



Utah Office of Child Care
A Division of the Utah Department of
Workforce Services

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

**REQUEST FOR GRANT APPLICATIONS (RFGA)
FISCAL YEAR 2016**

**NON- COMPETITIVE
QUALITY IMPROVEMENT GRANT
FOR
RURAL LICENSED
CHILD CARE CENTERS**

Applications due Friday, April 21, 2016 at 5:00 p.m.

Applications may be mailed or hand-delivered to the Department of Workforce Services, 140 East 300 South, Salt Lake City. Applications must be hand-delivered by 5:00 PM Friday, April 21, 2016 or postmarked by that date. Late applications will not be accepted.

TABLE OF CONTENTS

Part One: Overview

Purpose
Background
Expected Outcomes
Eligibility Requirements
Application Period
Grant Period
Funding

Part Two: Utilizing Grant Funds

Materials and Equipment
Minor Remodeling Projects

Part Three: Quality Improvement Efforts

On-Site Technical Assistance
Goals
Training

Part Four: Application Instructions

General Submission Information
Formatting and Content
Completing Material Inventory & Material Request Forms
Completing Remodeling Plan & Budget Form
Determining Quality Improvement Goals

Part Six: Definitions

Part Seven: Important Dates

Attachments (posted on website)

Attachment A - Performance Requirements
Attachment B - DWS Terms and Conditions

Application Packet Forms (posted on website)

Form 1: Quality Improvement Grant application cover sheet
Form 2: Material Inventory: Infant Classroom
Form 3: Material Inventory: Toddler Classroom
Form 4: Material Inventory: Two-Year-Old Classroom
Form 5: Material Inventory: Preschool/Kindergarten Classroom
Form 6: Material Inventory: School Age Classroom
Form 7: Materials & Equipment Request Form
Form 8: Environmental Survey: Outdoor Play areas and Special projects
Form 9: Environmental Survey: Infant/Toddler/Two-Year-Old rooms
Form 10: Environmental Survey: Preschool or School Age Classroom
Form 11: Remodeling Plan & Budget
Form 12-A: Quality Improvement Goals
Form 12-B: Sample Quality Improvement Goals
Form 13-A: Before Diagram
Form 13-B: After Diagram

Additional Information (posted on website)

1. Important Dates
2. Chair and Table Chart
3. Guide to Floor and Wall Coverings
4. Vendor List

Quality Improvement Grant for Rural Child Care Centers **Request for Grant Application (RFGA)**

Part One: Overview

PURPOSE

The Department of Workforce Services (DWS), Office of Child Care (OCC) is offering grant funds to assist rural child care centers improve the quality of care and early education provided in programs. This grant is available for Rural Licensed Centers only. Rural centers must serve one or more children whose fees are paid for with state child care subsidy funds. This grant is non-competitive but applicants must meet the minimum requirements.

BACKGROUND

Brain development research reveals foundations for social and economic mobility in adulthood are built in early childhood. Brain development is impeded as a result of adversity, toxic stress, economic hardship, abuse, and neglect. These changes to brain development have lasting implications into adulthood and lead to increased societal burdens.

Additionally, the early years in a child's life establish the foundation for later academic success. Unfortunately, children raised in families experiencing economic hardship are less likely to be ready for school when they enter kindergarten. Cognitive deficits emerge early, largely due to limited exposure to reading and verbal communication from caregivers, and remain throughout their school years. ¹

In Utah, 38 % of children between the ages of birth and five years are living in poverty. ² Children at risk of remaining in poverty as they become adults reside throughout Utah. However, in some rural counties, the rate of remaining in deep poverty is greater than 40%. In rural areas, there are fewer options for parents seeking child care arrangements. Most people use only friend and family arrangements, therefore, rural child care is more likely to be informal and unreliable.

Resources are limited for programs wanting to provide quality child care environments. Moreover, convenient access to training opportunities is limited. The child care community is well positioned to provide restorative care and experiences. This grant is designed to help meet those needs.

¹ *Utah's Fourth Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance and Utah Intergenerational Welfare Reform Commission Annual Report 2015*
<https://jobs.utah.gov/edo/intergenerational/igp15.pdf>.

² U.S. Census Bureau, American Community Survey, One-year Estimates, 2013. Poverty rates are released by the Census Bureau each year. The current data is available through 2013.

EXPECTED OUTCOMES

The expected outcomes of this grant include:

- Grantees will improve *Early Childhood Environment Rating Scale – Revised* (ECERS-R) and *Infant/Toddler Environment Rating Scale – Revised* (ITERS-R) scores on the “Interactions” subscales, including one or more of the following areas: supervision of play and learning, peer interaction, staff-child interaction and discipline.
- Grantees will improve ECERS-R and ITERS-R scores on the “Language and Reasoning” subscales, including one or more of the following areas: helping children understand language, helping children use language, using books, encouraging children to communicate and using language to develop reasoning skills.

In addition to the outcomes provided, the grant will provide the following:

- Grantees will acquire the minimum amount of materials and equipment needed to create at least three developmentally appropriate learning centers to support child-choice in free-play, facilitated learning and social/emotional development.
- Grantees will be supported to begin developmental screenings for all of the children in their care.
- Grantees will improve their capacity to prepare for emergency events.

The goal is to provide grants to 21 rural child care centers, which will potentially advance the quality of care for over 1,800 children. The assessment tools will be administered both pre-grant and post-grant implementation. Technical assistance and coaching will reach approximately 250 caregivers who provide direct services to children.

ELIGIBILITY REQUIREMENTS

Applicants must meet all of the following requirements in order to be considered for this grant:

- Hold a current Child Care Center license from the Utah Department of Health, Child Care Licensing;
- Provide full-time child care year round on a daily basis;
- Be in good financial health;
- Plan to stay open for at least three years;
- Provide care for children whose care is paid for by state subsidized child care funds;
- Operating in any of the following rural Utah counties: Box Elder, Carbon, Iron, Uintah, Wasatch, Beaver, Daggett, Duchesne, Emery, Garfield, Grand, Kane, Millard, Piute, Rich, San Juan, Sanpete, Sevier, and Wayne Counties. Programs operating in any of the counties listed in “Applicants Who May Not Apply,” are not eligible for this grant. See “Definitions” section below for a definition of “rural county”. For a map of rural Utah counties, see Exhibit 1: *Rural Utah Counties as Defined by Federal Office of Management and Budget*.

Applicants who may not apply:

The following Centers are not eligible to apply for this grant:

- Centers currently suspended from grant eligibility, due to failure to perform under the terms and conditions of a prior grant administered by the OCC;
- Centers disqualified from receiving child care subsidy or any other funds from DWS;
- Centers currently holding a conditional license;
- Centers not current on Unemployment Insurance reports and tax contributions;
- Centers currently under garnishment by the Internal Revenue Service and or the Utah State Tax Commission;
- Centers holding an Hourly Child Care Center license;
- Head Start programs or other programs eligible for federal quality improvement funds through other grants and/or agencies; or
- Center child care programs operating in any of these counties: Cache, Davis, Juab, Morgan, Salt Lake, Summit, Tooele, Utah, Washington, and Weber.

APPLICATION PERIOD

Applications due April 21, 2016 at 5:00 p.m.

Applications may be mailed or hand-delivered to the Department of Workforce Services, 140 East 300 South, Salt Lake City. Applications must be hand-delivered by 5:00 PM Friday, April 21, 2016 or postmarked by that date. Late applications will not be accepted.

GRANT PERIOD

The period of this Grant commences on the date of last signature and ends on March 31, 2017.

FUNDING

This grant is funded by the federal Child Care and Development Fund (CCDF).

Each qualified applicant can receive only one grant. Only one application per tax ID number is allowed.

Based on individual need and size, centers may request:

- up to \$2,000, for every group of eight children, center wide, not to exceed \$25,000 and
- a \$200 bonus for each child that is paid for with child care subsidy dollars, not to exceed \$5,000.

Grantees are allowed to use funds only for materials and equipment, or specific minor remodeling projects as specified in this RFGA.

Part Two: Utilizing Grant Funds

Grantees may spend grant funds based on greatest needs. Funds may be used for materials, equipment, minor remodeling projects, or a combination of the options. The details for each option are listed below.

MATERIALS AND EQUIPMENT

1. To ensure that children have daily access to stimulating, quality learning experiences, each classroom should have three well-equipped and well-defined learning centers or activity areas. (See the **Material Inventory** lists for a list of the required materials.)
2. Centers should create three, fully equipped activity areas in each classroom before spending funds on remodeling or any other materials. After completing a **Material Inventory** for each room in the facility, applicants will be able to identify any incomplete learning centers and create a plan for purchasing new items. These activity areas must be made accessible to children for at least two hours per day.
3. If each classroom already has three activity areas, funds may be spent on materials and portable equipment for outdoor play and/or equipment for emergency preparedness found in the *Outdoor Play Areas and special projects* sections of the Environmental Survey.
4. Requests for funding must be based on the actual needs documented on the Material Inventory lists. *Grant funds cannot be used to purchase materials that are not on the list.* Due to limited funds, the grant cannot be used to purchase items in greater quantities than those listed in the Maximum Number column of this list.
5. A new item appears on the Material Inventory list: preschool/kindergarten, under professional resources. Applicants may now choose to purchase a developmental screening resource kit for up to \$275. If applicant selects the Ages and Stages Questionnaire (ASQ), \$275 will pay for one screening tool. If the program chooses to do the ASQ-online free through The Department of Health (contact Justin Nuckles at 801-273-2908 for more information), then \$200 towards the purchase of one tablet will be allowed. The tablet must be available at the center for the specific purpose of utilizing the developmental screening tool.
6. Purchases must be made from nationally known early childhood education catalogs or vendors (exceptions may include adding natural materials, emergency supplies, and playground equipment. A vendor list is supplied in the attachments.

MINOR REMODELING PROJECTS

1. Grant funds can be used to complete any of the minor remodeling projects listed on any **Environmental Survey**. Only activities listed on the survey are eligible for grant funds, unless the activity meets the requirements of the Health and Safety Section listed below. Complete a Survey for each classroom and outdoor play area *even if no remodeling projects are proposed*.
2. To request funds to resolve health or safety problems, complete the health and safety section on the appropriate **Environmental Survey**. The dollar amount spent to fix minor health or safety problems is limited to \$2,000 per project.

Grant funds cannot be used to:

- a. *Replace playground climber, slide or swing structures;*
- b. *Replace playground fencing unless fencing currently poses a safety hazard;*
- c. *Repair furnaces, air conditioning units, electrical or plumbing problems;*
- d. *Repair water damage to the building;*

- e. Complete any work that would be considered general maintenance, such as painting or basic structural repairs; or
- f. Repair damage due to lack of general maintenance

Part Three: Quality Improvement Efforts

ON-SITE TECHNICAL ASSISTANCE

1. On-site Technical Assistance (TA) is required for a minimum of 15 hours and a maximum of 30 hours per center. The TA Coach will be paid directly by the *Care About Childcare* agencies; Grantees will not need to handle payments. A coach will be assigned to each center. In the rare event that a TA coach is not available, alternative arrangements can be made by contacting Vickie Becker at occecgrants@utah.gov
2. On-site TA will consist of training related to the center's quality improvement goals and other activities that the Center Director and the coach agree upon. Training will take place in the evening or on Saturdays. Additional time may be spent during the center's operating hours to model, problem-solve, help plan room arrangement, share resources and support the Director and staff in their efforts to meet the goals.
3. Center Directors must be actively involved in this TA process. Coaches cannot be used as trainers for new staff. The expectation is that Directors will continue this work with their staff after the TA has ended. These quality improvement efforts shall be center wide and must involve all staff members.
4. Staff members working additional hours to participate in the coaching opportunities *must be paid*. The coach will complete the **On-site Technical Assistance Time Log** at each visit, documenting which staff members participate in each session. The payment of these wages is part of the center's Matching Funds requirement.

GOALS

Grants offered by OCC require the center to set and meet quality improvement goals. The observers and coaches will help the program staff to set priorities and make goals for continuous quality improvement. Complete the **Goal Form** for each goal set according to the *Determining Quality Improvement Goals* section below. Goals are based on the results of each center's ECERS-R and/or ITERS-R observations. Observations take place after the grant period has started. Goal forms are due to occecgrants@utah.gov **four (4) weeks after feedback is received**.

TRAINING

The program may choose to have caregivers attend training classes only if a TA coach is unavailable and a plan has been made with the OCC program specialist. In these special cases, one 10-hour course is recommended per classroom.

Part Four: Application Instructions

GENERAL SUBMISSION INFORMATION

1. The RFGA proposal/application forms can be downloaded at <http://jobs.utah.gov/edo/grantsocc.html>. Applicants who have questions regarding the

proposal and application process or need printed copies mailed to them can contact Vickie Becker at occecgrants@utah.gov or 801-526-4354.

2. Costs incurred in the preparation and submission of proposals are the responsibility of the individual, organization or agency submitting the applications and will not be reimbursed. Grant funds may not be used to cover the costs of preparing and submitting and application.
3. If there are questions regarding this grant, please contact Vickie Becker at the Department of Workforce Services, Office of Child Care. Vickie can be reached at 801-526-4354 or by e-mail at occecgrants@utah.gov.
4. **Applications MUST be hand-delivered by 5:00 PM Friday, April 21, 2016 OR mailed and postmarked by that date.** Hand-delivered applications received after 5:00 P.M. will not be accepted. Faxed or emailed copies will not be accepted. There are no exceptions.
5. Do not staple pages together. Fasten pages together with a paper clip or binder clip.
6. To submit applications, mail or hand deliver one (1) original and one (1) copy of the proposals/applications to:

Department of Workforce Services
Office of Child Care
Attn: Vickie Becker
140 East 300 South
Salt Lake City, Utah 84111

7. One (1) additional *electronic* copy must be submitted to occecgrants@utah.gov, **after** the application is processed and awarded. Programs should keep one PDF copy of everything submitted for this purpose and to provide guidance throughout the grant period.
8. NOTE: Applications that are missing any of the required items will not be reviewed.

FORMATTING AND CONTENT

1. Applications may be hand written or typed. If hand written, print clearly and legibly. If typed, use a 10-12 point type.
2. Complete the **Application Cover Sheet**. List every classroom and the first and last names of the caregivers in each room. If a class is not yet open, please list the room as “vacant”.
3. Complete the **Calculate Funding Level** on the cover sheet to determine the award amount.
4. Complete the appropriate **Material Inventory** for each classroom, except for any rooms participating in infant/toddler/two grants.
5. Complete the **Environmental Survey** for each classroom and outdoor play area to determine if there are any remodeling needs or special projects that can be addressed with grant funds.
6. Decide what the greatest needs are: materials, remodeling or both.
7. Complete the **Materials Request** form.
8. If there are funds left after purchasing materials for the three required learning centers per classroom, centers may choose to complete remodeling projects or purchase materials to complete two additional learning centers (for a total of up to five learning centers per classroom).

9. For centers that choose to complete a remodeling project, complete the following:
- Diagram of the areas/classrooms to be remodeled. Make BEFORE and AFTER drawings on graph paper;
 - Photograph the areas where remodeling will take place;
 - Obtain two bids from licensed contractors; and
 - Complete the **Remodeling Plan and Budget Form**.

COMPLETING MATERIAL INVENTORY & MATERIAL REQUEST FORMS

As stated earlier, one of the goals of this grant is to create at least three complete learning centers in each classroom. To identify material needed to meet this goal, *PRINT* the appropriate **Material Inventory** for each classroom, based on the ages of the children in the room. Note that there are five different forms for **Material Inventory** – one for each age group. Count the number of items found in each room and write that number in Column A. If items are broken or worn out, do not list them. Do not count shelving units that are plastic or other items that are not for commercial use.

Compare the number in Column A to the MINIMUM and MAXIMUM numbers in the next two columns. Write the number of items needed in Column D. Some items appear on the list that are not required for the activity area, but are nice additions. These items are optional. Optional items may be purchased if all required items are already present.

If funds remain after creating the three activity areas, choose to purchase additional materials to complete up to five centers, or choose to complete remodeling projects listed on the **Environmental Survey** forms.

Sample Material Inventory Form

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

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

- Please note in the example above that 250 unit blocks are required (Column B). If there are only 100 blocks in the room, write 100 in Column A and 150 in Column D – 150 unit blocks will need to be purchased.
- Note that there is a 0 listed in Column B for large hollow blocks. The 0 means this is not a required item, but an optional item. You can purchase the quantity of hollow blocks listed in Column C.

- *On the last line, the center entered “5” for the number of small vehicles. The minimum number needed is 10. The center would need to purchase at least another five vehicles but has chosen to purchase 10 so that they have the maximum number.*
1. **Only items from the Material Inventory, in the quantities listed in Column D, can be purchased.** Items must be purchased from early childhood education catalogs and vendors. (See the attached *Vendor List* for the most commonly used ECE vendors.)
 2. Shelving units or a book display shelf must be available in each activity area. Toy boxes are not considered appropriate storage. Shelves must be at the appropriate height. The younger the children, the lower the shelf should be. The maximum heights are listed on each Material Inventory list and are based on the ages of the children that use the room.
 3. All furniture, equipment, toys or materials proposed for purchases must be safe for each age group and age-appropriate per the manufacturer’s labeling. Pay special attention to material selected for the classroom for younger children to avoid purchasing items that could be choking hazards.
 4. Complete a separate **Material Request** form, for each classroom.

COMPLETING REMODELING PLAN AND BUDGET FORM

To complete eligible projects, follow the steps listed below.

1. Based on the Environmental Survey forms, identify the projects to be completed and add them to the **Remodeling Plan and Budget Form**.
2. Diagram the rooms and/or outdoor play areas to be remodeled on grid paper, first as they are now (**Before**) and secondly, as they will be when the project is complete (**After**). Changes can be drawn over the original diagram in a different color to simplify the process. The diagram must be drawn to scale, with each square being equal to one foot. If a different scale is needed for outdoor play areas, clearly mark the scale on the diagram.
 - a. Label all furniture and activity areas in the diagrams.
 - b. When planning to add floor-to-ceiling walls, the diagram will be of the wall and should show the location of the doors and windows.
 - c. When requesting funding for changes to windows, diagram the walls showing the placement of the windows. If funds are being requested to install lower windows that will allow children to see outside, include a drawing of the wall after the changes. The new window cannot be wider than the current window.
3. Check with all appropriate parties before finalizing the plan, including building owners, city planning departments and/or child care licensing. The cost of building permits can be included in the grant application. A licensed contractor should know when a project requires a building permit. **These parties must approve the project before submitting a Final Application.** Receipts for remodeling projects will be due 12 weeks after receiving the grant check.
4. Obtain at least two construction bids from licensed contractors. Ask the contractors to break out the bid to provide a cost **for each portion of a remodeling plan**. For example, if adding a floor-to-ceiling wall that includes a window in that wall, the bid should list the cost

of the wall and the cost of the window separately. This will allow for quick comparison of costs.

- The contractor's license number must be listed on each bid. Check the license number at www.dopl.utah.gov.
 - The contractor's bid should be on company letterhead.
 - Bids must include details about the products (the name of the carpet company, the carpet style and color, the type of padding, what kind of tile, etc.).
 - The low bid must be used unless a compelling reason justifies using a higher bid. If choosing a more expensive bid, explain the reason for the choice. The OCC specialist will make the final approval.
 - Do not choose a contractor who is related to the owner or management of the center without getting prior approval from OCC. Documentation of the approval must be included in the application and two additional bids will be required.
5. Volunteers may not be used to build or install any structure, including sheds or playhouses.
 6. See remodeling **guidelines on floor and wall coverings**. Share this information with each contractor so they know what to base their bids on. All carpeting must include padding.
 7. Purchases for this remodeling section (for example sheds or playhouses) should also be listed on the **material request** form and include the name of the company the item will be purchased from, the product name, number and cost.
 8. If planning to add nature to the outdoor play area, submit a "master plan" based on the ultimate goal. Diagram the area in its final stage. Mark on the diagram the work that will be completed with *this* grant.
 9. If planning to purchase supplies for emergency preparation, include it on the **material request** form and include the name of the company the item will be purchased from, the product name, number, and cost. *In addition, one scanned photo of all emergency supplies purchased will need to be submitted with receipts.* Purchases are limited at this time to \$2,500. Tools, first aid kits, and sanitation devices, are examples of appropriate choices. Food, weapons, flammable items and items prohibited by child care licensing may not be purchased. The supplies must be available at the center to be used specifically for emergency events.
10. Complete the **Remodeling Plan and Budget Form**.
 - a. List the Code from the Environmental Survey forms in the first column;
 - b. Name the project and describe the problem in the second column;
 - c. Provide a detailed description of the project in the third column;
 - d. List the vendors and their bids in the fourth and fifth columns;
 - e. List the bidder you are choosing to complete the work on the highlighted row; and
 - f. List the dollar amount of your request for the project in the sixth column.

DETERMINING QUALITY IMPROVEMENT GOALS

Congress has just reauthorized the Child Care Development Fund (CCDF), the source of child care subsidy and quality improvement funds. In order to work towards meeting CCDF quality standards, this grant will involve the use of nationally-recognized, research-based quality assessment tools. Utah will use these tools as a way to gather data and give child care centers a set of valuable quality improvement resources.

Quality improvement goals for this grant will be based on the results of the ECERS-R and/or ITERS-R observations. All participants must have an ECERS-R observation and if applicable an ITERS-R observation within the first three months of starting the grant. There is no expectation for programs to turn in goals with this application. Goals will be due four weeks after the feedback meeting. Refer often to the *Important Dates* schedule included in the appendix.

After making Environmental Rating Scale (ERS) observations, the observer will provide each program with a written report and feedback about the results. At this meeting, each program will also receive copies of both scorebooks and the *All About the ECERS-R* and *All About the ITERS-R* books, at no cost to the program, unless already received from a previous grant. The books should be used in the following manner: support staff, learn more about interest areas, improve interactions, develop appropriate scheduling and other topics for best practice. These resources are helpful in identifying the steps necessary for quality improvement.

Using ECERS-R and ITERS-R to Establish Goals:

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

- Set one goal for the ***Listening and Talking/ Language and Reasoning*** subscale, including one or more of the following areas: helping children understand language, helping children use language, using books, encouraging children to communicate and using language to develop reasoning skills. This goal will help to close the word gap often found in children living in poverty.
- Set one goal for the ***Interactions*** subscale, including one or more of the following areas: supervision of play and learning, peer interaction, staff-child interaction and discipline. This goal will help caregivers learn and practice the “serve-and-return” skills necessary for healthy early brain development.
- Set one goal for any other subscale with an overall score below a three (3.0). This goal will help improve areas considered inadequate and associated with negative child development.
- The goals and work completed should raise the score on the scale items the center has chosen to focus on.

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

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

Cooperate with the program coach to select appropriate goals. Complete the **Goal** form, listing the goals for each individual item. See the **Sample Goal** form for guidance on how much detail to include.

For centers participating in one of the Infant/Toddler/Two-Year-Old (I/T/2) grants, the results of the ITERS-R completed by the Infant/Toddler Specialist will be used. An additional observation is not required. The Specialist will help with appropriate goals for children under three.

The goals set for this QI grant will apply to ALL classrooms in your center, except the rooms participating in I/T/2 grants. It is not possible to have an observation for each and every classroom. For the most part, there is a corresponding ECERS-R item for every ITERS-R item though sometimes the names differ. See the Sample Goals for an example of how to address an item for all age groups.

Below are a few simple strategies to improve quality.

- a. Share information with staff on the importance of outdoor play, and as a group, set a daily schedule that will allow for 30 minutes of outdoor play in the morning and 30 minutes in the afternoon. Provide help to get babies outdoors.
- b. Share books with staff that include examples of how they can incorporate more creative, open-ended art activities daily. Monitor an art activity to set goals.
- c. Brainstorm ways to include language and literacy activities in classrooms. Encourage teachers to implement their ideas twice each week.
- d. Survey each classroom to ensure that each room has many books, pictures and materials that show diversity. Rotate materials or purchase additional materials if needed.

Please begin to apply new strategies as soon as possible. True change will require many goal adjustments plus time to practice them to make them last.

Part Six: Definitions

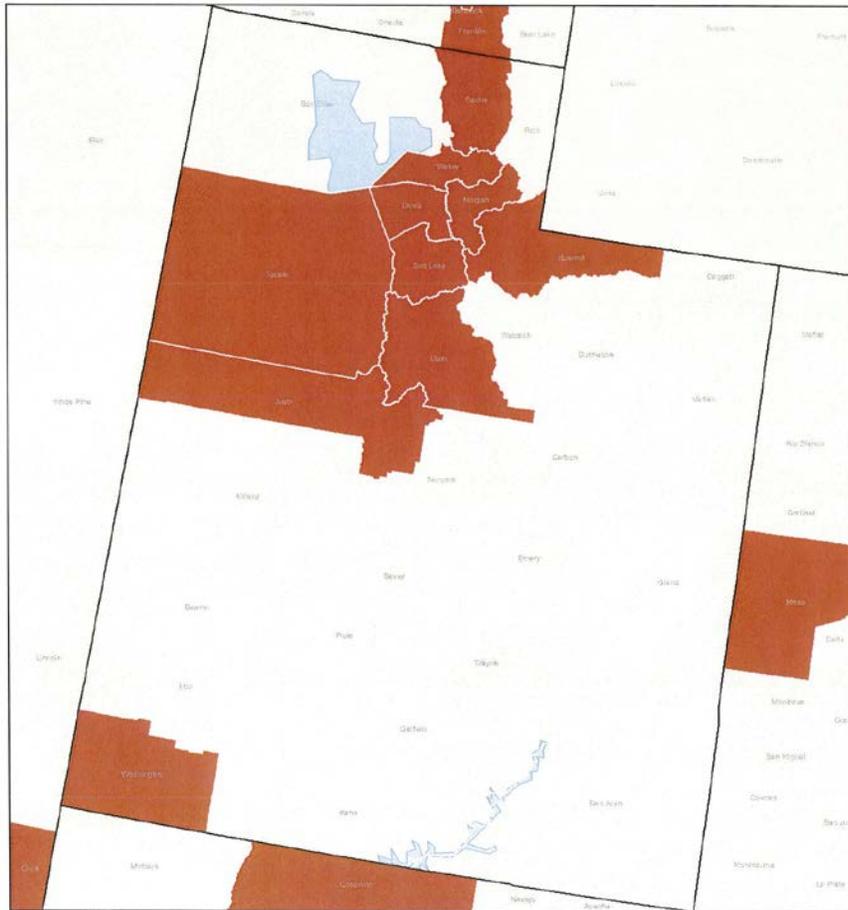
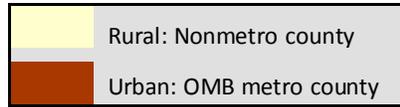
Child Care Center: A program that provides full-time, year-round child care on a daily basis (Monday through Friday) in lieu of what a parent would provide. Preschool programs and drop-in/hourly child care facilities are not covered under this definition.

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

Care About Childcare Agency (CAC) - 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. CAC agencies provide training and technical assistance to child care providers and operate parent referral services. (See CAC website to locate your local CCR&R agency.)

Rural: Rural counties are counties outside of metropolitan statistical areas (metro areas). Metro areas are geographic entities defined by the U.S. Office of Management and Budget (OMB) for use by Federal statistical agencies in collecting, tabulating, and publishing Federal statistics. A metro area includes one or more counties containing a core urban area of 50,000 or more people, together with any adjacent counties that have a high degree of social and economic integration (as measured by commuting to work) with the urban core. See the map below for an illustration of Utah counties.

*Map of Rural Utah Counties as Defined by Federal Office of Management and Budget
http://www.ers.usda.gov/datafiles/Rural_Definitions/StateLevel_Maps/ut.pdf*



The remainder of this page is intentionally left blank. Please see the next page for a table of important dates.

Part Seven: Important Dates

Due Date	Items Due
April 21, 2016	Grant application Cover sheet and calculations Copy of current license Evacuation map Material Inventory Material Request Environmental Survey Remodeling Plan and Budget form Before and After remodeling plan and photos 2 bids from licensed contractors <i>Any changes made to your application MUST be approved!</i>
TBD	Orientation (by go-to-meeting webinar)
May 27, 2016	Last day for Initial Visit with your Coach. Create a plan for meeting goal and set dates for on-site visits.
July 29, 2016	Last day for ECERS-R and ITERS-R observations and feedback meetings.
4 weeks after feedback meeting	Goal forms must include 1) Listening and Talking goal 2) Interactions goal 3) any subscale scoring below a 3.0
6 weeks after receiving the grant check	PAID Material receipts (due to OCC 6 weeks after receiving the grant check).
12 weeks after receiving the grant check	PAID Remodeling receipts (due to the OCC 12 weeks after receiving the grant check).
January 27, 2017	Goals are met / minimum TA hours are completed
February 24, 2017	Follow-up ERS observations are completed
March 25, 2017	Last day to send TA report and payroll records showing staff were paid to attend TA
March 25, 2017	Final Report

Send your documentation to Vickie Becker at the State of Utah, Office of Child Care (OCC) by FAX (801)526-4432, or by e-mail at occecgrants@utah.gov or by snail mail to Office of Child Care

Att: Vickie Becker 140 East 300 South SLC, UT 84111. Call me with your questions at (801) 526-4354.