activity.
- Use funds to create activity kits parents can check out and do at home with their infants or toddlers.
- Use funds to pay for a substitute to be in the classroom while staff members hold conferences with parents to talk about their child's development and share observations etc. with parents about their child.
- Host parent education evenings where experts come and talk about infant nutrition, SIDS, Shaken Baby or any other topic related to infant or toddler care. Funds could be used to pay a speaker a nominal fee and to pay workers to provide child care during the event.
- Make parents aware of program philosophy and approaches practiced in the program.
- Provide specific training for staff on how to interact with parents and respect different points of view for caregiving and cultural differences.
- Create an evaluation for the parents to complete and encourage them to give feedback one (1) or two (2) times per year.
- Develop a plan for supporting families and providing information on available community resources to assist families in times of crisis.

Step Four: Plans for the First Six Sub-Scales

Next, review your observation feedback and look at your scores within the first six (6) sub-scales. Determine what items you would like to improve and whether or not they will cost money or if a behavior change or action would be required. You do not need to set additional goals for sub-scale 7: Parents and Staff because you have already done so above. You are required to set at least one (1) goal in each sub-scale 1-6, but you do not have to spend money in every sub-scale. However, one (1) area of each sub-scale must be addressed by setting a goal that would require a change in behavior or an action to change the environment. Fill out the specified action plan for each area below. You must have at least one (1) form in each area for each infant/toddler classroom. Administration will need to list at least two (2) activities they will complete to support staff in reaching goals. Some examples of activities that could be used are listed below:

- Attending a training class with the staff member.
- Observing in the classroom and giving constructive, positive feedback.
- Meeting with the caregiver(s) to set new goals and regularly thereafter to check in and see what additional help they may need.
- Modeling in the classroom (showing staff how to use appropriate discipline or implement age appropriate activities, etc.).
- Helping with room arrangement or other behaviors or actions that may be related to their goals.
- Providing training to staff in meetings specifically geared to goals set in your application.

See Frequently Asked Questions for additional examples of activities.

As you write your Plans of Action, if you have any ITERS sub-scales where your score is five (5) in all areas, you may choose to use the Plan of Action Form B-11: Maintenance and write a plan of how you will maintain your score of five (5).

1. **Sub-scale One: Space and Furnishings**

- a. **Plan of Action Form B-1: Space and Furnishings:** Funds can be used in this area to purchase needed furnishings or equipment. Look at the recommendations in each item of these areas to choose what you would like to purchase, if anything. You will record what you plan to buy and how much money you are allotting for those purchases on your Plan of Action Form B-1: Space and Furnishings. You may plan to purchase any item recommended in the observation. **Use Plan of Action Form B-1: Space and Furnishings** to help you.
- b. Changes can also be made to the indoor environment with these funds. Use your observation feedback or Section A of your completed Environmental Survey as your guide to help you select a project. Any item on the survey list that you say “no” to is a potential area where funds could be directed. If eligible projects exist, you may fill out the **Remodeling Plan of Action Form B-2: Indoor Space (You will only fill out this form if you are planning to use funds to remodel indoor space)** and follow the additional steps listed below:
 - i. On your plan of action, write a brief narrative and description explaining what you want to do and how it will increase quality in the infant or toddler room.

- ii. If you want to ask for funds to make changes to the room, take pictures of the room(s) as they are now. If you are requesting funds for walls or flooring, your pictures should clearly show the need for replacement or other work.
- iii. Diagram the room(s) you wish to remodel or change as they are now and label the diagrams. Do the same for rooms or areas as they will be when the project is complete. The diagram must be drawn to scale, with each square being equal to one foot. You may copy and use the graph paper attached to this RFGA.
- iv. If you are planning to add floor-to-ceiling walls, the diagram should show the height of the current walls and the height of the ceiling. 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 before and after the changes.
 - 1. This Grant will not pay for changes that are considered “construction” under federal rules. “Construction” means any changes to the *structure* of a building, which in turn means that Grant funds cannot be used to pay for modifications to any load-bearing members. For example, funds cannot be used to widen windows that are in load-bearing walls.
- v. Obtain at least two construction bids from licensed contractors **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 including the window separately. See [Frequently Asked Questions](#) for another example. **The contractor’s license number must be listed on the bids**. Clearly indicate which bidder you are choosing to complete the work.
 - 1. If you are choosing the more expensive bid, explain the reason for your choice.
 - 2. You may not choose a contractor who is related to the owner or management of the center with out approval by OCC. Approval must be obtained before you submit your application.
- vi. If you choose to spend no money in the area of Space and Furnishings, you will still need to show how you will improve in one of the item numbers by showing an action or change in behavior.

2. Sub-Scale Two: Personal Care Routines

- a. In this sub-scale, you must choose at least one goal for each room that will require action on the part of the administrator and a change in behavior in staff. For example, in item #9 “Diapering/toileting” you may have received a “no” on indicator 3.3. To raise your score you would need to train staff on hand washing before and after diapering and assure they wash their own hands and each child’s hands in running water for 20 seconds. How would you train staff to do this? How would you remind them? How would you follow up to make sure it is happening? How would you assure new staff are trained correctly right from the start? All of those things would be included in your plan of action for Personal Care Routines/Diapering. You must choose one goal that requires a change in behavior for each classroom in any of the six (6) items. **Use Plan of Action Form B-3: Personal Care Routines/Change of Behavior** to help you.

- b. Funds can also be used in any area in this sub-scale to purchase any recommended items mentioned in the observation feedback. Funds can be used to fix any problems cited in Safety Practices, including problems in the outdoor area used for infants and toddlers. Use your observation feedback or your completed Environmental Survey as your guide to help you identify allowable projects. Any item on the survey list that you say “no” to is a potential area where funds could be directed. If eligible projects exist, you may fill out **Plan of Action Form B-4: Personal Care Routines/Remodeling (You will only fill out this form if you are planning to use funds to remodel in this area)** and follow the additional steps listed below:
- i. On your plan of action, label the number from the sub-scale you want to improve. Write a brief narrative and description explaining what you want to do and how it will increase quality in the infant or toddler room in relation to that item. At the bottom of the page, indicate the amount of funds you wish to spend on this project.
 - ii. Attach a picture of where in the room the changes will be made and a diagram showing the room now and the area of the room where the changes will be made and another showing what the room will look like after the changes.
 - vii. Obtain at least two construction bids from licensed contractors **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 including the window separately. See Frequently Asked Questions for another example. **The contractor’s license number must be listed on the bids**. Clearly indicate which bidder you are choosing to complete the work.
 1. If you are choosing the more expensive bid, explain the reason for your choice.
 2. You may not choose a contractor who is related to the owner or management of the center with out approval by OCC. Approval must be obtained before you submit your application.

3. Sub-Scale Three: Listening and Talking

- a. In this sub-scale, you must choose at least one goal for the caregivers in each room. Select the item number and indicator number that you would like to raise your score on. Fill out the **Plan of Action Form B-5: Listening and Talking** to outline how you will meet this goal. If the plan requires any funding to achieve the goal, record the type of items you would need to purchase and the amount you will set aside from your grant funds to achieve it. If you have a five (5) or higher in all three items, you may **use Plan of Action Form B-11: Maintenance** instead, outlining how you will maintain your score, or you may set a goal at the 7 level.

4. Sub-Scale Four: Activities

- a. In this sub-scale you may choose to purchase materials to enhance children’s development in the areas for which each observation shows a need. If you are not buying materials for any area, you must still set a goal in one of the activity areas that is related

to some action caregivers would take or something you will change in the arrangement of materials or environment. Fill out the **Plan of Action Form B-6: Activities** in at least one area. If you want to purchase materials in more than one area, you will need to use a separate form for each area request. In the plan of action, consider how you will use the materials, arrange them, organize and assure they are taken care of. Your observation feedback should indicate a need for the types of materials you are requesting funding for.

- b. You would also need to choose some type of behavior goal to go along with the materials. For example, if you request \$400.00 to add dramatic play materials to your toddler room, you could also set a goal that the caregivers would engage in pretend play with the children and describe steps to achieving that goal. This would be reflected on the same action plan as types of materials you are indicating for purchase.
- c. You may request funds for more than one item number, but you must use a separate plan of action form for each one. For example, if you want to purchase materials for and set a goal for #18 Music and Movement and for #22 Nature/Science you would fill out one form for Music and Movement and a separate one for Nature/Science.
- d. If you are making a change to current practices such as item #23 “Use of TV, Video, and/or Computer” and you are going to discontinue the practice, outline in your plan of action how you will train current caregivers to structure their day so that they will not use any media. Explain how you will make the transition and help them understand why it is best practice to not watch TV and how you will assure that if one caregiver leaves and new one is hired, how the new caregiver will be trained to assure the practice of no TV use will continue.
- e. Changes can also be made to your outdoor play area for infants and toddlers under #16 “Active Physical Play” or #22 “Nature and Science”. Use your observation feedback and your completed Environmental Survey to identify eligible projects. Any item on the survey list that you say “no” to is a potential area where funds could be directed. If eligible projects exist, and you want to use funds for any of these items, **use, Plan of Action Form B-7: Activities/Remodeling** (you will only use this form if you are asking for remodeling funds in this area) and follow the steps listed below:
 - i. On form Plan of Action B-7: Activities/Remodeling, label the number from the sub-scale you want to improve. Write a brief narrative and description explaining what you want to do and how it will increase quality of the outdoor area for infants and toddlers. At the bottom of the page, indicate the amount of funds you wish to spend on this project.
 - ii. If you want to ask for funds to create a space for an infant/toddler outdoor play space or make changes to the existing play area, take pictures of the area as it is now, clearly showing the entire space and all of the equipment in it. If you are asking for funds to help you create a space, the picture should show the area that the play space would be located.
 - viii. Diagram the space you wish to create or change as it is now and label the diagrams. Do the same for the area as it will look when the changes have been made. The diagram must be drawn to scale, with each square being equal to one foot. You may copy and use the graph paper attached to this RFGA.
 - ix. Obtain at least two construction bids from licensed contractors **for each portion of your 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 including the window separately. See [Frequently Asked Questions](#) for another example. **The contractor's license number must be listed on the bids.** Clearly indicate which bidder you are choosing to complete the work.

1. If you are choosing the more expensive bid, explain the reason for your choice.
2. You may not choose a contractor who is related to the owner or management of the center with out approval by OCC. Approval must be obtained before you submit your application.

5. **Sub Scale Five: Interaction**

- a. In this sub-scale, you must choose at least one goal for each room and complete a separate **Plan of Action Form B-9: Interaction** for each room. Select the item number and indicator number that you would like to raise your score on. Fill out the plan of action to outline how you will meet this goal. If you have a score of five (5) in all items, you may use Plan of Action Form B-11 Maintenance instead outlining how you will maintain that overall score or you can set a goal at the seven (7) level.

6. **Sub-Scale Six: Program Structure**

- a. In this sub-scale, you must choose at least one goal for each room and complete a separate plan of action for each room. Select the item number and indicator number that you would like to raise your score on. Fill out **Plan of Action Form B-10: Program Structure** to outline how you will meet this goal. If you have a score of five (5) in all items, you may use Plan of Action Form B-11 Maintenance instead outlining how you will maintain that overall score or you can set a goal at the seven (7) level.
 - i. If you are making a change to current practices such as item #31 “Group Play Activities” and you are going to discontinue the practice, outline in your plan of action how you will train caregivers to structure their day so that children are not being required to all do the same thing at the same time or participate in any activity regardless of interest. Explain how you will you make the transition and help them learn why it is best practice to not require group activities for children under two.

Wrap-Up and Review for Step Four

For sub-scales 1-6, you are only required to set one goal per classroom and develop an action plan for each goal. However, if you selected one or more additional goals in any area and created a solid plan for them, you may receive additional points on your application. Look back over your chosen goals. Do you have one goal from sub-scales 1-6 for each room? Have you outlined a solid plan? Did you include staff in making the goals and talking about how to achieve it? Is there a good level of commitment? These are all things to consider before deciding if your plans are complete.

Step Five-Training

- 1) Training is a required component of this grant. You must create a Training Plan using Form C-1: Training Plan. Consider the following as you complete this: Each full-time caregiver in each infant and toddler room and the director or administrator supervising the infant/toddler caregivers must have the Infant/Toddler (I/T) Endorsement (40 hours of training) from the local Care About Child Care Agency or an Infant/Toddler CDA or an Infant/Toddler Development class from an accredited college. If there are no full-time caregivers, the caregiver(s) that you should focus on should be those that spend the most time working in each room.
- 2) If all the caregivers in the room have completed the basic training requirement (listed above), you may select from a variety of training options outlined below for each individual. You must pay for the training fee and for the caregiver's time spent in class. You are allowed to use grant funds to do this. In the case that both caregivers have the I/T endorsement or an I/T CDA or an I/T Development Class, a minimum of 10 training hours are required for each caregiver for each year of the Next Steps Grant. Options or choices for training could include:
 - Other CAC classes that would pertain to caring for infants as some of the content in the class. (Please see Appendix 1 for a list of classes that would meet the requirement.)
 - Community based classes approved for Career Ladder use that are infant/toddler related.
 - An infant/toddler CEU from an approved source. (Please see Appendix 2 for an approved list of sources)
 - Attending the spring Early Childhood Conference infant/toddler classes and completing the.5 CEU homework. Or attending the Southern Utah conference and completing the.5 CEU homework.
 - A training plan could be created and funds used to assist a caregiver in getting an Infant/Toddler Child Development Associate (CDA)

Step Six – Administrative Plan of Action

The Next Steps grant requires commitment on the part of the administration/director to work closely with the Infant/Toddler Specialist to learn how to coach their own people and train newly hired caregivers in best practices. The Specialist's role is to provide support in helping the center reach the goals set, but it is ultimately up to the director/administrator and caregivers to carry out the plan and learn how to maintain changes, even if one caregiver leaves and another is hired. The director/administrator will write a plan of action that addresses how they will orient staff, activities they will use to help the caregivers understand the ITERS and cooperate in setting and reaching goals. Completing a yearly observation of each caregiver followed by an evaluation where written feedback is given and a plan for improvement is made must be included in the director's activities. Please use **Plan of Action Form C-2: Administrative** to help you create an Administrative Plan of Action. The director will keep records throughout the grant period showing when activities have been done to work with the caregivers or the specialist to affect change or support caregivers in the infant and toddler rooms. With the final report the director will provide copies of their self-assessment(s) and a summary regarding the result of the evaluations with staff and plans of action, in order to qualify for funds in year two.

Step Seven –Form D-1: Program Budget Detail Form

Go through all of the plans of action forms and record the amounts requested for each one on the Budget Form. Add up the amounts on each page and then on the budget form. These totals should match.

Part Four: Scoring of Eligible Grant Applications

1. An additional 10 points will be given to programs that show 20% or more of the children attending the center are receiving state subsidy. (This percentage is based on the entire center population, not just the infant and toddler rooms.) **All programs wishing to receive the additional ten points must submit attendance records for the entire program with the children’s names blacked out to show your total enrollment for that month.** If you do not have a computer program that reports this on one page per classroom for the month, please use the provided attendance record and fill one out for each classroom. Sign in sheets will not be accepted. DWS will look at the total number of children enrolled and compare that with our records that show how many children receiving subsidy attended your program that month. Applications that meet the 20% requirement will have the additional points added to their total score.
2. Personnel from OCC, Care About Child Care Agencies and other qualified personnel selected by OCC will evaluate applications.
3. Evaluations will be based on the criteria listed in this RFGA. OCC expects this to be a very competitive grant process. Committing to additional goals, choosing goals that will make more significant impacts on quality or committing to additional training could result in higher scores.
4. The OCC may request additional technical assistance from other sources when evaluating applications. The Contract Analyst or OCC 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 application. Maximum of 5 points
2. Needs Assessment: Maximum of 10 points based on the following:
 - a. Does the applicant’s Environmental Survey, classroom or playground diagrams and observation feedback indicate a need in the areas in which requests are being made? (10 points)
3. Staff Longevity and Motivation, Continuity of Care Plans of Action: Maximum of 5 points based on the following:

- a. Collectively, have these plans of action clearly defined what the program plans to do? Do you have a clear picture of their intent? Will the plans and follow up be effective? (5 points)

4. Plan to Strengthen and Support Families: (Maximum of 10 points based on the following:
 - a. Does the program show a variety of projects/events to involve, strengthen, and support families? Does the plan show that new events/projects will be utilized vs. repeating what has already been done? (5 points)
 - b. Are the projects valuable? Will they make an impact in the lives of the parents and the families? (5 points)

5. Plan of Action Forms B-1 through B-10: Maximum of thirty (30) points based on the following:
 - a. How well do the choices in goals and projects reflect the recommendations of the infant/toddler specialists or the needs shown on the Environmental Survey? (5 points)
 - b. Were the goals selected in the areas of the greatest need? How simple or complex are the goals selected? (5 points)
 - c. Will the completion of the goals selected create significant change or improvement? What will the impact to the children be? (10 points)
 - d. Do the activities outlined to support staff show individualization to each goal and caregiver? Is administration offering firm support? (5 points)
 - e. How effective is the plan to assist the caregivers in maintaining the changes they have made after the grant period? (5 points)

6. Training Plan: Maximum of 5 points based on the following:
 - a. Is the training selected appropriate for each classroom? Did the plan follow the guidelines on page 19 of the RFGA? (5 points)

7. Administrative Plan of Action: Maximum of 5 points based on the following:
 - a. Is the Administrative Plan of Action well developed? Does the plan as a whole seem reasonable and solid? (5 points)

8. Funds allocations: Maximum of thirty (30) points based on the following:
 - a. Do the amounts allocated throughout the application add up to the same dollar amount on the Budget Form? (5 points)
 - b. Does the applicant demonstrate that funds are being allocated where the need is shown? (10 points)

- c. Does the applicant demonstrate that funds are allocated according to the requirements outlined in the RFGA? (5 points)
 - d. Does the applicant's Environmental Survey, classroom or playground diagrams and observation feedback indicate significant needs that were not addressed? Have sound decisions been made in the placement of funds? (10 points)
9. A minimum score for funding is 60 out of 100 points. A score of 60 does not guarantee funding of an application. If more programs score sixty than there is money available in the funding pool, funds will be awarded to the programs with the highest score until the funding pool is gone.

Part Five: Definitions

Child Care Center: A program that provides full-time, year around child care on a daily basis 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 Licensing, 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 Child Care Agencies (CAC): Child care support programs, partially funded by the OCC, that are housed in local agencies. CAC agencies provide training and technical assistance to child care providers and operate parent referral services.

Infant

A child age birth through eleven months is an infant.

Toddler

A toddler is a one-year-old child.

Part Six: Frequently Asked Questions

1. How can I get more information about the Next Steps Grant?

- There will be two pre-application meetings: **Wednesday, June 11, 2014**
1:00-3:00 p.m.
Department of Workforce Services
1385 South State St.
SLC, UT 84115
- There will also be an on-line Go To Meeting held on Thursday, June 12, 2014 from 12:30-2:30. If you are interested in this option please email jorobbins@utah.gov for more information.

If you want more clarification on the Grant, Grant application, or the use of the Environmental Rating Scales Tool, you may attend one of the two pre-application meetings. *Print a copy of the RFG and review it before coming to the meeting so you are prepared to ask questions.* **Please RSVP to the OCC at 801-526-4386 or 1-800-622-7390 if you plan to attend either of the two meetings.**

2. Do all of the activities outlined to support staff have to be done by the director or can the director arrange to have others complete some tasks or activities? What are examples of activities the director arranges?

Some activities should be conducted with the caregivers' direct supervisor. The actual assessment and setting of goals is something that should occur with the supervisor and staff member working together. However, some activities could be set up by the supervisor to help the staff member be successful in reaching their goals. Examples of some of these could be:

- Purchasing resources the caregiver could read or use in the classroom.
 - Giving the caregiver paid time out of the classroom to observe another caregiver that has proficiency in a skill the caregiver would like to develop.
 - Drawing on community resources to obtain technical assistance from another professional in the field.
 - Assigning a mentor from within the center to help a caregiver develop a particular skill or meet one of the indicators.
- ### 3. What is an example of how to monitor staff progress and help maintain goals beyond the grant period?

A monitoring/maintenance plan explains how the administrator will continue to partner with staff in their professional development efforts. Maintenance could include continued monitoring, additional training, posted reminders, quarterly self-assessments, etc.

4. I am going to work on my playground. I'm going to add several trees, a wood deck, a grass area with a sprinkling system and several raised flowerbeds. How should the landscaping company write the bid?

Ask the company to list a total cost and then itemize the invoice. They should list each activity separately so the review committee can see the cost of:

- each of the trees and their installation
- the deck (materials and installation can be combined)
- laying the sod
- installing the sprinkling system
- building the raised planting boxes.

5. What if the owner of the child care center changes? A new owner requires a new license and the grant would not automatically transfer to the new owner. If the center director changes, that does not require a new license and there would not be a change to the grant contract. It would be the responsibility of the owner to ensure the new director understands the requirements of the grant and meets them.

Next Steps Grant Application Cover Sheet

Department of Workforce Services

OFFICE OF CHILD CARE

Name of Center (as listed on your license) _____

Name of Owner _____ Name of Director _____

Center Address: Street Address _____

City _____ Zip Code _____ County _____

Mailing Address: _____

Center Telephone # _____ Owner cell phone # _____ Director cell phone # _____

E-mail address _____ Center Tax ID # _____

Business type (check one):

Individual/Sole Proprietor Non-profit Organization

Governmental Agency Partnership Corporation Other

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

Licensed Capacity _____ Ages served youngest to oldest _____

Current Number of infant/toddler classrooms _____ Infant/Toddler Licensed Capacity _____

To calculate the funding level for the grant, use the average daily attendance in your infant/toddler rooms from January, March or May 2014 (whichever is higher) and multiply the average daily attendance by 1.25. If this number is less than the center's licensed capacity, use this number to calculate the amount of funding you can request. If it is more than the licensed capacity, use the licensed capacity number.

Infant/Toddler Average Daily Attendance in chosen month _____ X 1.25 = _____
(funding number)

15% of funds will be used to offset the cost of child care. Yes _____ No _____

If yes, record 15% of total grant amount here: \$ _____

Total Amount of Funds Requested:

\$ _____

Classroom Information: Complete for each infant/toddler classroom.

1. Name of Classroom _____ Ages of children _____ Capacity _____ No. Enrolled _____

Names of Caregivers: _____

2. Name of Classroom _____ Ages of children _____ Capacity _____ No. Enrolled _____

Names of Caregivers: _____

3. Name of Classroom _____ Ages of children _____ Capacity _____ No. Enrolled _____
Names of Caregivers: _____
4. Name of Classroom _____ Ages of children _____ Capacity _____ No. Enrolled _____
Names of Caregivers: _____
5. Name of Classroom _____ Ages of children _____ Capacity _____ No. Enrolled _____
Names of Caregivers: _____

The following documents must be attached before this application can be processed:

The following documents must be attached. Incomplete applications will not be reviewed or funded. The **original application packet and four complete copies** must be submitted by the deadline. A complete application includes the following:

- Application Cover Sheet
- A copy of your child care license from the Department of Health
- Rolls showing the average daily attendance for the infant/toddler rooms for January, March OR May, 2014
- Copy of March 2014 enrollment records for the entire center with children's names blacked out (Only include this if you want to show you have 20% or more children on state subsidy)
- ITERS Observation Feedback Forms for each infant/toddler rooms
- Budget Form
- Environmental Survey

Plan of Action Forms A-1 through A-3

- Plan of Action Form A-1: Staff Longevity and Motivation
- Plan of Action Form A-2: Continuity of Care
- Plan of Action Form A-3: Involving, Supporting and Strengthening Families

Plan of Action Forms B-1 through B-10 or B-11

- Plan of Action Form B-1: Indoor Space or B-2: Remodeling Indoor Space. If remodeling also include:
 1. Two diagrams on graph paper of each classroom for which funds are being requested.
 2. Pictures of the classroom or part of the building to be remodeled, with items to be replaced or remodeled clearly labeled.
 3. Two bids clearly identifying itemized cost of the project, with the contractor's bid clearly visible.
- Plan of Action Form B-3: Personal Care Routines/Change of Behavior or Plan of Action Form or B-11 Maintenance Plan of Action

- ❑ If Remodeling, Form B-4: Personal Care Routines/Remodeling. Also include:
 1. Two diagrams on graph paper of each classroom for which funds are being requested.
 2. Pictures of the classroom or part of the building to be remodeled, with items to be replaced or remodeled clearly labeled.
 3. Two bids clearly identifying itemized cost of the project, with the contractor's bid clearly visible.
- ❑ Plan of Action Form B-5: Listening and Talking or Plan of Action Form B-11: Maintenance
- ❑ Plan of Action Form B-6: Activities and/or B-7: Activities/Remodeling and/or B-8: Outdoor Area. If requesting remodeling funds include the following for each project:
 1. Two diagrams on graph paper of each classroom or the outdoor area for which funds are being requested.
 2. Pictures of the classroom or part of the building to be remodeled, with items to be replaced or remodeled clearly labeled.
 3. Two bids clearly identifying itemized cost of the project, with the contractor's bid clearly visible.

- ❑ Plan of Action Form B-9: Interaction or Plan of Action Form B-11: Maintenance
- ❑ Plan of Action Form B-10: Program Structure or Plan of Action Form B-11: Maintenance

Plan of Action Forms C-1 and C-2

- ❑ Plan of Action Form C-1: Training Plan
- ❑ Plan of Action Form C-2: Administrative Plan of Action
- ❑ Mail or hand deliver completed application to: Department of Workforce Services
Office of Child Care
140 East 300 South
Salt Lake City, Utah 84111

I certify that the information in this application is true and accurate. I understand that staff from the Office of Child Care (OCC) may visit my center as part of the grant evaluation process.

If funded, I agree to comply with the requirements listed in this Request For Grant Application (RFGA) and to provide the Office of Child Care with accurate information upon request. I understand that staff from the Office of Child Care may visit my center to verify that projects are completed, purchases have been made, materials are available to the children and other grant requirements are completed.

Signature of Owner

Date

Signature of Director

Date

The Environmental Survey

Name of Center: _____

Section 1

Yes	No	N/A	Infant/Toddler Room Indoor Space
			Lighting can be adjusted to accommodate the activity in the room.
			The noise level in the room is not excessive and there are sound absorbing materials on the ceilings or upper walls.
			Windows accessible to children have safety glass or protective film to prevent glass from breaking into glass shards.
			Windows in infant/toddler rooms can be opened to provide ventilation and there is a screen on the window.
			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)
			Natural light can be controlled (adjustable blinds or curtains.)
			The wall in each classroom extends from the floor to the ceiling to reduce the transmission of noise from other rooms/areas.
			The diapering area/diapering table is in the classroom so caregivers don't have to leave the area.
			There is additional storage space in the room or a nearby hallway for additional materials for rotation.
			There are no "temporary"* walls that interfere with the supervision of children, create blind spots in the room or force parents/staff to walk through an infant/toddler room to access another room.
			There is a vinyl, linoleum or tile area for eating, water play and art activities in each classroom. The flooring is in good condition.
			At least 50% of each infant/toddler room has carpeting and padding. The carpeting is in good condition.
			There are no "temporary"* walls that create blind spots with in the room.

* Temporary walls are those walls that are NOT WEIGHT BEARING. Weight bearing walls cannot be altered with grant funds.

Name of Center: _____

Section 2

Yes	No	N/A	Infant/Toddler Room-Personal Care Routines
			All infant/toddler rooms are on the ground floor and have a fire exit door that leads directly outside for easy emergency exiting.
			There is a ramp from basement level infant/toddler rooms to allow safe exit of infants in cribs.
			The infant/toddler outdoor play area is right outside the door for easy access.
			There are two sinks in each infant/toddler classroom- one for food/bottle preparation and one for diapering and/or hand washing. (If a sink cannot be plumbed into the room, a portable sink may be purchased for hand washing.)
			There is a food prep/storage area with a small refrigerator and bottle warmer in the classroom.

Section 3

Yes	No	N/A	Infant/Toddler/Twos Outdoor Play Space/Nature
			The infants/toddler/twos have an outdoor play area that is separate from that of the older children. There is a fence separating the two areas.
			The infant/toddler outdoor play area is right outside the door for easy access.
			The outdoor play area allows children to interact with nature.
			<ul style="list-style-type: none"> • The outdoor play area has a grass area with a sprinkling system.
			<ul style="list-style-type: none"> • The outdoor play area has several trees.
			<ul style="list-style-type: none"> • The outdoor play area has shrubs and areas with plants (flowers, herbs, perennials, etc.) that are safe for children to explore.
			There is a covered area for winter use and for shade in the summer
			There is a firm, level surface for push and riding toys.
			There is a storage shed for outdoor play equipment.
			There is a sand box/sand area, at least four by eight feet, with an easy to use cover.
			The playground has ASTM tiles or pour-in-place cushioning for existing climbers/swings/slides in outdoor play areas.

Form A-1

Plan of Action: Staff Motivation and Longevity

Name of Center: _____

Please describe efforts you have made in the past to increase staff motivation and longevity: How effective have they been?

Describe how you will encourage staff to continue working in your infant/toddler rooms and/or activities that will be utilized to motivate staff. Describe actions/steps administration will take:

How will you help staff understand their important role as an early childhood professional and help them feel competent in their work?

Write a short narrative explaining how the administrator will support staff over time:

If your efforts will require grants funds, how much in total will be dedicated to staff retention and motivation efforts?

\$ _____

Form A-2

Plan of Action Form: Continuity of Care
Complete one page for each Infant/Toddler Classroom

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number _____ Item Name _____ Current Score _____ Goal Score _____

Please describe continuity of care issue/s you want to address:

Describe your plan to create greater continuity of care for the children:

Please describe the desired outcome and how this change will positively affect the children:

Write a short narrative explaining how the administrator will support this endeavor:

How much money will you allocate to improving continuity of care and how will the money be allocated?

FORM A-3 Plan of Action: Involving, Supporting and Strengthening Families
Complete one page for each Infant/Toddler Classroom

Name of Center: _____

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Please describe efforts you have made in this area while participating in Baby Steps:

Consider 3 or more projects/activities to carry out by July 1, 2015. (Must be a variety)

1. Please describe project/activity and rationale for choosing it:

Goal date to complete: _____ Funds needed, if any _____

2. Please describe project/activity and rationale for choosing it:

Goal date to complete: _____ Funds needed, if any _____

3. Please describe project/activity and rationale for choosing it:

Goal date to complete: _____ Funds needed, if any _____

Please print additional page if you want to carry out additional projects.

Form B-1

Plan of Action Form: Space and Furnishings

Complete one page for each Infant/Toddler Classroom

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number _____ Item Name _____ Current Score _____ Goal Score _____

List ITERS indicators you will be working on to reach your goal:
1.
2.
3.

What steps will be taken in the classroom to meet your goal? How will changes be made?

Director/Administrative Plan of Action
Please describe how the Director/Supervisor will assist the staff member to achieve goals identified above in Section B. (At least 2 activities required)

Write a short narrative explaining how you will monitor progress in the classroom and help caregivers maintain goals beyond the grant period:

What types of furniture or equipment will you need to purchase (if any) to reach your goal?

How much money will you allocate to these items? _____

Form B-2 Remodeling Plan of Action Form: Indoor Space

Complete one page for each indoor remodeling project you are requesting funds for

Name of Center: _____

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number: _____ Item Name: _____ Current Score: _____ Goal Score: _____

Briefly describe the desired project below:

Why did you choose this project over another and how will it benefit the children and caregivers?

Is this project an allowable project listed on the Environmental Survey? Y N

Is this project recommended by the Infant/Toddler Specialist? Y N

If you answered no to both questions above, this project is not allowable.

Please state your anticipated start and completion date and describe the steps you will take to make sure the project is completed:

Write a short narrative explaining how you will monitor progress on the project and assure it is completed within your timeline?

Place diagrams and pictures for this project behind this page.

How much money are you committing to this project from grant funds? \$ _____

Anything you commit to must be completed. Review projected amount to assure you have set aside enough funds.

Form B-3 Plan of Action Form: Personal Care Routines/Change of Behavior
Complete one page for each Infant/Toddler Classroom

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number _____ Item Name _____ Current Score _____ Goal Score _____

List ITERS indicators you will be working on to reach your goal:

What steps will be taken in the classroom to meet your goal? How will changes be made?

Director/Administrative Plan of Action
Please describe how the Director/Supervisor will assist the staff member to achieve goals identified above in Section B. (At least 2 activities required)

Write a short narrative explaining how you will monitor progress in the classroom and help caregivers maintain goals beyond the grant period:

What types of purchases will you need to make (if any) to reach your goal?

How much money will you allocate to these items? _____

Form B-4 Plan of Action Form: Personal Care Routines / Remodeling
Complete one page for each project you are requesting funds for

Name of Center: _____

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number: _____ Item Name: _____ Current Score: _____ Goal Score: _____

Briefly describe the desired project or major purchase below:

Why make this choice over another and how will it benefit the children and caregivers?

Is this project an allowable project listed on Form A? Y N

Is this project recommended by the Infant/Toddler Specialist? Y N

If you answered no to both questions above, this project/purchase is not allowable.

Please describe the steps you will take to make sure the project is completed and its timeline:

Write a short narrative explaining how you will monitor progress on the project and assure it is completed within your timeline?

Place diagrams and pictures for this project behind this page.

How much money are you committing to this project from grant funds? \$ _____

Anything you commit to must be completed. Review projected amount to assure you have set aside enough funds.

Form B-5

Plan of Action Form: Listening and Talking
Complete one page for each Infant/Toddler Classroom

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number _____ Item Name _____ Current Score _____ Goal Score _____

List ITERS indicators you will be working on to reach your goal:

What steps will be taken in the classroom to meet your goal? How will changes be made?

Director/Administrative Plan of Action

Please describe how the Director/Supervisor will assist the staff member to achieve goals identified above in Section B. (At least 2 activities required)

Write a short narrative explaining how you will monitor progress in the classroom and help caregivers maintain goals beyond the grant period:

What types of purchases will you need to make (if any) to reach your goal?

How much money will you allocate to these items? _____

Form B-6

Plan of Action Form: Activities

Complete a separate form for each activity area in which funds are being requested and for each Infant/Toddler Classroom

Name of Center: _____

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number: _____ Item Name: _____ Current Score: _____ Goal Score: _____

List ITERS indicators you will be working on to reach your goal:

What steps will be taken in the classroom to meet your goal? How will changes be made?

Director/Administrative Plan of Action
Please describe how the Director/Supervisor will assist the staff member to achieve goals identified above in Section B. (At least 2 activities required)

Write a short narrative explaining how you will maintain goals beyond the grant period:

What types of items will you purchase (if any) to reach your goal and how many will you need?

How will you use, arrange and organize these new materials? How will you assure they are properly taken care of? _____

How much money will you allocate to these items? _____

Form B-7

Plan of Action Form: Activities / Remodeling

Complete one page for each remodeling project related to activity items

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number: _____ Item Name: _____ Current Score: _____ Goal Score: _____

Briefly describe the desired project below:

Why did you choose this project over another and how will it benefit the children and caregivers?

Is this project an allowable project listed on the Environmental Survey? Y N
Is this project recommended by the Infant/Toddler Specialist? Y N
If you answered no to both questions above, this project is not allowable.
Please state your anticipated start and completion date and describe the steps you will take to make sure the project is completed:

Write a short narrative explaining how you will monitor progress on the project and assure it is completed within your timeline?

Place diagrams and pictures for this project behind this page.

How much money are you committing to this project from grant funds?

Form B-8

Plan of Action Form: Outdoor Area Remodeling
Complete one page for each project you are requesting funds for

Name of Center: _____

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number _____ Item Name _____ Current Score _____ Goal Score _____

Briefly describe the desired project below:

Why did you make this choice over another and how will it benefit the children and caregivers?

Is this project an allowable project listed on the Environmental Survey? Y N
Is this project recommended by the Infant/Toddler Specialist? Y N
If you answered no to both questions above, this project is not allowable.

Please state your anticipated start and completion date and describe the steps you will take to make sure the project is completed:

Write a short narrative explaining how you will monitor progress on the project and assure it is completed within your timeline?

Place diagrams and pictures for this project behind this page.
How much money are you committing to this project from grant funds? _____
Anything you commit to must be completed. Review projected amount to assure you have set aside enough funds.

Form B-9

Plan of Action Form: Interaction
Complete one page for each Infant/Toddler Classroom

Name of Center: _____

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number _____ Item Name _____ Current Score _____ Goal Score _____

Section B: List ITERS indicators you will be working on to reach your goal:

What steps will be taken in the classroom to meet your goal? How will changes be made?

Director/Administrative Plan of Action

Please describe how the Director/Supervisor will assist the staff member to achieve goals identified above in Section B. (At least 2 activities required)

Write a short narrative explaining how you will monitor progress in the classroom and help caregivers maintain goals beyond the grant period:

Will you need to purchase any materials to meet this goal? If so, what types?

How much money will you allocate to these items? _____

Form B-10

Plan of Action Form: Program Structure
Complete one page for each Infant/Toddler Classroom

Name of Center: _____

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Item Number: _____ Item Name: _____ Current Score: _____ Goal Score: _____

List ITERS indicators you will be working on to reach your goal:

What steps will be taken in the classroom to meet your goal? How will changes be made?

Director/Administrative Plan of Action

Please describe how the Director/Supervisor will assist the staff member to achieve goals identified above in Section B. (At least 2 activities required)

Write a short narrative explaining how you will monitor progress in the classroom and help caregivers maintain goals beyond the grant period:

Will you need to purchase any materials to meet this goal? If so, what types?

How much money will you allocate to these items? _____

Form B-11

Plan of Action Form: Maintenance
Complete one page for each Infant/Toddler Classroom

Name of Center: _____

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Sub-Scale Name: _____ Item Number and Name _____

Please describe how you will maintain a score of 5 in one item with your current staff:

If one staff member leaves and another is hired, what steps will administration take to orient a new staff member to maintain this score?

What assignments will senior staff be given to help orient staff to current practices?

Write a short narrative explaining how you will monitor progress in the classroom and check in to assure the new staff member understands and feels competent in this area?

Will you need to purchase any materials to meet this goal? If so, what types?

How much money will you allocate to these items? _____

Form C-1

Training Plan

Complete one page for each infant/toddler classroom

Classroom Name: _____ Age of children: _____

Caregiver Name: _____ Length of employment: _____

Has the caregiver completed the Infant/Toddler Endorsement? Y N

Is the caregiver on Career Ladder? _____ If yes, what level? _____

Indicate the type of training this caregiver will complete:

Infant/Toddler Endorsement? Y N

Career Ladder Course? Y N If yes, which one? _____

Additional Class? Y N If yes, which one? _____

On-Line CEU? Y N If yes, which on-line source will be used and which class will be completed? _____

Attendance to an Early Childhood Conference with CEU homework? Y N

Obtainment of Infant Toddler CDA? Y N

Amount of funding requested to meet this training goal? _____

Caregiver Name: _____ Length of employment: _____

Has the caregiver completed the Infant/Toddler Endorsement? Y N

Is the caregiver on Career Ladder? _____ If yes, what level? _____

Indicate the type of training this caregiver will complete:

Infant/Toddler Endorsement? Y N

Career Ladder Course? Y N If yes, which one? _____

Additional Class? Y N If yes, which one? _____

On-Line CEU? Y N If yes, which on-line source will be used and which class will be completed? _____

Attendance to an Early Childhood Conferences with CEU homework? Y N

Obtainment of Infant Toddler CDA? Y N

Amount of funding requested to meet this training goal: _____

Form C-2

Administrative Plan of Action
Complete one page for each Infant/Toddler Classroom

Name of Center: _____

Classroom Name: _____ Age of children: _____

Caregiver Names: _____

Write a detailed plan of what administration will do to orient new staff in best practices:

(If you need additional space you may attach a plan on another piece of paper)

What activities will the administration use to help caregivers understand the ITERS?

How did the administrator involve caregiver's in selecting goals or get "buy in" on the goals put forth in this proposal?

How is the administrator willing to work with the Infant/Toddler Specialist to develop new skills?

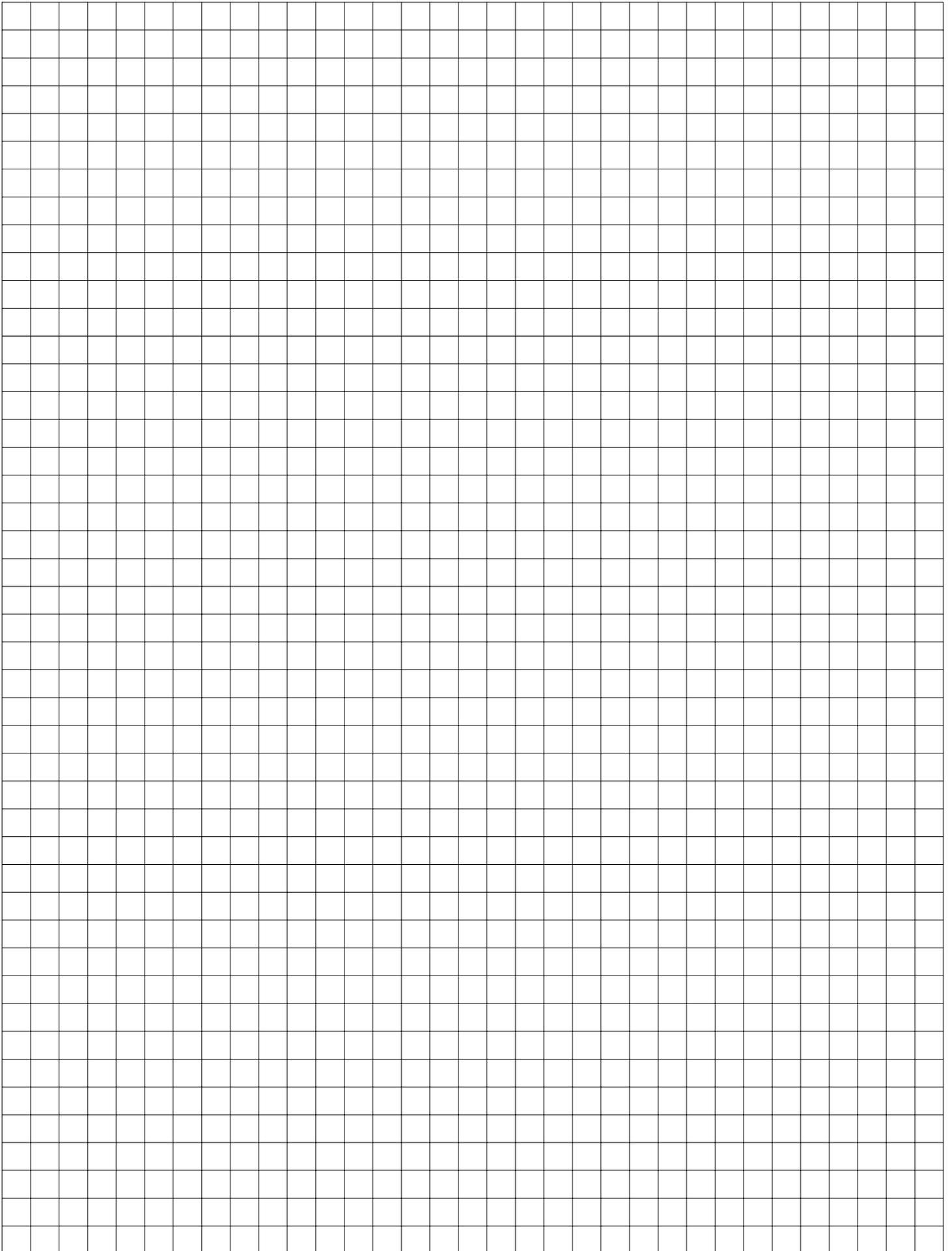
Will any funding be required to carry out this plan? If so, how much will be allocated?

Form D-1: Program Budget Detail Form

Name of Center: _____

Directions for completing form: Insert new dollar amounts for planned spending in to the appropriate column. The total should match the sum of all proposed spending reflected on the plans of action in the proposal.

Category	Grant Funds Requested
15% Allocation of Funds for Cost of Providing Infant Care	
Form A-1 Staff Motivation & Longevity	
Form A-2 Continuity of Care	
Form A-3 Involving, Supporting and Strengthening Families	
Form B-1 Space and Furnishings	
Form B-2 Indoor Space	
Form B-3 Personal Care Routines/Change of Behavior	
Form B-4 Personal Care Routines / Remodeling	
Form B-5 Plan of Action Form: Listening and Talking	
Form B-6 Plan of Action Form: Activities	
Form B-7 Plan of Action Form: Activities / Remodeling	
Form B-8 Plan of Action Form: Outdoor Area Remodeling	
Form B-9 Plan of Action Form: Interaction	
Form B-10 Plan of Action Form: Program Structure	
Form B-11 Plan of Action Form: Maintenance	
Form C-1 Training Plan	
Form C-2 Administrative Plan of Action	
Total	\$



Next Steps Attendance Record

Center Name: _____ Center Address: _____ Classroom: _____ Month: _____

Child Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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26.																															
Daily Total																															

Monthly Total:

ATTACHMENT _____

Department of Workforce Services Grant Terms and Conditions

1. **GRANT JURISDICTION:** The laws of the State of Utah shall govern the provisions of this Grant.
2. **CONFLICT OF INTEREST:** GRANTEE certifies, through the execution of the Grant, that no person in its and DEPARTMENT'S employment, directly or through subcontract, will receive any private financial interest, direct or indirect, in the Grant. GRANTEE will not hire or subcontract with any person having such conflicting interest(s).
3. **RECORDS ADMINISTRATION:** GRANTEE shall maintain or supervise the maintenance of all records necessary to properly account for the payments made to GRANTEE for costs authorized by this Grant. These records shall be retained by GRANTEE for at least four years after the Grant terminates or until all audits initiated within the four years have been completed, whichever is later. GRANTEE shall maintain books, records, documents, and other evidence.
4. **IMPOSITION OF FEES:** GRANTEE will not impose any fees upon clients provided services under this Grant except as authorized by DEPARTMENT.
5. **HUMAN-SUBJECTS RESEARCH:** GRANTEE shall not conduct research involving employees of DEPARTMENT or individuals receiving services (whether direct or contracted) from DEPARTMENT.
6. **GRANTEE ASSIGNMENT AND SUBGRANTEES/SUBCONTRACTORS:**
 - a. Assignment: Notwithstanding DEPARTMENT'S right to assign the rights or duties hereunder, GRANTEE agrees and understands that this Grant is based on the reputation of GRANTEE, and this Grant may not be assigned by GRANTEE without the written consent of DEPARTMENT. Any assignment by GRANTEE without DEPARTMENT'S written consent shall be wholly void.
 - b. Subgrantees/Subcontractors: As used in this Grant, the term "subgrantee" or "subcontractor" means an individual or entity that has entered into an agreement with the original GRANTEE to perform services or provide goods which the original GRANTEE is responsible for under the terms of this Grant. Additionally, the term "subgrantee" or "subcontractor" also refers to individuals or entities that have entered into agreements with any subgrantee if: (1) those individuals or entities have agreed to perform all or most of the subgrantee's duties under this Grant; or (2) federal law requires this Grant to apply to such individuals or entities. If GRANTEE enters into subcontracts the following provisions apply:
 - i. Duties of Subgrantee: Regardless of whether a particular provision in this Grant mentions subgrantees, a subgrantee must comply with all provisions of this Grant including, but not limited to, the state procurement requirements, insurance requirements and the fiscal and program requirements. GRANTEE retains full responsibility for the Grant compliance whether the services are provided directly or by a subgrantee.
 - ii. Provisions Required in Subcontracts: If GRANTEE enters into any subcontracts with other individuals or entities and pays those individuals or entities for such goods or services with federal or state funds, GRANTEE must include provisions in its subcontracts regarding the federal and state laws identified in this Grant, if applicable ("Grantee's Compliance with Applicable Laws; Cost Accounting Principles and Financial Reports"), as well as other laws and grant provisions identified in 45 C.F.R. §92.36(i).
7. **MONITORING:**
 - a. DEPARTMENT shall have the right to monitor GRANTEE'S performance regarding all services purchased under this Grant. Monitoring of GRANTEE'S performance shall be at the complete discretion of DEPARTMENT which will rely on the criteria set forth in this Grant, including the goals, service objectives and methods described

in "Scope of Work" and any special conditions and "Performance Measures" and GRANTEE'S fiscal operations. Monitoring may include both announced and unannounced visits. Monitoring will take place during normal business hours.

- b. **Client or Grantee Staff Satisfaction Surveys:** GRANTEE understands that DEPARTMENT is committed to providing customer-oriented services, and that DEPARTMENT often conducts customer-satisfaction surveys as a part of monitoring. GRANTEE agrees to cooperate with all DEPARTMENT-initiated customer feedback.
8. **NOTIFICATION OF THE INTERNAL REVENUE SERVICE:** It is DEPARTMENT'S policy to notify the Internal Revenue Service of any violations of IRS regulations uncovered as a result of its dealings with providers.
 9. **GRANT RENEWAL:** Renewal of Grant will be solely at the discretion of DEPARTMENT.
 10. **RENEGOTIATION OR MODIFICATIONS:** This Grant may be amended, modified, or supplemented only by written amendment, executed by the parties hereto, and attached to the original signed copy of the Grant.
 11. **GRANT TERMINATION:**
 - a. **Termination for Cause:** This Agreement may be terminated, with cause by either party, in advance of the specified termination date, upon written notice being given by the other party. The party in violation will be given ten (10) working days after notification to correct and cease the violations, after which the Agreement may be terminated for cause. The DEPARTMENT will give the GRANTEE only one opportunity to correct and cease the violations.
 - b. **Immediate Termination:** If GRANTEE creates or is likely to create a risk of harm to the clients served under this Agreement, or if any other provision of this Agreement (including any provision in the attachments) allows DEPARTMENT to terminate the Agreement immediately for a violation of that provision, DEPARTMENT may terminate this Agreement immediately by notifying GRANTEE in writing. The DEPARTMENT may also terminate this Agreement immediately for fraud, misrepresentation, misappropriation, and/or mismanagement as determined by the DEPARTMENT.
 - c. **No-Cause Termination:** This Agreement may be terminated without cause, in advance of the specified expiration date, by either party, upon sixty (60) days prior written notice being given the other party. Upon termination of this Agreement, all accounts and payments will be processed according to the financial arrangements set forth herein for approved services rendered to date of termination.
 - d. **Fund-Out Termination:** GRANTEE acknowledges that DEPARTMENT cannot contract for the payment of funds not yet provided by the Federal Government or appropriated by the Utah State Legislature and DEPARTMENT cannot guarantee funding under this Agreement since it may be altered by an act of the Federal Government or the Utah State Legislature occurring before the expiration of this Agreement. Therefore, in the event that DEPARTMENT fails to receive appropriations then DEPARTMENT may, by giving at least 30 days advance written notice, terminate this Agreement. DEPARTMENT will reimburse GRANTEE for services performed up through the date of cancellation.
 - e. **Attorneys' Fees and Costs:** If either party seeks to enforce this Agreement upon a breach by the other party, or if one party seeks to defend itself against liability arising from the negligence of the other party, the prevailing party shall receive from the unsuccessful party all court costs and its reasonable attorneys' fees, regardless of whether such fees are incurred in connection with litigation.
 - f. **Remedies for Grantee's Violation:**
 1. In the event this Agreement is terminated as a result of a default by GRANTEE, DEPARTMENT may procure or otherwise obtain, upon such terms and conditions as DEPARTMENT deems appropriate, services similar to those terminated, and GRANTEE shall be liable to DEPARTMENT for

any damages arising there from, including attorneys' fees and excess costs incurred by DEPARTMENT in obtaining similar services.

2. GRANTEE acknowledges that if GRANTEE violates the terms of this Agreement, DEPARTMENT is entitled to avail itself of all available legal, equitable and statutory remedies including, but not limited to, money damages, injunctive relief and debarment as allowed by state and federal law.
12. **CITING DEPARTMENT IN ADVERTISING:** Grantee agrees to give credit to DEPARTMENT for funding in all written and verbal advertising or discussion of this program such as brochures, flyers, informational materials, talk shows, etc. All formal advertising or public information programs will be coordinated with the Public Information Officer for DEPARTMENT.
13. **DRUG-FREE WORKPLACE:** GRANTEE agrees to abide by DEPARTMENT'S drug-free workplace policies while performing services under this Agreement.
14. **BILLINGS AND PAYMENTS:** Payments to Grantee will be made by DEPARTMENT upon receipt of itemized billing for authorized service(s) provided and supported by information contained in reimbursement forms supplied by DEPARTMENT. Billings and claims for services must be received within thirty (30) days after the last date of service for the period billed including the final billing, which must be submitted within thirty (30) days after Agreement termination or they may be delayed or denied. DEPARTMENT must receive billing for services for the month of June no later than July 15th, due to DEPARTMENT'S fiscal year end. Billings submitted after this date may be denied.

DEPARTMENT will not allow claims for services furnished by GRANTEE, which are not specifically authorized by this Grant.
15. **PAYMENT WITHHOLDING:** GRANTEE agrees that the reporting and record keeping requirements specified in this Grant are a material element of performance and that if, in the opinion of DEPARTMENT, GRANTEE'S record keeping practices and/or reporting to DEPARTMENT are not conducted in a timely and satisfactory manner, DEPARTMENT may withhold part or all payments under this or any other Grant until such deficiencies have been remedied. In the event of the payment(s) being withheld, DEPARTMENT agrees to notify GRANTEE of the deficiencies that must be corrected in order to bring about the release of withheld payment.
16. **OVERPAYMENT/AUDIT EXCEPTIONS/DISALLOWANCES:** GRANTEE agrees that if during or subsequent to the Grant CPA audit or DEPARTMENT determines that payments were incorrectly reported or paid, DEPARTMENT may amend the Grant and adjust the payments. In Grants, which include a budget, GRANTEE expenditures to be eligible for reimbursement must be adequately documented. GRANTEE will, upon written request, immediately refund any overpayments determined by audit and for which payment has been made to GRANTEE, to DEPARTMENT. GRANTEE further agrees that DEPARTMENT shall have the right to withhold any or all subsequent payments under this or other Agreements with GRANTEE until recoupment of overpayment is made.
17. **REDUCTION OF FUNDS:** The maximum amount authorized by this Grant shall be reduced or Grant terminated if required by federal/state law, regulation, or action or if there is significant under-utilization of funds, provided GRANTEE shall be reimbursed for all services performed in accordance with this Grant prior to date of reduction or termination. If funds are reduced, there will be a comparable reduction in the amount of services to be given by GRANTEE. DEPARTMENT will give GRANTEE thirty (30) days notice of reduction.
18. **PRICE REDUCTION FOR INCORRECT PRICING DATA:** If any price, including profit or fee, negotiated in connection with this Grant, or any cost reimbursable under this Grant was increased by any significant sum because GRANTEE furnished cost or pricing data (e.g., salary schedules, reports of prior period costs, etc.) which was not accurate, complete and current, the price or cost shall be reduced accordingly. The Grant may be modified in writing as necessary to reflect such reduction, and amounts overpaid shall be subjected to overpayment assessments. Any action DEPARTMENT may take in reference to such price reduction shall be independent of, and not be prejudicial to, DEPARTMENT'S right to terminate this Grant.

19. **LICENSING AND STANDARD COMPLIANCE:** By signing this Grant, GRANTEE acknowledges that it currently meets all applicable licensing or other standards required by federal and state laws or regulations and ordinances of the city/county in which services and/or care is provided and will continue to comply with such licensing or other applicable standards and ordinances for the duration of this Grant period. Failure to secure or maintain a license shall support a basis for cancellation of this Grant. GRANTEE acknowledges that it is responsible for familiarizing itself with these laws and regulations, and complying with all of them.

20. COMPLIANCE WITH GENERALLY APPLICABLE STATE AND FEDERAL LAWS:

- a. GRANTEE is required to comply with all anti-discrimination and drug-free workplace laws, and all laws governing research involving human subjects. If GRANTEE is receiving federal funds under this Contract the following federal laws may apply: Equal Opportunity Employer Executive Order, the Davis-Bacon Act, the Hatch Act, the Copeland "Anti-Kickback" Act, the Fair Labor Standards Act, the Contract Work Hours and Safety Standards Act, the Clean Air Act, the Federal Water Pollution Control Act, the Byrd Anti-Lobbying Amendment, and the Debarment and Suspension Executive Orders. GRANTEE shall comply with these laws and regulations to the extent they apply to the subject matter of this Contract.
- b. Equal Opportunity: Section 188 of the Workforce Investment Act of 1998 (WIA) prohibits discrimination against all individuals in the United States on the grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship or participation in any WIA Title I-financially assisted program or activity. Prohibitions against discrimination are made on the basis of the following:
 - i. Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color, and national origin, which includes discrimination affecting persons with limited English proficiency;
 - ii. Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
 - iii. The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age;
 - iv. And Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in education programs.
- c. If applicable, GRANTEE will provide an explanation of the client's rights and protections under 29 CFR Part 37. GRANTEE will also provide a copy of DEPARTMENT'S Equal Opportunity Notice (English or Spanish version, DWS 09-15E-0900NCR or 09-15S-0201 respectively) to the client and maintain a copy in the client file.

21. **CODE OF CONDUCT** (attached if applicable): GRANTEE agrees to follow and enforce DEPARTMENT'S Code of Conduct, Utah Administrative Code, R982-601-101 et seq. GRANTEE agrees that each of its employees or volunteers will receive a copy of the Code of Conduct. A signed statement by each employee or volunteer to this effect must be in employee's/volunteer's file subject to inspection and review by DEPARTMENT monitors.

22. **SEPARABILITY:** A declaration by any court or other binding legal source that any provision of this agreement is illegal and void shall not affect the legality and enforceability of any other provisions of this agreement unless said provisions are mutually dependent.

23. INDEMNITY:

- **IF THE GRANTEE IS A GOVERNMENTAL AGENCY:** Both parties to this Agreement are governmental entities as defined by the Utah Governmental Immunity Act, Utah Code Ann. §§ 63G-7-101 to -904 (2013). Consistent with the terms of this Act, it is mutually agreed that each party is responsible and liable for its own wrongful or negligent acts that it commits or which are committed by its agents, officials, or employees. Neither party waives any defenses otherwise available under the Governmental Immunity Act.
 - **IF THE GRANTEE IS A NON-GOVERNMENTAL ENTITY:** The GRANTEE agrees to indemnify, save harmless, and release the State of Utah, and all its officers, agents, volunteers, and employees from and against any and all loss, damages, injury, liability, suits, and proceedings arising out of the performance of this Agreement which are caused in whole or in part by the negligence of the Grantees officers, agents, volunteers, or employees, but not for claims arising from the State's sole negligence.
24. **FINANCIAL/COST ACCOUNTING SYSTEM:** GRANTEE agrees to maintain a financial and cost accounting system in accordance with the Generally Accepted Accounting Principles ("GAAP"), issued by the American Institute of Certified Public Accountants; or the "Governmental GASB," issued by the United States Governmental Accounting Standards Board. An entity's accounting basis determines when transactions and economic events are reflected in its financial statements. An entity may record its accounting transactions and events on a cash basis, accrual basis, or modified accrual basis. According to GAAP and Governmental GAAP, the cash method of accounting is not appropriate for governmental entities; the accrual basis and modified accrual basis of accounting are the preferred methods. The GRANTEE further agrees that all program expenditures and revenues shall be supported by reasonable documentation (vouchers, invoices, receipts, etc.), which shall be stored and filed in a systematic and consistent manner. The GRANTEE further agrees to retain and make available to independent auditors, State and Federal auditors, and program and Grant reviewers all accounting records and supporting documentation for a minimum of four (4) years after the expiration of this Grant. The GRANTEE further agrees that, to the extent it is unable to reasonably document the disposition of monies paid under this Grant, it is subject to an assessment for over-payment.
25. **GRIEVANCE PROCEDURE:** The GRANTEE agrees to establish a system which recipients of the purchased services may present grievances about the operation of the program as it pertains to and affects said recipient. The GRANTEE will advise recipients of their right to present grievances concerning denial or exclusion from the program, or operation of the program, and of their right to a review of the instance by the Department of Workforce Services. The GRANTEE will advise applicants in writing of rights and procedures to appeal. In the event of a grievance, the GRANTEE will notify the DEPARTMENT of the grievance and its disposition of the matter. If no resolution is reached with the GRANTEE, the grievance will be forwarded to the DEPARTMENT for processing through the DEPARTMENT'S Administrative Process.
26. **PROTECTION AND USE OF CLIENT RECORDS:** The use or disclosure by any party of any information concerning a client for any purpose not directly connected with the administration of the DEPARTMENT'S or the GRANTEE'S responsibilities with respect to services purchased under this agreement is prohibited except on written consent of the client, their attorney, or responsible parent or guardian. The GRANTEE will be required to sign the DEPARTMENT'S disclosure statement.
27. **DEPARTMENT COST PRINCIPLES FOR COST REIMBURSEMENT CONTRACTS:**
- a. Federal cost principles determine allowable costs in Department Grants. They can be found in circulars published by the Federal Office of Management and Budgets ("OMB"). GRANTEE may locate the Federal Cost Principles applicable to its organization at the internet web site:
OMB Circulars: <http://www.whitehouse.gov/omb/circulars/index.html>
 - b. **Compliance with Federal Cost Accounting Principles:** For GRANTEE'S convenience, the DEPARTMENT provides Table 1 below, "Cost Accounting

Principles,” as a reference guide to the applicable cost principles. However, the information in this table is not exhaustive, and GRANTEE understands that it is obligated to seek independent legal or accounting advice. As shown in Table 1, “Cost Accounting Principles,” the principles applicable to a particular GRANTEE depend upon the GRANTEE’S legal status.

Table 1: Cost Accounting Principles

Grantee	Federal Cost Principles
State/Local/Indian Tribal Governments	OMB Circular A-87
College or University	OMB Circular A-21
Non-Profit Organization	OMB Circular A-122
For Profit (Commercial) Organization	48 CFR Part 31

c. Compensation for Personal Services - Additional Cost Principles:

In addition to the cost principles in the Federal circulars concerning compensation for personal services, the following cost principles also apply:

- i. The portion of time a person devotes to a program should be disclosed in the budget as a percent of 40 hours per week.
- ii. Employees who are compensated from one or more Grants, or from programmatic functions must maintain time reports, which reflect the distribution of their activities.
- iii. For persons occupying any managerial position (administration or program management), total work time from all work, including outside employment and participation in other entities, must be disclosed. If total work time exceeds 40 hours and the GRANTEE wants reimbursement for the time devoted to DEPARTMENT programs over 40 hours, the following two conditions must be met: 1) a perpetual time record must be maintained and 2) prior written approval must be obtained from the DEPARTMENT’S Finance-Contracting Division
- iv. Compensation for Personal Expenses: The DEPARTMENT will not reimburse GRANTEE for personal expenses. For example, spouse travel when the travel costs of the spouse is unrelated to the business activity, telecommunications and cell phones for personal uses, undocumented car allowances, payments for both actual costs of meals and payments for per diem on the same day, and business lunches (not connected with training).

d. Third-Party Reimbursement and Program Income: The GRANTEE is required to pursue reimbursement from all other sources of funding available for services performed under this Grant. Other sources of funding include, but are not limited to, third-party reimbursements and program income. In no instance shall any combination of other sources of funding and billings to Department Of Workforce Services be greater than “necessary and reasonable costs to perform the services” as supported by audited financial records. Collections over and above audited costs shall be refunded to Department Of Workforce Services.

28. **ADMINISTRATIVE EXPENDITURES:** If applicable, DEPARTMENT will reimburse GRANTEE for actual administrative or indirect costs (Category I) up to 10% of the total program and capital (Category III & II) costs as negotiated in the attached budget.

29. **CHANGES IN BUDGET (Cost Reimbursement Grants Only):** The budget attached hereto shall be the basis for payment. The GRANTEE may not make any adjustment in budgeted funds from Category III, “Program Expenses” to either Category I, “Administration” or Category II, “Capital Expenditures” or between Categories I and II, without prior written approval by the DEPARTMENT. Expenditures in excess of those budgeted in either Category I or II may be considered questioned costs. Resolution of such questioned costs will normally result in a request that such excesses be refunded to the DEPARTMENT. The GRANTEE may, however, shift between either Category I or II to Category III without prior approval. Expenditures in excess of those budgeted in Category III

will not normally result in questioned costs unless restrictions have been placed on subcategories within this major category. When the Grant restricts expenditures within defined subcategories, any unapproved excess will be considered a questioned cost.

30. **RELATED PARTIES:** The GRANTEE shall not make payments to related parties in any category of Administration, Capital Expenditures, or Program Expenses without the prior written consent of the DEPARTMENT. Payments to related parties may include, but are not limited to: salaries, wages, compensation under employment or service Grants, or payments under purchase, lease, or rental Grants. Payments made by the GRANTEE to related parties without such prior written consent may be disallowed and may result in an overpayment assessment. For the purpose of defining payments to related parties under a grant, the GRANTEE shall be defined to include all owners, partners, directors, and officers of the GRANTEE or others with authority to establish policies and make decisions for the GRANTEE.

Persons and/or organizations shall be considered related parties when any of the following conditions exist:

A person and/or organization with directors, officers, or others with the authority to establish policies and to make decisions for the organization who is/are related to GRANTEE through blood or marriage, as defined by U.C.A., Section 52-3-1(1)(d) as father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in law, or daughter-in-law.

An organization has in common with the GRANTEE either: a) owners or partners who directly or indirectly own ten percent (10%) or more of the voting interest of the organization; and/or b) directors, officers or others with authority to establish policies and make decisions for the organization.

The GRANTEE is obligated to notify the Department of any contemplated or actual related party payment prior to making a purchase. Upon notification of related party payment, the DEPARTMENT may, at its discretion, require that the GRANTEE undertake competitive bidding for the goods or services, require satisfactory cost justification prior to payment, or take other steps that may be necessary to assure that the goods or services provided afford the DEPARTMENT a satisfactory level of quality and cost. Any related-party payments contemplated under this Grant must be disclosed on a statement for related party transactions (available from the DEPARTMENT'S Finance/Contracting Division). It will require:

- a. The name of the GRANTEE'S representative who is related to the party to whom the GRANTEE seeks to make payments;
 - b. the name of the other related party;
 - c. the relationship between the individuals identified in "a" and "b" above;
 - d. a description of the transaction in question and the dollar amount involved (if any);
 - e. the decision-making authority of the GRANTEE'S representative and the party identified in "b" above, with respect to the applicable transaction;
 - f. the potential effect of the payment to a related party on this Grant; and
 - g. the measures taken by the GRANTEE to protect the DEPARTMENT from potentially adverse effects resulting from the identified parties' relationship.
31. **NON-FEDERAL MATCH:** For those Grants requiring a non-federal match, said match shall be:
- a. Expenses which are reasonable and necessary for proper and efficient accomplishment of the contracted program objectives.
 - b. Allowable under applicable cost principles.
 - c. Not paid by the Federal Government under another award except where authorized by Federal statute.
 - d. In accordance with the appropriate Federal grant being matched.

Invoices submitted to DEPARTMENT should detail the total cost of the Grant program expenditures and should distinguish between which expenditures are match and which are requested for reimbursement.

32. **REQUIRED INSURANCE:** The GRANTEE shall maintain adequate protection against liability as specified in this Grant.

Automobile Insurance: If the GRANTEE'S services involve transporting any clients or goods for the DEPARTMENT, the GRANTEE shall maintain a policy of automobile liability insurance covering property damage, personal injury protection, and liability for the vehicles used by the GRANTEE (including owned, hired and non-owned vehicles.) The policy shall provide for a combined single limit, or the equivalent, of not less than \$250,000. If the GRANTEE subcontracts with another entity or individual for transportation services, or services that include transportation services, the GRANTEE may satisfy this insurance requirement by submitting proof that the subcontractor/sub-grantee has complied with the requirements of the "Insurance and Indemnification" section of this Agreement.

The GRANTEE shall be responsible for paying any deductibles, self-insured retentions or self-insurance costs. The deductible for the insurance policies required by this Agreement may not exceed \$1,000.00, unless the GRANTEE obtains prior written approval of the deductible (and the corresponding policy) from DEPARTMENT.

THE FOLLOWING PARAGRAPHS APPLY TO GRANT AGREEMENTS FUNDED THROUGH THE WORKFORCE INVESTMENT ACT (WIA)

33. **SALARY AND BONUS LIMITATIONS:** In compliance with Public Law 110-5 and 109-234, none of the funds under this contract that are available for expenditure on or after June 15, 2006, shall be used by the GRANTEE to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II, except as provided for under section 101 of Public Law 109-149. See Training and Employment Guidance Letter (TEGL) number 5-06 for further clarification.
34. **STAND-IN COSTS:** Stand-in costs are non-Federal costs that may be substituted for disallowed contract costs when certain conditions are met. Stand-in costs must meet the following criteria: To be considered, proposed stand-in costs must have been actually incurred allowable contract costs that have not been charged to the contract, included within the scope of the **GRANTEE'S** audit, and accounted for in the **GRANTEE'S** financial system required by 29 CFR Part 97 or 95 as appropriate. To be accepted, stand-in costs must come from the same year as the costs that they are proposed to replace, and they must not cause a violation of the administrative or other cost limitations. Stand-in costs must be reported to the **DEPARTMENT** through the Cost Reimbursement form.
35. **PROGRAM INCOME:** Program income is defined in 29 CFR 97.25(b) and is the gross income received by the **GRANTEE** directly generated by a contract-supported activity, or earned only as a result of the contract during the contract period. A similar definition is found in 29 CFR Part 95.2(bb). A list of the types of income that are considered program income for purposes of WIA is included in 29 CFR 97.25(a) and 29 CFR Part 95.2(bb). Program income must be reported to the **GRANTEE** through the Cost Reimbursement report and must be expended prior to any requesting any contract funds for reimbursement.
36. **LEVERAGED FUNDS:** Leveraged funds are defined as any funds which have been expended for the same purposes and are allowable expenses under the contract funds but were paid by other Federal resources within the **GRANTEE'S** accounting records. Leveraged funds are to be reported to the **DEPARTMENT** through the Cost Reimbursement report and be tracked and quantifiable within the **GRANTEE'S** accounting records.

Attachment B: Performance Requirements

Grant recipient must comply with the following requirements. Failure to do so may result in termination of the grant. If the terms and conditions of this grant are not met, centers may be suspended from current grants or participating in future grant programs administered by the Department of Workforce Services (DWS) Office of Child Care (OCC).

1. General Grant Agreement Performance Requirements

- a. **Start Date:** Performance under this grant must begin **September 1, 2014**.
- b. **End Date:** Grant period ends **August 31, 2016**. Funded programs must expend all first year grant dollars by August 31, 2015 and submit all required evaluation materials and paperwork. The grant may be discontinued if funding is not available or if the program has not met the grant requirements.
- c. Grantee must perform according to the plans outlined in their RFGA application (attached).
- d. Programs must not discriminate against children, families or staff based on race, religion, sex, age, national origin or disability.
- e. Grantee must maintain a 4 :1 ratio in their infant and toddler rooms and comply with group size requirements. Maximum group size for infants is eight (8), for toddlers 12.
- f. Grantee must meet all applicable state and federal laws and regulations, including the applicable Federal Office of Management & Budget (OMB) circulars.
- g. **Grant Orientation Meeting:** Grantee (center owner and/or director) must attend a grant orientation meeting. September 18, 2014 is the in person orientation in Salt Lake City. September 24, 2014 is an online meeting.
- h. All grant recipients must be registered with their Care About Child Care Agency (CAC). Programs are not required to participate in the quality indicator portion of CAC to receive grant funds. Only registration is required.
- i. **Consultation and Technical Assistance:** Funded organizations must **actively** participate in direct consultation and technical assistance provided by their assigned Infant/Toddler Specialist and/or OCC Program Specialist.
- j. Staff from DWS and the OCC shall have access to the center for site visits during normal business hours or by appointment.
- k. **Payment:**
 - i. Grantees receiving funds for materials and equipment must complete all purchases and submit receipts within six (6) weeks of receiving the grant check. Receipts documenting the completion of remodeling projects must be

submitted within 12 weeks of receiving the grant check. These checks are received by the program in advance of purchases.

- ii. Invoices and reimbursement requests for attended training, 15% of the cost of providing infant care, continuity of care, staff motivation and longevity and parent activities must be submitted three times each year, due January 15, 2015, June 30, 2015, September 10, 2015, January 15, 2016, June 30, 2016 and September 9, 2016. These funds are reimbursed to programs after they have been paid for and approved documentation has been submitted with invoices.
 - iii. Training documentation must be submitted with each invoice and will be reimbursed only if the following are provided:
 1. Copy of the CAC, CEU training certificates, or proof that other committed training was completed.
 2. 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 or a check made out to the staff member that has cleared the bank.
 3. Grantee must comply with Fair Labor Standards Act (FSLA) and provide overtime pay for non-exempt employees, if they exceed 40 hours in a work week.
 4. A receipt, cancelled check or credit card statement showing payment of the class fee.
 - iv. Grantee must submit payment requests using the format and forms provided by OCC.
 - v. DWS will strive to make timely payment. Turn-around-time for payment is determined by the accuracy of the invoice and approval by DWS Finance Division.
 - vi. Each year, all funds for that year must be spent by August 31, 2015 and August 31, 2016. Unspent funds will not be carried over into the next contract year.
1. **Reporting:** Funded organizations must provide three (3) progress reports per year as required by OCC or designee. Reports must be prepared according to DWS reporting guidelines. DWS will provide training on report format and content at the grant orientation meeting.
 - a. Grantees shall submit an End of the Year Report by July 15, 2015 for the first year and July 15, 2016 for the second year to the OCC.

A completed Next Steps Grant End of Year Report includes:

 1. A completed observation for each I/T classroom carried out by the staff members' direct supervisor.
 2. A summary of conclusions made by the director and staff of what goals have been met, and which may still need attention.

Additionally the program will report as which areas they believe they will work on for the upcoming year based on the results.

3. Copies of evaluations of staff completed by the director that include strengths of the employee and a plan of action for improvements.
 4. A report on project/activities carried out with families and what the outcomes were.
 5. An evaluation of the plan and activities for staff longevity and motivation to determine if they were effective.
 6. An evaluation of the continuity of care the children have received and if program goals in this area were met.
 7. A report from administration concerning the effectiveness of the Administrative Plan of Action.
 8. A completed Administrative Log documenting the director and/or supervisor's activities and the hours spent working with the Infant/Toddler Specialist and time spent supporting the staff in meeting their goals. (Administrator must show three hours spent each year with each infant/toddler caregiver and five hours spent each year working with Specialist.)
 9. End of Year Training Summary.
- b. Grantee must ensure that the above reports are accurate and complete and that the staff has completed the training listed in the RFGA application.
 - m. Grantee must ensure proper administrative and accounting procedures are followed.
 - n. Grantee is subject to and must comply with all terms set forth in this Grant Agreement, including but not limited to the attached "Department of Workforce Services Grant Terms and Conditions."

2. Specific Next Steps Performance Requirements

- a. Administrative Commitment
 - i. The person supervising the infant/toddler caregivers must commit time to working with the Infant/Toddler Specialist to assure quality improvement efforts will not be interrupted as staff leaves and new staff is hired.
 - ii. The role of the Infant/Toddler Specialist is to support the director in the training and implementation of Next Steps goals for their staff. Management must spend some time in the classroom with the Specialists, helping to implement positive changes and orienting new staff, as well as helping current staff understand best practices and the goals the center has committed to. The Specialists will help caregivers understand how to implement best practices,

but administration must work to maintain changes with their staff between technical assistance visits and as staff is hired.

- iii. Administration must follow the Plan of Action that addresses what the administrator will do to support staff in understanding the ITERS and reaching classroom goals.
- iv. Near the end of the each grant year, the director must do a formal observation in each infant/toddler classroom using the ITERS tool. The observation must last for a minimum of one (1) hour and a copy must be turned in with the final report. Director must also meet with each caregiver, provide a formal evaluation and give the caregiver feedback on their work. The feedback shall include strengths and areas for improvement. The director and caregiver will create and implement a plan for improvement.. The program will use what was learned in the observation to determine goals for the second year.
- v. Grantee must keep an administrative log to show activities the director has done to support staff and to work with the specialist.
- vi. By July 16, 2015 each director must show documentation of a minimum of three (3) hours of documented support for each staff member and a minimum of five (5) hours spent working with the infant/toddler specialist. By July 16, 2016 each director must show documentation of a minimum of three (3) hours of documented support for each staff member and a minimum of five (5) hours spent working with the infant/toddler specialist during the past year.

b. Training

- i. Staff training is a required component of the Next Steps grant.
- ii. Each full-time Infant/Toddler caregiver must complete the Infant/Toddler Training Endorsement (40 hours of training) if they have not already completed it. If a caregiver has the endorsement, an Infant/Toddler CDA or a college level Infant/Toddler Development Class they do not have to take the 40 hours of endorsement training (transcript required and/or copy of CDA documentation required). Any full time caregiver that has completed any of the previously listed classes will be required to complete 10 hours of training per year.
- iii. Programs must pay staff at least their usual wage for time spent in training classes. Grant funds may be used for this expense. Grantee must comply with Fair Labor Standards Act (FLSA) and provide overtime pay for non-exempt employees. Training is paid out by the program first and reimbursed with grant funds.
- iv. Grantee must pay for the training costs (tuition/fees/labor costs) and provide documentation to DWS in order to receive reimbursement.

c. Involving, Supporting and Strengthening Families

- i. Grantee shall carry out all plans for activities/projects to involve, support and strengthen families outlined in their Grant application.

- ii. In the end of the year report, Grantee shall report on each of the activities to involve, strengthen and support families and submit supporting documentation of the outcome for each.
- d. Observations
 - i. A follow up observation will take place within the second year of the Next Steps grant process. Programs must receive a score of 4.0 or higher in each classroom to be eligible to move on to the two year old grant program.
 - ii. The observation will last approximately three to four hours.
 - iii. After the observation, the Specialist will return and share the results with the center staff.
- e. Quality Improvement Goals
 - i. Quality improvement goals are based on the results of the ITERS-R.
 - ii. The most recent observation for each classroom will be used for purposes of setting goals and justifying requested funding amounts for the grant application.
 - iii. Not all goals should require funding.
 - iv. Centers choose as many goals as are needed to reach or maintain the required score of four (4.0).
 - v. Centers are strongly encouraged to involve caregivers in setting goals.
 - vi. The Infant/Toddler Specialist will work with the program through the first year to support them in reaching their goals. The grant application will be scored on the original goals set by the program in the application.
- f. Matching Funds

This grant requires Matching Funds. Matching Funds are funds that the applicant already has or will have available to put toward quality improvement efforts in the program. This grant requires no actual dollar expenditure by the program. However, it does require a commitment of time by the owner/director that will be counted as the match. The following activities will be counted as Matching Funds for this grant:

- i. Time spent finding, ordering and organizing materials, equipment and/or furniture purchased with grant funds.
- ii. If remodeling projects are selected, time spent gathering bids and supervising remodeling projects will be counted as the Matching Funds.
- iii. Time spent working with the Infant/Toddler Specialist, setting goals and supporting staff development as required by this grant will be considered a portion of the match.
- iv. The time the director is involved in observing and evaluating staff in preparation for year two of the grant.

Next Steps Evaluations Scoresheet FY15

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

	Score (0-5)	Weight	Points
1. GRANT PROPOSAL/APPLICATION: (5 points possible)	----	----	----
Overall accuracy and presentation of the entire proposal		X 1	
2. NEED ASSESSMENT: (10 points possible)	----	----	----
Do the applicant's Environmental Survey, classroom and/or playground Diagrams, Equipment & Materials Lists or observation feedback indicate a significant need in the areas in which requests are being made? (10 points)		X 2	
3. STAFF LONGEVITY, CONTINUITY OF CARE AND STAFF MOTIVATION PLANS OF ACTION: (5 points possible)	----	----	----
Collectively, have these plans of action defined what the program plans to do? Do you have a clear picture of their intent? Will the plans and follow up be effective? (5 points)		X 1	
4. PLAN TO STRENGTHEN AND SUPPORT FAMILIES:(10 POINTS POSSIBLE)			
Does the program show a variety of projects/events to involve, strengthen, and support families? Does the plan show that new events/projects will be utilized vs. repeating what has already been done? (5 points)		X1	
Are the projects valuable? Will they make an impact in the lives of the parents and the families? (5 points)		X1	
5. PLAN OF ACTION FORMS B-1 through B-10:(30 points possible)			
How well do the choices in goals and projects reflect the recommendations of the Infant/Toddler Specialists or the needs shown on the Environmental Survey? (5 points)		X 1	
Were the goals selected in the areas of the greatest need? How simple or complex are the goals selected? (5 points)		X1	
Will the completion of the chosen goals create significant change or improvement? What will the impact to the children be? (10 points)		X2	
Do the activities outlined to support staff show individualization to each goal and caregiver? Is administration offering firm support? (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	
6. TRAINING PLAN:(5 points possible)	----	----	----
Is the training selected appropriate for each classroom? Did the plan follow the guidelines on page 19? (5 points)		X 1	
7. ADMINISTRATIVE PLAN OF ACTION:(5 points possible)	----	----	----
Is the Administrative Plan of Action well developed? Does the plan as a whole seem reasonable and solid? (5 points)		X 1	
8. FUNDS ALLOCATIONS: (30 points possible)			
Do the amounts allocated throughout the proposal add up to the same dollar amount on the Budget Form? (5 points)		X1	
Does the applicant demonstrate that funds are being allocated where the need is shown? (10 points)		X2	
Does the applicant demonstrate that funds are being allocated according to the requirements outlined in the RFG? (5 points)		X1	
Do the applicant's Environmental Survey, classroom and/or playground diagrams and observation feedback indicate significant needs that were not addressed? Have sound decisions been made in the placement of funds? (10 points)		X2	
TOTAL EVALUATION POINTS		Total	

Attachment D

CEU Resources

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. The Children's Center's upper level training is also a viable option for CEU credit. A certificate of completion will be required to close out the grant. This option is more expensive than CCR&R classes.

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

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

Texas Tech University Distance Learning: www.selfdimensions.com Click on CEU program

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

Other Sources

The Children's Center Upper Level Courses

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