

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

REQUEST FOR GRANT
FISCAL YEAR 2014

**QUALITY ENVIRONMENT GRANT
FOR
FAMILY CHILD CARE PROGRAMS**

Due April 8, 2014

2014 Quality Environment Grant

Purpose and Overview



The Federal Office of Child Care, the agency that provides the funding for Utah's child care subsidy program, is implementing a new policy this fall. The Federal Office of Child Care wants each state to provide evidence that the child care they are paying for is good quality care. Each state must provide documentation showing how they know this is true.

Most states have QRIS systems that they can use to document compliance with this new requirement. The QRIS in those states stands for Quality Rating & Improvement Systems. Utah developed a different type of system – a Quality Recognition & Information System called Care About Child Care that most of you are familiar with. Our system doesn't answer the quality question as easily as a traditional QRIS system with stars and levels would. Therefore, we are conducting a research project with Utah State University to determine how the Quality Indicators on Care About Childcare relate to the commonly used Environment Rating Scale scores. We

won't have the results of this research until later in 2014.

Based on what we do know from past research and the preliminary results from our current research study, we have identified fifteen Care About Childcare Quality Indicators that are basic to the creation of a quality child care program. Our goal is to support Utah's child care providers in meeting these fifteen basic Quality Indicators over the coming year.

One of the basic first year Quality Indicators is that each classroom and family child care home has at least three learning centers/activity areas. The purpose of this grant is to help providers obtain the materials needed to create these. Our funds are much more limited than they have been in the past, so these grants are smaller and the application is simpler. It is important for all providers who don't have the required materials to take advantage of this grant opportunity. We do not know how our funding will be allocated in the future and all providers should meet these fifteen Quality Indicators by the fall of 2015.



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

Part One: General Information

BACKGROUND

The Department of Workforce Services, Office of Child Care (OCC) is offering grants to assist providers in meeting the higher quality levels of care and early education that will be required by new federal regulations in the fall of 2014. This competitive grant is being offered to all licensed family child care providers that have received less than two (zero or one) Quality Environment Grants in the past. Providers that have never received a Quality Environment Grant in the past are a priority and will receive bonus points.

Grant funds are to be used to purchase any materials and equipment needed to create at least three fully equipped activity areas/learning centers to meet the higher quality standards. Applicants must commit to activities that increase the quality of the child care they provide, including self-assessment, goal setting and training.

ELIGIBILITY REQUIREMENTS

The following eligibility guidelines apply:

- Programs must provide child care on a full-time basis. A full-time program offers child care Monday through Friday, year around, for at least nine hours per day.
- Programs must hold a Family Child Care license from the Utah Department of Health.
- Programs must have been licensed for at least one year before the application deadline.
- Programs cannot have received credit for Indoor Environment #1 on Care About Childcare in the past.

The following programs are NOT eligible:

- Programs that have received two or more Quality Environment Grants in the past.
- Programs that received credit for Quality Indicator Indoor Environment #1 on the Care About Child Care website site after October 2013. This indicator states: **Program makes at least 3 different activity areas accessible simultaneously for children on a daily basis.** Since the goal of this grant is to obtain these materials, these providers will not be able to show a need or obtain the minimum score of 60 points.
- Programs that hold a Residential Certificate are not eligible.
- Preschool programs that hold a Family Child Care license but do not provide child care on a full-time basis are not eligible.
- Programs that are currently suspended from grant eligibility due to failure to perform under the terms and conditions of a prior grant administered by the Office of Child Care or Work & Family Life are not eligible.

FUNDING AND GRANT SUMMARY

Providers should request funds based on their individual need. The goal of this grant is to create three to five fully equipped activity areas that are accessible to children on a daily basis. The maximum grant amounts are:

	Licensed Capacity	Maximum Grant Amount
Small home	up to 8 children	\$500.00
Large home	9 or more children	\$800.00

Grant Period

The grant period is the time between the starting date on a signed contract and the end date, which will be six months later.

Materials and Equipment

The purpose of this grant is to purchase the materials and equipment needed to meet the new quality standards. To meet these new standards, each family child care home must have at least **three** well-equipped and defined learning activity areas for the children to use on a daily basis. See the Materials and Equipment Inventory Lists (Form A-1 or A-2) for a list of the required materials for each age group.

Requests for funding must be based on the needs documented on the Materials and Equipment Inventory Lists (Forms A). The grant cannot purchase materials that are not on the list or purchase items in greater quantities than those listed in the Maximum Number column (C).

Purchases must be made from nationally known early childhood education catalogs or vendors. Attachment A lists the most commonly used vendors. The Office of Child Care understands that it is possible to purchase some items more cheaply from other sources. Those are the items you will want to purchase with your own funds. Grant funds should be used to purchase materials and equipment that are designed to hold up to the wear and tear caused by many children playing with them for many years.

Quality Improvement Goals

All grants offered by the Office of Child Care require providers to set and meet quality improvement goals during the grant period. For this grant, the goal is to meet the fifteen Care About Childcare (CAC) Quality Indicators listed in Form C: Goals and Action Plan Form. In addition, the information required to receive credit for those indicators on the CAC website (careaboutchildcare.utah.gov) must also be uploaded and accepted on that site by the end of the grant period. Programs may have already met the goals as they are defined on the Form C and will only need to update the information.

Training

One ten hour training class must be completed for small family child care programs serving up to eight children. Programs serving nine or more children must complete two classes.

Caregivers may enroll in training classes in anticipation of receiving the grant, but only training attended between March 1, 2014 and October 31, 2014 will count toward fulfilling the grant requirements.

GRANT REQUIREMENTS

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

1. Programs must not discriminate against children, families or staff based on race, religion, sex, age, national origin or disability.
2. Staff from the Office of Child Care (OCC) shall have access to the program for site visits during the grant period and for a final site visit after all paperwork has been submitted.
3. Grantees shall complete all purchases of materials and equipment and submit receipts within six weeks of receiving the grant check.
4. Purchases can only be made during the grant period. Purchases made before the starting date of the grant are not allowable purchases.
5. Any change to the purchases listed in the Grant Agreement must be approved by the Office of Child Care in writing in advance.
6. Grantees must submit a final report by October 31, 2014. The report will include:
 - a. Training documentation (copies of the CCR&R or CEU training certificates)
 - b. The submission and approval of the fifteen required Quality Indicators on the Care About Childcare website.
7. Grantees shall ensure that the above report is accurate and complete.
8. If the terms and conditions of this grant are not met, providers may be suspended from participating in future grant programs administered by or funded by the Office of Child Care. This includes awards from the Child Care Professional Development Institute (CCPDI).
9. Failure to utilize grant funds according to the rules of this grant and the State and Department of Workforce (DWS) Terms and Conditions will result in the center being disqualified from receiving child care subsidy funds and any other grants or awards funded by DWS, Office of Child Care and the Child Care Professional Development Institute (CCPDI).
10. Grantees must be able to meet all applicable state and federal laws and regulations, including the Federal Office of Management & Budget (OMB) circulars for services.

Part Two: Submittal Process

1. To obtain hard copies of the RFG proposal/application forms or to address questions regarding the proposal and application process contact Colleen Fitzgerald, Department of Workforce Services, Office of Work and Family Life, 140 East 300 South, Salt Lake City, Utah, 84111, or at 801-526-4354.
2. Costs incurred in the preparation and submission of proposals/applications is the responsibility of the individual, organization or agency submitting the applications and will not be reimbursed. Copies of the proposal become property of the State of Utah and will not be returned.
3. Faxed copies will not be accepted nor can we accept applications via email.

4. To submit your applications, mail or hand deliver one (1) original and four(4) copies of the proposals/applications to Sharrif Dajany, Department of Workforce Services, Procurements and Contracts, 1385 S State St, Salt Lake City, Utah, 84115. **The application must be received by April 8, 2014 at 5:00 p.m. No exceptions can be made to this deadline.** Applications received after this date and time cannot be accepted.

NOTE: Applications that are missing any of the items listed will not be reviewed.

Part Three: Instructions for Completing the Grant Application

1. Complete the **Application Form**. You will also need to attach a copy of your current license from Child Care Licensing.
2. Complete the appropriate **Materials and Equipment Inventory List (Form A-1 OR A-2)**.
 - a. The primary goal of this grant is to create at least three complete learning centers or activity areas for children to use on a daily basis.
 - b. To identify what you need to purchase with your grant funds to do this, *PRINT* Form A.
 - Count the number of items you have and write that number in Column A. If items are broken or worn out, do not count them on the List. Do not count shelving units that are plastic.
 - In cases where there are a large number of pieces (i.e., Legos) please estimate the number.
 - Compare that number to the MINIMUM and MAXIMUM numbers in the next two columns. Write the number of items you need to purchase in Column D.
 - c. Form A Example: A portion of a Form A is shown below.

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	MINIMUM number <i>(required)</i>	MAXIMUM Number <i>(allowed)</i>	Number you are requesting	
NA	Set of 12	Set of 12		Toddlers and young 2 year olds: soft and/or light weight blocks
100	Set of 180-250 blocks	Set of 180-250 blocks	100	Preschool and school-age children: a set of at least 180 unit blocks
15	10	10		Small vehicles (cars, trucks, boats, planes, etc.)
10	10	15		People figures, including children and adults
10 farm animals	10	20	10 zoo animals	Animal figures of at least 2 different types (farm, zoo, ocean, dinosaur, etc.)
3	1 bin for each type of materials	1 bin for each type of materials and shelf	1	Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials
0	0	1 set		Train set
0	0	1	1	Block play mat or flat carpet

- If you want to receive credit for a block area/center, you will need to have all of the materials in Column B in the quantities listed. If you don't have those items in that quantity, you will need to purchase them with grant funds. If you don't have infants or young twos, write NA in Column A.
- You will notice in the example above that at least 180 unit blocks are required (Column B). If you only have 100, write 100 in Column A and 80 in Column D – you need to purchase 80 unit blocks to have the required number. You could purchase up to another 150 if you have the funds to do so.
- Because this provider already has 15 vehicles and 10 people figures, none are needed so that cell is left blank.
- The provider entered “10” for the number of animals and clarified that they are all farm animals. Since we are looking for at least two types, she is requesting another 10 zoo animals, the maximum number of animals that can be requested.
- Note that there is a 0 listed in Column B for the train set. The 0 means this is not a required item, but if you have the funds and wish to purchase one, you can purchase the quantity listed in Column C – one set.

3. Complete the **Equipment and Materials Request Form (Form B)**

- Only items from the Form A, in the quantities listed in Column D, can be purchased. Items must be purchased from early childhood education catalogs and vendors. See Appendix A for a list of the most commonly used vendors.
- Shelving units or a book display shelf must be available in each activity area. Toy boxes are not considered appropriate storage.
- All furniture, equipment, toys or materials proposed for purchase must be safe for each age group and age-appropriate per the manufacturer's labeling. Most early childhood catalogs will list the appropriate age, or at least mark if the item is unsafe for children under three years of age with a  symbol. If you enroll younger children, be aware of the age restrictions when making materials accessible to the children.
- When choosing furniture, think about the effect of bold primary colors – too many bright colors creates a chaotic feeling. Neutral colors or natural wood furniture will create a calmer environment. Principles of best practice and research tell us that the children and their toys will create enough color.

4. Complete Form C: Goals and Plan of Action Form

- The Plan of Action Form lists each of the required Quality Indicators and a list of the documentation that needs to be uploaded to the Care About Childcare website in order to complete that criteria and receive credit for it.
- For each Quality Indicator on Form C, mark “met” or “not met”.
- If the Quality Indicator is already met, you could upload the documentation now and receive credit immediately. You can also wait and upload documentation later, but we encourage you to not wait long to do so. *Uploading documentation will take time so you will not want to wait until October if you can avoid it. Committing to an earlier date on updating Indicators can result in a higher score.*
- Enter the date on which you will upload the criteria/quality indicator.
- If you marked the Quality Indicator “not met”, describe your plan to meet the Quality Indicator.

- a. For some indicators, a simple statement such as “We will start going outside for a half hour in the morning and in the afternoon. In the summer we may go outside for an hour in the morning when it is cooler; in the winter we may only go outside in the afternoon when it is warmest”.
- b. For more detailed Indicators, such as Program 8 (Activities that support children’s physical development are provided daily) you may want to add more detail about how you will decide what materials to make available to the children each day of the week, what caregiver initiated activity/ies you will offer each week, how you will create your weekly activity plans, where you will keep comments you made on them, etc.

5. Complete Form D, the Quality Environment Grant Training Form.

- a. The training classes can be taken anytime between March 1, 2014 and October 31, 2014. You are encouraged to sign up for classes this spring quarter to ensure easier access to classes. If you take more than the required number of classes, you will receive a higher score for that portion of the grant application.
- b. On the Form H list each caregiver who will take a class for this grant.
- c. List the name of the class.
- d. See Appendix D (More about CEUs) for more information and a list of approved CEU sources.

Part Four: Scoring and Awarding of Grants

Each grant is scored by a least three different readers experienced in early childhood settings. The score sheet shows how the grant scores are broken down. Note the different weights and how they affect the points. Bonus points are awarded for programs who have never received a grant, have only received one grant and/or serve children receiving DWS subsidy funds. A minimum score of 60 is required to be funded.

Programs will be notified by email if their application is successful. The scoring and approval process takes a minimum of six weeks. Grant Agreements (Contracts) will also be sent via the email address listed in the application.

QE FAMILY EVALUATION SCORESHEET FY14

Organization: _____
 Site: _____
 Evaluator: _____ Date: _____

Score will be assigned as follows:

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

	Reader Score	Weight (0-5)	Points
1. Grant Proposal/ Application: (5 points possible)	----	----	----
Overall accuracy and presentation.		X 1	
2. NEED ASSESSMENT (30 points possible)	----	----	----
Do the Equipment/Materials Lists indicate a significant lack of materials needed for three learning centers?		X 6	
3. PURCHASES (35 points possible)			
Do the purchases result in the creation or completion of at least three learning centers or get as close to this goal as possible given the funding that is available. (20 points possible)		X4	
How financially reasonable are the choices? Are they good quality without being extravagant? (10 points possible)		X2	
Are the choices age-appropriate? In infant/toddler/twos rooms, do any materials pose choking hazards for children under three? (5 points)		X1	
5. Training (10 points possible)	----	----	----
Does the number of training classes match the number of classrooms? If it exceeds the number, it should score higher. Are the classes all 10 hours long or for 1 CEU?		X 2	
5. QUALITY IMPROVEMENT GOALS (25 points possible)	----	----	----
How well developed are the plans to meet the CAC Quality Indicators? Is the plan likely to accomplish the goal? (10 points)		X2	
Are the strategies individualized to each goal that was set? (5 points)		X1	
For goals that are already met, will the documentation be uploaded to CAC earlier than required? (5 points)		X 1	
6. BONUS POINTS			
Program has children receiving DWS child care subsidy funds enrolled (5 POINTS)			
Program has never received a Quality Environment Grant (3 POINTS)			
Program has only received one Quality Environment Grant (2 POINTS)			
TOTAL EVALUATION POINTS		Total	

Part 4: Definitions

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

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

Grant Period

The grant period is the time between the starting date on a signed contract and the end date, which will be six months later.

Quality Environment Grant Application Form
For Family Child Care Providers
OFFICE OF CHILD CARE
Department of Workforce Services

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

Provider Address: Street Address _____

City: _____ Zip Code: _____ County _____

Provider Mailing Address: Street or PO Box _____

City: _____ Zip Code: _____

Program Telephone # _____ Provider cell phone # _____

E-mail address _____ Provider Tax ID #: _____

Business name associated with this Tax ID# _____

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

What is your licensed capacity? _____ How many years have you been a licensed child care provider? _____

Hours and days of operation: _____

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

Amount of Funds Requested for Equipment/Material: _____

Staff Information: List all current assistant caregivers:

Name	Length of Employment	Career Ladder Level	Hours worked per week

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

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 Form
- A copy of your child care license from the Department of Health
- Form A-1 or A-2 (Materials and Equipment Inventory List)
- Form B (Request for Materials and Equipment Forms)
- Form C (Goals and Plan of Action Form)
- Form D (Training Form)

- Mail completed application to: 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 providing false information in this application will disqualify me from receiving this grant and may result in my suspension from eligibility for grants in the future. I understand that staff from the Office of Child Care (OCC) may visit my facility as part of the grant evaluation process.

If funded, I agree to comply with the requirements listed in this Request For Grants (RFG) 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 facility to verify that purchases have been made, materials are available to the children and other grant requirements are completed.

Signature of Provider

Date

Family Child Care Form A-1 Material & Equipment Inventory List for Family Child Care (for programs with up to eight children)

Program Name: _____ Number of Infants (under 12 months) Enrolled _____

How to complete this form:

Column A: Count the equipment and materials you have and write the number of items in each box. Only include items that are not broken and have all of their pieces.

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

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

Column D: List the quantity you are requesting.

Activity Area: Language & Literacy Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	12	20		Vinyl, cloth and/or board books appropriate for infants, toddlers and young two-year-olds that feature some of <i>each</i> of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines.
	12	20		Picture books appropriate for preschool age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
	12	20		Books appropriate for school age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
	5	5 per age group		Books showing diversity in the following areas: race/culture, age, ability, and gender in non-stereotypical role
	1	2		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Manipulatives

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	10	10		Rattles, grasping toys or manipulatives appropriate for infants up to 6 months of age
	10	10		Small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for children 6 to 12 months of age (busy boxes, nesting toys, stacking toys, cause & effect toys, containers to fill and dump, simple puzzles, pop beads, stacking rings, cause and effect toys, chunky peg

				boards, interlocking blocks etc.)
	10	10		Toys for toddlers and young two-year-olds, including simple puzzles, pop beads, stacking rings, cause and effect toys, chunky peg boards, interlocking blocks, etc.
				For preschool and school age children:
	3	5		Sets of interlocking building toys (Legos, Lincoln logs, geo builders, etc.)
	3	5		Sets of manipulatives such as pegs/peg boards, bead lacing sets, interlocking gears, etc.)
	3	5		Types of art materials/tools (crayons, pencils, scissors, etc.)
	3	5		puzzles for each age group
	1 bin for each type of materials	1 bin for each type of materials		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Math and Number Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	5	8		Infants, toddlers & twos: 5 items representing shapes (sorters, puzzles, rattles, etc.), numbers (phones, cash registers, etc.) or quantity/size (nesting cups, stacking rings, etc.) all non-choking hazards
	5	8		Preschool items that allow children to use concrete objects to experiment with quantity, size and shape (balance scales, number puzzles, parquetry blocks, counting/sorting items, etc.)
	5	8		School-age items that allow children to use concrete objects to experiment with quantity, size and shape (rules, geo boards, math board games, calculators, etc.)
	1 bin for each type of materials or shelf	1 bin for each type of materials and 1 shelf		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Block Play Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM Number	Number you are requesting	ITEM DESCRIPTION
	Set of 12	Set of 12		Toddlers and young 2 year olds: soft and/or light weight blocks
	Set of 180- 250 blocks	Set of 180- 250 blocks		Preschool and school-age children: a set of at least 180 unit blocks
	10	10		Small vehicles (cars, trucks, boats, planes, etc.)
	10	15		People figures, including children and adults
	10	20		Animal figures of at least 2 different types (farm, zoo, ocean, dinosaur, etc.)

	1 bin for each type of materials	1 bin for each type of materials and shelf		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials
	0	1 set		Train set
	0	1		Block play mat or flat carpet
	0	10		Traffic/road signs
	0	4		Construction hard hats
	0	1 set		Large hollow unit blocks

Activity Area: Dramatic Play Activity Area

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	
				Infants:
	2	4		Soft animals
	2	4		Soft dolls
	2	4		Pots and pans
	2	2		Toy telephones
				Toddlers and Two year olds: <i>In addition to the items listed above:</i>
	3	5		Dress up items (hats, purses, etc.)
	2	3		Small play buildings with accessories (fisher price bus w/ children, etc.) that do not present choking hazards
	2	4		Doll furnishings (bed, blankets, etc.)
	4	6		Cooking/eating props (utensils, play food, etc.)
				Preschool and school-age children: <i>in addition to the items above:</i>
	2	4		Child sized housekeeping furniture OR
	6	10		Dress up clothing items
	1	10		Dishes, play food items, props for
	1	2		Additional dolls and/or doll furnishings
	1	2		Telephones
	0	4		Rotating dramatic play theme prop boxes with dress-up clothes and related props for themes about different kinds of work, fantasy and leisure activities (camping, restaurant, grocery store, fire-fighting, veterinarian, etc.)
	3	5		Items such as play food or puppets showing diversity in the following areas: race, culture, age, ability
	16	16		Soft toys such as stuffed animals, cloth puppets or dolls (not all need to be in dramatic play area)
	1 bin for each type of materials or 1 shelf	1 bin for each type of materials and 1 shelf		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Music & Movement Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	1	1		A CD player or karaoke machine
	6	12		Music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
	10	15 (5 for each age)		Musical / rhythm toys (at least 3 appropriate for each age group)
	1 bin for each type of materials	1 bin for each type of materials		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Art Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	10	10		Tools to include scissors, play dough accessories and other optional items such as hole punches, tape, staplers
	1 bin for each type of materials	1 bin for each type of materials		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials
	0	1		Easel
	0	1		Drying rack
	0	8		Smocks

You cannot request the materials listed below. They are needed for an Art Center for CAC and are listed here for your information only.

				<i>Daily supply of drawing materials including paper, crayons, markers or pencils</i>
				<i>Daily supply of paints (watercolor or tempera)</i>
				<i>Daily supply of three-dimensional materials (play dough, clay, wood for gluing, etc.)</i>
				<i>Daily supply of collage materials (paper, fabric, buttons, beads, glue, etc.)</i>

Activity Area: Science & Nature Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	3	5		Board or vinyl books that represent nature realistically (photos, realistic drawings/paintings)
	3	5		Preschool books that represent nature realistically (photos, realistic drawings)
	0	5		Nature and/or science books appropriate for school ages
	3	3		Nature collections (rocks, leaves, shells, etc.)
	3	5		Nature/science exploration sets (magnifying glasses, scales, magnets & metal items, life cycle materials, etc.)
	3	5		Nature sequencing card/picture sets, puzzles, activity sets

	1 bin for each type of materials or 1 shelf	1 bin for each type of materials and 1 shelf		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials
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Activity Area: Sensory Play Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	1	1		Sensory table or large plastic sensory bin
	8	16		Accessories for digging, holding, pouring, and floating (shovels, measuring cups and spoons, molds, small pitchers, water wheels, sifters, small vehicles etc.)
	0	4		Smocks
	0	1		Water absorbent mat for under sensory table

Activity Area: Active Physical Play Equipment (Indoor & Outdoor)

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	2	2		Floor gyms for infants
	2	3		Small push and/or riding toys for infants/toddlers/two year olds (push along trucks, wheeled toys, etc.)
A total of 8 items from the following list for preschoolers and school-age children:				
	A total of 8 items from the list	A total of 12 items from the list		Tricycles
				Wagons
				Balls of various sizes
				Pieces or sets of portable large motor equipment (balance beam, tumbling mats, parachute, bean bags sets, small basketball hoop and basketballs, crawl-through tunnels <i>that children can't get on top of</i> , etc.) (The Crawl & Climb Caterpillar or Crawl Through Caterpillar can NOT be purchased with grant funds)

Activity Area: Outdoor Play and Nature Activities

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	1	1		Playhouse for dramatic play (NOT a climber)
	5	20		Dramatic play materials for outdoor use (dolls, dishes/food, gas pump, tent, etc.)
	0	1		Double/quad stroller that seats two to four children for nature walks
	1	1		Outdoor sand box at least 6 feet by 6 feet, with a cover
	8	16		Sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
	0	1		Art table for standing (24" to 30 " high)

	0	1		Picnic table for pretend play and snacks/meals (table height 20", bench 12")
	0	1		Lakeshore Outdoor Classroom Learning Kit or other nature discovery materials
	0	1 set		Nature Explore Tree Blocks
	0	3		Nature Explore Tree House Fabric
	0	1		Birdhouses (can be purchased locally)
	0	2		Raised planter box (can be bought locally)

Activity Area: Basic Furniture (only if you have funds left after creating 3 to 5 learning centers or activity areas)

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	0	2		Tables to allow all the children to sit down at once so their elbows can rest on the table and their knees fit underneath (18- 20 inches high)
	0	8		A chair for each child that allows his/her feet to touch the floor (10- 12 inches high)
	0	2		High chairs
	1 per child	8		Cots and/or mats
	1 per infant	2		Crib or portacrib for each infant (children less than 1 year old)
	8	10		A sheet and blanket for each child
	8	10		A cubby or storage unit for each child
	0	1		Sturdy diapering table with 4 inch high rail or edge (NO WALL MOUNTED UNITS)
	0	1 table 4 chairs		Toddler sized table and chairs (table 14-15 in. tall, chair 6 – 7 in. seat height)
	0	1 table 4 chairs		Preschool sized table and chairs (table 16 – 18 in. tall, chair seat height 8 – 12 in. tall)
	0	2		Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)
	0	2		A comfortable chair for caregivers when they sit at the table with the children

Activity Area: Professional Resource Materials (only if you have funds left after creating 3 to 5 learning centers or activity areas)

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	*	1 - 2		Resource book for caregivers child development
	*	1 - 2		Resource book for caregivers on infant/toddler development
	*	1 - 2		Resource books for caregivers on providing quality family

				child care
	*	1 - 2		Resource book for caregivers on age appropriate activities to do with infants and toddlers
	*	1 - 2		Resource book for caregivers on age appropriate activities to do with preschoolers
	*	1 - 2		Resource book for caregivers on age appropriate activities to do with school age children

* Care About Childcare Indicator requires a total of 10 books, which is the maximum for this grant

Family Child Care Form A-2
Material & Equipment Inventory List for Family Child Care
(for programs with more than eight children)

Program Name: _____ Number of Infants (under 12 months) Enrolled _____

How to complete this form:

Column A: Count the equipment and materials you have and write the number of items in each box. Only include items that are not broken and have all of their pieces.

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

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

Column D: List the quantity you are requesting.

Activity Area: Language & Literacy Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	12	20		Vinyl, cloth and/or board books appropriate for infants, toddlers and young two-year-olds that feature some of <i>each</i> of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines.
	24	24		Picture books appropriate for preschool age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
	24	24		Books appropriate for school age children that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines
	5	5 per age group		Books showing diversity in the following areas: race/culture, age, ability, and gender in non-stereotypical role
	1	2		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Manipulatives

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	10	12		Rattles, grasping toys or manipulatives appropriate for infants up to 6 months of age
	10	12		Small motor toys or sets of toys of varying type, color, size, shape, and texture appropriate for children 6 to 12 months of age (busy boxes, nesting toys, stacking toys, cause &

				effect toys, containers to fill and dump, simple puzzles, pop beads, stacking rings, cause and effect toys, chunky peg boards, interlocking blocks etc.)
	10	10		Toys for toddlers and young two-year-olds, including simple puzzles, pop beads, stacking rings, cause and effect toys, chunky peg boards, interlocking blocks, etc.
				For preschool and school age children:
	3	5		Sets of interlocking building toys (Legos, Lincoln logs, geo builders, etc.)
	3	5		Sets of manipulatives such as pegs/peg boards, bead lacing sets, interlocking gears, etc.)
	3	5		Types of art materials/tools (crayons, pencils, scissors, etc.)
	3	5		Puzzles for each age group
	1 bin for each type of materials	1 bin for each type of materials		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Math and Number Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	5	8		Infants, toddlers & twos: 5 items representing shapes (sorters, puzzles, rattles, etc.), numbers (phones, cash registers, etc.) or quantity/size (nesting cups, stacking rings, etc.) all non-choking hazards
	5	8		Preschool items that allow children to use concrete objects to experiment with quantity, size and shape (balance scales, number puzzles, parquetry blocks, counting/sorting items, etc.)
	5	8		School-age items that allow children to use concrete objects to experiment with quantity, size and shape (rules, geo boards, math board games, calculators, etc.)
	1 bin for each type of materials or shelf	1 bin for each type of materials and 1 shelf		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Block Play Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM Number	Number you are requesting	ITEM DESCRIPTION
	Set of 12	Set of 12		Toddlers and young two year olds: set of soft and/or light weight blocks
	Set of 180- 250 blocks	Set of 180- 250 blocks		Preschool and school-age children: A set of at least unit blocks

	10	10		Small vehicles (cars, trucks, boats, planes, etc.)
	10	15		People figures, including children and adults
	10	20		Animal figures of at least 2 different types (farm, zoo, ocean dinosaur, etc.)
	1 bin for each type of materials	1 bin for each type of materials and shelf		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials
	0	1 set		Train set
	0	1		Block play mat or flat carpet
	0	10		Traffic/road signs
	0	4		Construction hard hats
	0	1 set		20 large hollow unit blocks

Activity Area: Dramatic Play Activity Area

Column A	Column B	Column C	Column D	ITEM DESCRIPTION
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	
				For infants:
	2	4		Soft animals
	2	4		Soft dolls
	2	4		Pots and pans
	2	2		Toy telephones
				For toddlers and two year olds: <i>In addition to the items listed above:</i>
	3	5		Dress up items (hats, purses, etc.)
	2	3		Small play buildings with accessories (fisher price bus w/ children, etc.) that do not present choking hazards
	2	4		Doll furnishings (bed, blankets, etc.)
	4	6		Cooking/eating props (utensils, play food, etc.)
				For preschool and school-age children: <i>in addition to the items above:</i>
	2	4		Child sized housekeeping furniture OR
	6	10		Dress up clothing items representing work, leisure and fantasy play
	1	10		Dishes, play food items, props for
	1	2		Additional dolls, doll furnishings,
	1	2		Telephones
	0	4		Rotating dramatic play theme prop boxes with dress-up clothes and related props for themes about different kinds of work, fantasy and leisure activities (camping, restaurant, grocery store, fire-fighting, veterinarian, etc.)
	3	5		Items such as play food or puppets showing diversity in the following areas: race, culture, age, ability
	16	16		Soft toys such as stuffed animals, cloth puppets or dolls (not all need to be in dramatic play area)
	1 bin for	1 bin for		Shelves and/or small plastic bins or baskets for toy

	each type of materials or 1 shelf	each type of materials and 1 shelf		storage that allow access to the toys/materials
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Activity Area: Activity Area: Music & Movement Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	1	1		A CD player or karaoke machine
	6	12		Music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
	10	15 (5 for each age)		Musical / rhythm toys (at least 3 appropriate for each age group)
	1 bin for each type of materials	1 bin for each type of materials		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Art Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	10	10		10 Tools to include scissors, play dough accessories and other optional items such as hole punches, tape, staplers
	1 bin for each type of materials	1 bin for each type of materials		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials
	0	1		Easel
	0	1		Drying rack
	0	8		Smocks
You cannot request the materials listed below. They are needed for an Art Center for CAC and are listed here for your information only.				
				<i>Daily supply of drawing materials including paper, crayons, markers or pencils</i>
				<i>Daily supply of paints (watercolor or tempera)</i>
				<i>Daily supply of three-dimensional materials (play dough, clay, wood for gluing, etc.)</i>
				<i>Daily supply of collage materials (paper, fabric, buttons, beads, glue, etc.)</i>

Activity Area: Science & Nature Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	3	6		Board or vinyl books that represent nature realistically (photos, realistic drawings/paintings)

	3	6		Preschool books that represent nature realistically (photos, realistic drawings)
	0	6		Nature and/or science books appropriate for school agers
	3	3		Nature collections (rocks, leaves, shells, etc.)
	3	6		Nature/science exploration sets (magnifying glasses, scales, magnets & metal items, life cycle materials, binoculars, etc.)
	3	6		Nature sequencing card/picture sets, puzzles or activity sets
	1 bin for each type of materials or 1 shelf	1 bin for each type of materials and 1 shelf		Shelves and/or small plastic bins or baskets for toy storage that allow access to the toys/materials

Activity Area: Sensory Play Activity Area

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	1	1		A sensory table or large plastic sensory bin
	12	20		Accessories for digging, holding, pouring, and floating (shovels, measuring cups and spoons, molds, small pitchers, water wheels, sifters, small vehicles such as boats or cars)
	0	4		Smocks
	0	1		Water absorbent mat for under sensory table

Activity Area: Active Physical Play Equipment (Indoor & Outdoor)

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	2	2		2 floor gyms for infants
	2	3		2 small push and/or riding toys for infants/toddlers/two year olds (push along trucks, wheeled toys, etc.)
A total of 8 items from the following list for preschoolers and school-age children:				
	A total of 8 items from the list	A total of 16 items from the list		Tricycles
				Wagons
				Balls of various sizes
				Pieces or sets of portable large motor equipment (balance beam, tumbling mats, parachute, bean bags sets, small basketball hoop and basketballs, crawl-through tunnels, etc.) (The Caterpillar Tunnel can NOT be purchased with grant funds)

Activity Area: Outdoor Play and Nature Activities

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	1	1		Playhouse for dramatic play (NOT a climber)
	5	20		Dramatic play materials for outdoor use (dolls, dishes/food, gas pump, tent, etc.)
	0	1		Double/quad stroller that seats two to four children for nature walks
	1	1		Outdoor sand box at least 6 feet by 6 feet, with a cover
	8	20		Sand toys (buckets, shovels, trowels, molds, vehicles, etc.)
	0	1		Art table for standing (24" to 30 " high)
	0	2		Picnic table for pretend play and snacks/meals (table height 20", bench 12")
	0	1		Lakeshore Outdoor Classroom Learning Kit or other nature discovery materials
	0	1 set		Nature Explore Tree Blocks
	0	3		Nature Explore Tree House Fabric
	0	1		Birdhouses (can be purchased locally)
	0	2		Raised planter box (can be bought locally)

Activity Area: Basic Furniture (only if you have funds left after creating 3 to 5 learning centers or activity areas)

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	0	2		Tables to allow all the children to sit down at once so their elbows can rest on the table and their knees fit underneath (18- 20 inches high)
	0	8		A chair for each child that allows his/her feet to touch the floor (10- 12 inches high)
	0	4		High chair
	1 per child	8		Cots and/or mats
	1 per infant	4		Crib or portacrib for each infant (children less than 1 year old)
	0	1		Sturdy diapering table with 4 inch high rail or edge (NO WALL MOUNTED UNITS)
	0	1 table 4 chairs		Toddler sized table and chairs (table 14-15 in. tall, chair 6 – 7 in. seat height)
	0	2 table 16 chairs		Preschool sized table and chairs (table 16 – 18 in. tall, chair seat height 8 – 12 in. tall)
	1 per child	20		A sheet and blanket for each child
	1 per child	16*		A cubby or storage unit for each child
	0	2		Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)

	0	2		A comfortable chair for caregivers when they sit at the table with the children
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Activity Area: Activity Area: Professional Resource Materials (only if you have funds left after creating 3 to 5 activity areas)

Column A	Column B	Column C	Column D	
Number of items you have	MINIMUM number	MAXIMUM number	Number you are requesting	ITEM DESCRIPTION
	*	1 - 2		Resource book for caregivers child development
	*	1 - 2		Resource book for caregivers on infant/toddler development
	*	1 - 2		Resource books for caregivers on providing quality family child care
	*	1 - 2		Resource book for caregivers on age appropriate activities to do with infants and toddlers
	*	1 - 2		Resource book for caregivers on age appropriate activities to do with preschoolers
	*	1 - 2		Resource book for caregivers on age appropriate activities to do with school age children

* Care About Childcare Indicator requires a total of 10 books, which is the maximum for this grant

Form C (Family Child Care) Goals and Plan of Action

Care About Childcare Quality Indicator	Description of what is needed to meet the Quality Indicator	Brief description of plans to meet this indicator
<p>HS 7 Outdoor activity time is scheduled daily for at least 60 minutes</p> <p>Currently Met <input type="checkbox"/></p> <p>Currently Not Met <input type="checkbox"/></p> <p>Date to upload to CAC site:</p>	<p><input type="checkbox"/> Copy of the schedule showing outdoor activity/play time is scheduled daily for a total of 60 minutes (the sixty minutes can be broken up into smaller parts; ideally there is time in the morning and afternoon)</p> <p><input type="checkbox"/> Written description of how the program uses the Child Care Weather Chart (click on (I) for chart) and air quality information to determine how long children will stay outside</p> <p><input type="checkbox"/> Photo showing that the program has extra outdoor winter clothing for children (2-3 of each per classroom: hats, mittens & scarves; boots in snowy areas) OR if the center requires parent to keep a set of winter outdoor clothing throughout the season, a copy of the parent handbook that includes that policy</p> <p><input type="checkbox"/> Written description of how families are made aware of this practice</p>	<p>Briefly describe your plans to meet this indicator:</p>
<p>HS 8 Television, video and computer use by children is limited</p> <p>Currently Met <input type="checkbox"/></p>	<p><input type="checkbox"/> Program's policy includes, at a minimum, the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children under two years of age never watch TV or videos or use computers. <input type="checkbox"/> Older children spend NO MORE THAN 30 minutes per week watching TV or videos or playing video games <p><input type="checkbox"/> Exceptions are made for one monthly video Limited computer use is allowed in the classroom for educational games or homework purposes in 15 minute increments</p>	<p>Briefly describe your plans to meet this indicator:</p>

Currently Not Met <input type="checkbox"/>	<input type="checkbox"/> Devices used for adaptive functioning for any child are always allowed. <input type="checkbox"/> Written description of how families are made aware of this policy	
Date to upload to CAC site:		
IE 1 Program makes at least 3 different activity areas accessible simultaneously for children on a daily basis	<input type="checkbox"/> Photos of the space showing three activity areas set up to be used simultaneously (not just pictures of the materials) <input type="checkbox"/> The photo needs to show the materials and adequate space for the children to use all of the areas at one time. <input type="checkbox"/> Completed activity area "Equipment Inventory" (Click on the (!) for copy of Equipment Inventory). <input type="checkbox"/> Note: Activity areas can be set up on a daily basis; they do not need to be permanent	Briefly describe your plans to meet this indicator:
Currently Met <input type="checkbox"/>		
Currently Not Met <input type="checkbox"/>		
Date to upload to CAC site:		
IE 3 Activity areas are available at least two hours a day	<input type="checkbox"/> You must have received credit for Indoor Environment #1 before receiving credit for this criteria <input type="checkbox"/> Daily schedule showing that the activity areas from Criteria IE#1 and/or IE#2 are available at least two hours a day <input type="checkbox"/> Written description of how activity areas are chosen during a week's time and where they are set up	Briefly describe your plans to meet this indicator:
Currently Met <input type="checkbox"/>		
Currently Not Met <input type="checkbox"/>		
Date to upload to CAC site:		

<p>PR 2 Schedule shows a balance of active and quiet activities</p>	<p>Currently Met <input type="checkbox"/></p> <p>Currently Not Met <input type="checkbox"/></p>	<p><input type="checkbox"/> Copy of schedule showing the day includes both</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active activities (which include BLOCKS, MUSIC, and DRAMATIC PLAY) <input type="checkbox"/> Quiet activities (which include BOOK & COZY AREAS, TABLE TOYS, PUZZLES, and ART) <p><input type="checkbox"/> List the activity areas that are accessible to the children during any times marked on the schedule as “centers”, “free play”, “quiet activities” or other labels</p>	<p>Briefly describe your plans to meet this indicator:</p>
<p>PR 3 The program schedules time to work with children in small groups or individually</p>	<p>Currently Met <input type="checkbox"/></p> <p>Currently Not Met <input type="checkbox"/></p>	<p><input type="checkbox"/> Copy of schedule with the times that you work with children individually or in small groups clearly marked (this usually happens during free choice, activity area time and/or nap times).</p> <p><input type="checkbox"/> A written description of how you include each of the children in this type of activity on a daily basis</p>	<p>Briefly describe your plans to meet this indicator:</p>
<p>PR 5 Strategies are used to support children's social and emotional development</p>	<p>Currently Met <input type="checkbox"/></p>	<p><input type="checkbox"/> Written description of at least five strategies you use to support children's social & emotional development</p> <p><input type="checkbox"/> Examples include how you support the development of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> friendships between children <input type="checkbox"/> ability to share toys and take turns <input type="checkbox"/> ability to resolve conflicts peacefully <input type="checkbox"/> willingness to take risks and try new activities 	<p>Briefly describe your plans to meet this indicator:</p>
<p>Date to upload to CAC site:</p>			

<p>Currently Not Met <input type="checkbox"/></p> <p>Date to upload to CAC site:</p>	<ul style="list-style-type: none"> <input type="radio"/> ability to delay gratification and cope with disappointment <input type="radio"/> ability to express their feelings and thoughts <input type="radio"/> ability to follow routines and the program rules 	
<p>PR 8 Activities that support children's physical development are provided daily</p> <p>Currently Met <input type="checkbox"/></p> <p>Currently Not Met <input type="checkbox"/></p> <p>Date to upload to CAC site:</p>	<p><input type="checkbox"/> Copy of one weekly activity/lesson plan from the past month showing:</p> <ul style="list-style-type: none"> <input type="radio"/> Daily opportunities for children's physical development (large and small motor) <input type="radio"/> At least one caregiver-directed age-appropriate activity that targets or focuses on a specific skill in this area. <input type="radio"/> Written description of how the week's plan went, with comments on what worked and what you would change for next time <input type="radio"/> Written list of play options for children who don't want to participate in the teacher-directed activity 	<p>Briefly describe your plans to meet this indicator:</p>
<p>PR 9 The program promotes children's cognitive development by offering daily opportunities to explore science and math concepts</p> <p>Currently Met <input type="checkbox"/></p>	<p><input type="checkbox"/> Copy of one weekly activity/lesson plan from the past month showing:</p> <ul style="list-style-type: none"> <input type="radio"/> Daily opportunities for children to explore science and math concepts <input type="radio"/> At least one caregiver-directed age-appropriate activity that targets or focuses on a specific skill in this area <input type="radio"/> Written description of how the week's plan went, with comments on what worked and what you would change for next time <input type="radio"/> Written list of play options for children who don't want 	<p>Briefly describe your plans to meet this indicator:</p>

<p>Currently Not Met <input type="checkbox"/></p>	<p>to participate in the teacher-directed activity</p>	
<p>Date to upload to CAC site:</p>		
<p>PR 10 Children's language and literacy development is encouraged through daily activities</p>	<p><input type="checkbox"/> Copy of one weekly activity/lesson plan from the past month showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily opportunities for children's language and literacy development <input type="checkbox"/> At least one caregiver-directed age-appropriate activity that targets or focuses on a specific skill in this area <input type="checkbox"/> Written description of how the week's plan went, with comments on what worked and what you would change for next time <input type="checkbox"/> Written list of play options for children who don't want to participate in the teacher-directed activity 	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Met <input type="checkbox"/></p>		
<p>Currently Not Met <input type="checkbox"/></p>		
<p>Date to upload to CAC site:</p>		
<p>PR 11 The children participate in creative activities each day</p>	<p><input type="checkbox"/> Copy of one weekly activity/lesson plan from the past month showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily opportunities for children's creative development (art, music, dance, dramatic play) <input type="checkbox"/> At least one caregiver-directed age-appropriate activity that targets or focuses on a specific skill in this area <input type="checkbox"/> Written description of how the week's plan went, with comments on what worked and what you would change for next time 	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Met <input type="checkbox"/></p>		
<p>Currently Not Met <input type="checkbox"/></p>		

<p>Date to upload to CAC site:</p>	<ul style="list-style-type: none"> o Written list of play options for children who don't want to participate in the teacher-directed activity 	
<p>PR 15 Programs have materials that reflect the lives of their children and families, as well as the diversity found in society</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Photos that show that the program has materials that reflect the lives of their children and families, as well as the diversity found in society <input type="checkbox"/> Copy of the Equipment Inventory showing a sufficient amount of items on the dramatic play and language/literacy areas (Click (I) for Equipment Inventory) 	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Met <input type="checkbox"/></p>		
<p>Currently Not Met <input type="checkbox"/></p>		
<p>Date to upload to CAC site:</p>		
<p>AD 12 Caregiver(s) has written professional development plans</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A copy of the professional development plan(s), dated and completed in the past year, that: <ul style="list-style-type: none"> o Set goals for training (what, when, where or how training will be completed) o Identify areas of interest to pursue in the next year o Set goals for personal improvement and professional growth (join professional organization, attend conference(s), subscribe to professional magazine, etc.) 	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Met <input type="checkbox"/></p>		
<p>Currently Not Met <input type="checkbox"/></p>		
<p>Date to upload to CAC site:</p>		

<p>FI 6 Program provides opportunity for families to share knowledge about their children</p>	<p>Currently Met <input type="checkbox"/></p>	<p>Program's written procedure on how families can share information about their child's interests, strengths, concerns and goals, (i.e., getting to know you forms, new family orientation meeting, parent conferences, etc.</p> <p>Written description of at least one example of how this happened in the past year</p>	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Not Met <input type="checkbox"/></p>	<p>Date to upload to CAC site:</p>		

Form D Quality Environment Grant Training List

Caregivers that will take a career ladder class or other approved CEU class between March 1, 2014 and October 31, 2014.

1	Caregiver Name: _____	Career Ladder Class Title _____	OR	On-line CEU Class Title/Agency _____
2	Caregiver Name: _____	Career Ladder Class Title _____	OR	On-line CEU Class Title/Agency _____
3	Caregiver Name: _____	Career Ladder Class Title _____	OR	On-line CEU Class Title/Agency _____
4	Caregiver Name: _____	Career Ladder Class Title _____	OR	On-line CEU Class Title/Agency _____
5	Caregiver Name: _____	Career Ladder Class Title _____	OR	On-line CEU Class Title/Agency _____
6	Caregiver Name: _____	Career Ladder Class Title _____	OR	On-line CEU Class Title/Agency _____
7	Caregiver Name: _____	Career Ladder Class Title _____	OR	On-line CEU Class Title/Agency _____

Appendix A Well-Known Early Childhood Catalog Companies (alphabetical list)

Company	Types of Catalogs	Phone number	Web site
ABC (School Specialty)	Furniture, general supplies & equipment	1-800-669-4222	www.abcshoolsupply.com
Childcraft (School Specialty)	Furniture, general supplies & equipment	1-800-631-5652	www.childcraft.com
Community Playthings	Primarily beautiful furniture, dividers	1-800-777-4244	www.communityplaythings.com
Constructive Playthings	Furniture, general supplies & equipment	1-800-448-4115	www.constplay.com
Creative Diversity	Books, dramatic play, music, pictures	1-888-802-9431	www.creativediversity.com
Culture for Kids	Books, music, games for all ages	1-800-765-5885	www.cultureforkids.com
Discount School Supply	Furniture, general supplies & equipment	1-800-627-2829	www.discount-schoolsupply.com
Discovery Toys	Educational toys and games		www.discoverytoys.com
Early Childhood Manufacturers' Direct	Furniture, general supplies & equipment	1-800-896-9951	www.ECMDstore.com
Environments	Pre3Child (infant – 2 yr olds); Preschool	1-800-342-4453	www.eichild.com
Harrison and Company (new to list)	Home-like furniture, equip & materials with unique items in science, dramatic,	1-888-345-4005	www.harrisonandcompany.com
Hatch	Furniture, general supplies & equipment	800.624.7968	www.hatchearlychildhood.com
Kaplan	First Three Years – good variety Preschool	1-800-334-2014	www.kaplanco.com
Lakeshore	Furniture, general supplies & equipment	1-800-421-5354	www.lakeshorelearning.com
Play With a Purpose	Good variety of gross motor & outdoor equipment	1-888-330-1826	www.pwaponline.com
School Specialty	Furniture, general supplies & equipment	1-800-631-5652	www.schoolspecialtyonline.net
Redleaf Press	Resource books for directors & caregivers,	1-800-423-8309	www.redleafpress.org
Gryphon House	Resource books – see above	1-800-638-0928	www.ghbooks.com
NAEYC	Resource books – see above	1-800-424-2460	www.naeyc.org

Appendix B Chair and Table Chart

If you have dedicated space set aside for child care, it is a good idea to purchase two sets of tables & chairs. – a smaller set (10 in chairs and 18 inch table) for the younger children and a larger set (12 or 14 inch chairs and 20.22 inch table for the older children. If you are only buying one set, choose a 10 or 12 chair and corresponding table size. **REMEMBER - YOU NEED TO MATCH THE CHAIR SIZE TO THE TABLE SIZE. THE CHAIR SHOULD BE ABOUT 8 INCHES SHORTER THAN THE TABLE.** If you are buying chairs that are 9 inches, your table should be 17 inches tall.

Seat height (inches)	5	6 ½	8	10	12	14	16	Adult
Table height (inches)	12	14	16	18	20	22	24-26	26-30
12 to 24 months	20%	80%						
2 year olds		20%	60%	20%				
3 year olds			20%	80%				
4 year olds				40%	60%			
5 year olds					100%			
6 year olds					50%	50%		
7 year olds					20%	80%		
8 year olds						80%	20%	
9 year olds						40%	60%	
10 year olds							100%	
11 year olds							80%	20%
12 year olds							20%	80%

Appendix C

Utah Child Care Resource & Referral Agencies Contact List

Bridgerland--Box Elder, Cache, Rich Counties

(800) 670-1552 (435) 797-1552

Utah State University, 6510 Old Main Hill, Logan, UT 84322-6510

Northern--Weber, Morgan, Davis Counties

(888) 970-0101 (801) 626-7837

Weber State University
1309 University Circle
Ogden, UT 84408-1309

Metro--Tooele, Salt Lake Counties

(800) 839-7444 (801) 355-7444

Children's Service Society, 655 East 4500 South, #200 Salt Lake City, UT 84107

Mountainland--Summit, Utah, Wasatch Counties

(800) 952-8220 (801) 863-8220

Utah Valley University, 800 W. University Parkway-163, Orem, UT 84058

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

(888) 637-4786 (435) 613-5662

College of Eastern Utah, 451 East 400 North, Price, UT 84501

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

(888) 344-4896 (800) 543-7527

Five County Association of Governments:
St. George Office: 1070 West 1600 South, Building B St. George, UT 84770
Cedar City Office: 88 E. Fiddler's Canyon Road, Suite H, Cedar City, UT 84720

Appendix D

More about CEUs

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

On-line Sources

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

Child Care Exchange: www.childcareexchange.com Type CEU credit in the search box

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

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.