



Child Care Services Regional Grant Application Guide

Regional Grants are intended to support, sustain, and increase quality of child care programs. Grants require the completion of an online application and approval of eligible expenditures.

FREQUENTLY ASKED QUESTIONS

1. Who can apply for Regional Grants?

Any program that is actively providing early learning services to children ranging in age from birth to school-age and is currently licensed with the Minnesota Department of Human Services or Tribal Government OR legally license-exempt, which include certified centers. If licensed by the Minnesota Department of Human Services, a program must have no current negative actions. Programs operating under a conditional license may still apply while under the terms of that license status but grant funds must be used to assist the program in becoming fully compliant. Licensing violations such as a temporary immediate suspension, suspension, revocation, or a maltreatment determination where the facility was found responsible will prevent the issuance of a grant and/or will cause the withdrawal of a grant.

Programs that have received a Start-Up Grant may not apply for a Regional Grant in the same fiscal year (July 1 - June 30).

2. How much money can eligible programs receive?

Family providers may purchase items that total up to \$2,000. Center programs may purchase items that total up to \$3,000.

3. How and when do I apply for a Regional Grant?

Applications for Regional Grants are available on Develop (www.developtoolmn.org) in your Organization Profile beginning September 1 and must be completed by September 25. You must have a registered Organization Profile to access and complete the application in Develop. For programs with no internet access, please contact your local Grant Administrator for a paper application.

4. What items can my program apply for?

Programs may apply for funds to purchase items or training that meet quality improvement goals and strategies and activities to prepare young children for school and life. Please refer to the Grants Spending Categories and Eligible Items list included in this guide. All materials must be new and must be purchased from a retail company, an early childhood supplier such as Lakeshore, and not a private individual.

Any items purchased with this grant must be used in accordance with licensing requirements. Please contact your licensor if you have questions about a particular item meeting licensing requirements.

Child product safety information to guide expenditure eligibility or ineligibility can be found at these government resources:

<https://www.cpsc.gov/Recalls>

<https://www.cpsc.gov/SafeSleep>

<https://playgroundsafety.org/safetm-resources/guidelines-standards-and-best-practices>

<https://www.cdc.gov/injury/features/child-passenger-safety/index.html>

Priority Areas

Eligible items fall under five priority areas.

Health and Well-being

Children do better when early care and education programs are safe and healthy, provide nutritious meals and snacks, and offer many opportunities for active play. This foundation allows children to take full advantage of learning opportunities. Eligible equipment and activities that promote health and well-being in your program meet this priority.

Relationships with Families

Children do better when families are engaged in their children's education and development. Building two-way relationships with families helps strengthen a sense of belonging among all children in the program as they experience respect and support for their home cultures and languages. Eligible materials that support the mental health of young children and their families meet this priority.

Teaching and Relationships with Children

Children do better when early care and education teachers and providers are caring and engaging, have quality learning environments, use a research-based curriculum, and support children's growth and development. Teachers and providers make a big difference in children's lives. These practices help build relationships and give children what they need to learn and grow. Eligible materials, activities, strategies, assessment, and curriculum development to promote social/emotional, physical, and intellectual development in all children meet this priority.

Assessment and Planning for Each Individual Child

Children do better when their teachers and providers know them well, understand their levels of development, and use the information to plan instruction. Assessment information is accurate and fair when it is gathered in a way that includes observation in natural settings, and a child assessment tool that is valid and reliable. Eligible materials that support child development (infant through school-age) in areas such as literacy, social/emotional growth, science, technology, engineering, and math (STEM), and include assessment support meet this priority.

Professionalism

Children do better when their teachers and providers have professional preparation that includes higher education coursework, combined with on-going training and support. These qualifications have been found to be consistent predictors of program quality, strong child-adult interactions, quality learning environments, and positive child outcomes. Eligible learning opportunities and professional resources meet this priority.

Please see pages 5-8 of this document for a guide to approved items.

Additional Eligible Expenditure Policies

Learning Support: Materials, activities, strategies, assessment, and curriculum development to promote social/emotional, physical, and intellectual development in all children.

Technology: Programs may use grants for technology equipment, software to create, enhance and maintain business management systems, and related subscription fees. This includes costs associated with accessing the internet, such as installation or equipment, and website start-up, maintenance, or ongoing subscription fees.

Education, Training, and Relationship-Based Professional Development: Grants may be used for higher education costs to support T.E.A.C.H. Scholarship recipients, fee-for-service mentoring, coaching, and/or consultation expenses conducted by a Develop-approved Relationship Based Professional Development (RBPD) Specialist during the grant timeframe.

Wages: Grants may be used to pay wages for staff to attend required professional development trainings and/or to cover the costs of substitute teachers or providers to cover for staff who are attending training.

Business Development: Funds can also be used for private businesses that support business development. Contact First Children’s Finance for free or low-cost services that support business development, including business coaching, consultation, leadership cohorts, and technical assistance.

Minor Construction Projects: Grants may be used towards the cost of materials for outdoor play area fencing or other minor construction or renovations to the spaces used for child care as required by licensing to ensure child safety or meet other program standards. All materials must be new and must be purchased from a retail store, not a private party.

In the event that a child care program wishes to have the cost of assembly and/or installation covered by a grant, the labor must be performed by a contractor following applicable state and local laws and regulations regarding registration and licensure. See dli.mn.gov/business/residential-contractors-remodelers-roofers for more information.

Eligible items that are for 100% business use will be funded at 100%. Items that are shared with a household or organization (such as a church) will be funded at 50%. The reimbursement rate depends on how the item is used and not the item itself. For example, in one program a refrigerator may be used only for child care food (business use only); and in another program it may be used for child care food and a family’s food (shared).

5. What items are not eligible?

Due to a federal rule, Regional Grants may not be used for the following:

Major Construction or Renovations: Major renovation means structural changes to the foundation, roof, floor, exterior or load-bearing walls of a facility, or the extension of a facility to increase its floor area; or extensive alteration of a facility such as to significantly change its function and purpose, even if such renovation does not include any structural change.

Religious-based Curricula, Activities, Materials, or Counseling: Child care programs are allowed to purchase and/or use religious-based curricula or items in their program if they choose, but they must use their own funds; they cannot use Child Care Services Grants.

Expendable Supplies: Expendable supplies (diapers, wipes, soap, paper products), except as it pertains to Personal Protective Equipment (cleaning products, hand sanitizer, masks) used for recommendations from the Minnesota Department of Health to keep children and staff healthy and safe.

Food, lodging, or mileage associated with training or conferences.

Office supplies that are not directly used for early childhood quality improvement activities: Ink and paper used to print invoices for families would not be an allowed use of grants. Ink and paper used to print curriculum, worksheets, or a newsletter for families in the program would be allowed.

Child Care Development Fund (CCDF) federal restrictions can be reviewed online in the National Archives Code of Federal Regulations: Title 45 Subtitle A Subchapter A Part 98 Subpart F § 98.56(b)(1) Restrictions of the use of funds at [eCFR :: 45 CFR 98.56 -- Restrictions on the use of funds](#).

Grants are not allowed to be spent on items considered to be part of the cost of doing business (such as rent, utilities, taxes, bank service fees, and down payments).

In addition, grant funds are not allowed to be spent on child care tuition (scholarships), nor items prohibited by licensing.

Items are ineligible if someone employed by the program will benefit financially from the purchase itself. For example, purchasing toys from an employee who is a Discovery Toys representative.

6. If my program receives a grant, what requirements do I have to meet?

Your program will need to meet the requirements of a Participation Agreement. Please read the agreement carefully before signing. Also see the information on page 10 of this document about how the grant process works.

7. Why is cultural responsiveness important in an early childhood care and education program?

Although purchasing culturally responsive materials is not required for this grant, research has shown that children begin to create ideas about race very early on – typically by ages three and four. For this reason, it is important to teach all children about differences and help them develop individual and group identities based on personal abilities and interests, rather than race and entitlement. This is crucial for children to be able to develop unbiased and successful relationships with others as adults. Additional information in *What If All the Kids Are White: Anti-Bias Multicultural Education with Young Children and Families*, by Louise Olsen Derman-Sparks and Patricia G. Ramsey.

Questions to ask yourselves when purchasing materials:

- What does this item teach the children in my care about less dominant cultures in our country?
- Does this item explore a culture/cultures or a language/languages other than my/their own?
- Does this item help celebrate cultural diversity?
- How does this item encourage and recognize the cultural differences among the children in my care?

GRANT SPENDING CATEGORIES AND ELIGIBLE ITEMS

The following charts list items that you may purchase with your Regional Grant. This will help you identify eligible items, and which spending category to use when describing your proposed purchases on the budget pages of the application. If you do not see an item listed, it may be ineligible. If you need assistance, please consult with your Grant Administrator to confirm eligibility or ineligibility of an expense.

Items purchased from a vendor listed on the discount flyer are eligible, with the exception of items not allowed by licensing.

Assessment and Planning for Each Individual Child

Children do better when their teachers and providers know them well, understand their levels of development, and use the information to plan instruction. Assessment information is accurate and fair when it is gathered in a way that includes observation in natural settings, and a child assessment tool that is valid and reliable.

Assessment resources and tools; all books, toys, learning materials, equipment or items related to eligible assessment tools including computer, laptop, or tablet
 Camera or video camera for recording classroom activities (Does not include special lenses, etc.)
 Journaling materials

Health and Well-Being

Children do better when early care and education programs are safe and healthy, provide nutritious meals and snacks, and offer many opportunities for active play. This foundation allows children to take full advantage of learning opportunities.

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| <ul style="list-style-type: none"> • ADA compliance features (fix, add, or replace) necessary for child care program, including parking lot railings and disability ramps • Adaptive, special needs items such as positioning equipment, eating utensils, cups and plates, adapted toys • Adult furniture needed by staff for work responsibilities and care and education activities (ex: adult size classroom chairs, rocking chair, office furniture, center break room chairs, center meeting table) • Antibacterial wall dispensers • Bathroom that is child care specific - addition, repair, or renovation • Bibs and eating utensils, dishes, eating supplies for staff and children to serve and eat food • Car seats, child restraint systems for vehicle, appropriate for the ages of the children in care • Child care program furniture (cribs, mattresses, pack-n-plays, pack-n-play covers, cots, changing tables, child-size table and chairs, shelves/cabinets, infant seats, cubbies, storage, high chairs, booster seats, toddler chairs, potty chairs, etc.) • Child Safety locks such as appliance locks, outlet covers, cabinet locks • Child toothbrushes and individual toothpaste containers • Child transport wagons and Strollers that meet safety specifications and stroller accessories like sun cover, cup holder • Choke prevention tubes (for gauging choking potential of small objects) • Closet door latches to prevent a child from being trapped inside a closet • Concrete for filling of small cracks, purchase of cement mix for projects that providers would do themselves | <ul style="list-style-type: none"> • Light fixtures replacement with fixtures containing shielded or shatterproof bulbs; adding shatterproof lighting in unfinished ceiling • linens and safe-sleep and age-appropriate bedding • Locks for cabinets or locked storage units for medicines and cleaning agents • Materials and labor needed to install or repair a pathway for riding toys, small bikes, etc. • Minor construction projects that are needed for safety or licensing such as repairing or replacing steps, fencing, windows, doors, minor repairs to fill small potholes or cracks in driveway or parking lot, or chips in sidewalk or patio if posing health/safety risk. This includes minor mud jacking or sidewalk grinding • Outdoor play equipment (such as climbers, swings, slides and accessories that meets safety standards, and the repair of eligible equipment • Outdoor, sprinkler and installation of sprinkler in-areas used by enrolled children • Panic hardware for exterior doors • Permit fees and/or required inspection of completed grant-funded project(s) per local municipalities. • Playground safety surfacing (for fall protection) • Protective outdoor clothing/gear for enrolled children to wear while they are in care to create equity and inclusion in the curriculum. This gear does not go home with children, it is strictly for enrolled children to use at child care. • Protective panels added to deck railing • Purchase of safe plastics that do not contain polycarbonates for serving food |
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- Consultation with a Child Care Health Consultant-for health, safety, nutrition, infectious disease control and/or advice on the care of a child with special needs
- CPR and First Aid training that is not verified in Develop. First Aid: Pediatric first aid training must be provided by an individual approved as a first aid instructor. CPR: Pediatric CPR training must be provided by an individual approved to provide pediatric CPR instruction. In addition: (1) cover CPR techniques for infants and children and the treatment of obstructed airways; 2) include instruction, hands-on practice, and an in-person, observed skills assessment under the direct supervision of a CPR instructor; and (3) be developed by the American Heart Association, the American Red Cross, or another organization that uses nationally recognized, evidence-based guidelines for CPR.
- Disease prevention supplies recommended by the Minnesota Department of Health such as masks, certain cleaning supplies, PPE, etc.
- Egress window created from an existing window to meet licensing requirements, add or expand egress window for easier escape access, add stair and rails to access fire escape/egress more easily
- Faucet for bathroom that is hands-free
- Fence (purchase or repair) - in the child care play space and/or around pools/water sources, providing fence is functionally designed for child safety, including chain-link, privacy and picket - pickets must be close enough together that a child cannot slip through.
- Fire escape ladder
- Fireplace, heater, and wood-burning stove screen covers. Covers for electric baseboard heaters
- First aid kits
- Floor cleaning equipment (vacuum cleaner, carpet cleaner, etc.)
- Floor covering (permanent) - adding or replacing - due to damage (such as carpet, linoleum, wood, tile, LVP) in areas where children are regularly present only, interior concrete sealing in licensed space
- Food group and nutrition activities (food is ineligible)
- Garbage cans and wastebaskets that are secured, hands-free covered waste disposal cans
- Gates (to prevent falls and access to unsafe areas)
- Guardrails, railing, spindles, or additional protective spindles/panels on stairs or deck if spaced too far apart for licensing code if deck is used by child care program and deck is higher than 3' off ground, requiring spindles/rail.
- Hand-washing kits and posters, Healthy habits posters, safety posters
- Heat source (such as a furnace), air conditioning unit needed to meet licensing requirements for child-use space. Installation that does not require new ventilation, duct work or pipes etc.
- Infant bucket swings for outdoor playground swing sets, Swings with soft or flexible seats
- Interior paint, paint supplies and hiring a painter for child care program space – square footage of child care space(s) may be required for amount of paint requested
- Kitchen equipment needed for preparing, storing, and cooking food for children (such as bowls, utensils, measuring cups, BPA free containers, vacuum food saver, pots, pans)
- Kitchenette repair or addition that is dedicated to child care program; repair/replace of damaged items in shared kitchen including flooring, sink/faucet, counters, cabinetry.
- Lead content detectors (for toys and other child items which could be put in the mouth)

- Purchase or repair of appliances (refrigerator, freezer, range, dishwasher, washer, dryer, air purifier, dehumidifier, humidifier, water purifier when needed for safety, etc.)
- Radon detectors and mitigation, removal of lead paint, mold, asbestos
- Refrigerator thermometer, hot liquid thermometer, food temperature thermometer
- Replacement of wooden barriers that contain creosote or arsenic with safe materials
- Replacing, repairing interior and exterior doors due to damage. Standard lock and/or hardware, keyed and keyless entry systems, security door locks with wifi codes. Creating sufficient exits per fire marshal that do not require a new hole to be cut in an exterior wall. This includes replacement of windows deemed necessary for a fire exit.
- Safety helmets for children riding bicycles or tricycles
- Safety kit, disaster kit, emergency kit (bag or container and all appropriate supplies needed for evacuation in accordance with emergency preparedness plan)
- Sandbox, sand, and/or covers
- Sanitizing equipment (such as ozone or UV cabinet designed for school and child care use)
- Sanitizing spray, hand sanitizer or cleaning supplies used for the prevention of Covid-19
- Separation panels (adding or replacing permanent panels) to reduce the spread of germs in child spaces or in parent drop-off locations; adding/replacing sound-proofing or acoustic panels.
- Shade canopy, awning for shade, Large outdoor umbrella for shade, structure for shade
- Sick and/or quiet space addition or repair that is separate from the activity area
- Smoke detectors, carbon monoxide detectors, fire extinguishers
- Soil, grass seed, sod, needed for start up or play area expansion, or maintenance of existing grassy areas
- Staining, painting, refinishing decks, patios or porches; replacing deck or patio flooring; enclosing or screening deck, patio or porch
- Storage bins, crates or baskets, containers designed to hold items within the storage units or cubbies
- Tie-down devices for blind and curtain "pulls" and blind and curtain cords
- Time of laborer working in the area requested who can provide their business name, address, and phone on quotes prior to grant awards and on receipts for work performed. License number must be documented when a license is required for work performed by State or Local Municipality regulation. Labor must meet permit and quality inspection regulations.
- Tree removal and/or stump grinding from within immediate child care playground areas for child safety, and areas outside of the child use area if the child use area is affected by an unsafe tree.
- Video door bell (such as Ring), monitoring equipment; keyless entry systems; security doors; security door locks with wifi codes; any video monitoring system or other security system. Cost of professional installation
- Water for drinking provision. When water is deemed unsafe for drinking, equipment purchase, installation, and repair, of safe drinking water (reverse osmosis, water purifier, filters).
- Water softener when needed to mitigate mineral build up due to hard water
- Window coverings for sleep areas (blinds, curtains)

- Lead-free environment. Lead abatement from child care program use environments (business use and shared use). Cost of removing items, materials, and replacement.

- Wood stairs where none exist if needed as fire exit – documentation required.

Professionalism

Children do better when their teachers and providers have professional preparation that includes higher education coursework, combined with on-going training and support. These qualifications have been found to be consistent predictors of program quality, strong child-adult interactions, quality learning environments, and positive child outcomes.

- Accreditation fees
- Breakroom, meeting room, and professional supplies such as rug, wastebasket, posters to guide pedagogy (the method and practice of teaching)
- Cell phone for work purposes (service contract is ineligible Ex: Verizon expense)
- Child care association fees
- Early childhood education and child development textbooks, subscriptions to education and professional journals and publications
- Fee-for-service early childhood education mentoring, coaching, and/or consultation (programs seeking out help to improve quality via MNAEYC consultation, professional health consultation, and the like)
- T.E.A.C.H. related costs that are required to support a T.E.A.C.H. Scholarship recipient
- Technology devices for teachers to use for training courses, assessment and curriculum tools and planning, such as computers, tablets, and standard components of mouse, keyboard, monitor necessary to operate the computer
- Technology equipment, software to create, enhance and maintain business management systems, and related subscription fees. This includes costs associated with accessing the internet, such as installation or equipment, and website start-up, maintenance or ongoing subscription fees.
- Training approved in Develop for the purpose of obtaining a Child Development Associate credential (CDA)
- Training that is in-person, online training, and professional early childhood organization conferences approved on Develop.
- Training on the use of an assessment tool or curriculum that is offered by the organization that supplies the assessment tool or curriculum. Training that meets this criteria is eligible even if it is not verified in Develop.
- Wages to pay staff to attend training that is required for a rating or a grant, part of a quality improvement plan, or training that is funded by a grant. Wages for substitute early childhood educators while staff attend training that is required for a rating or a grant, part of a quality improvement plan, or training that is funded by a grant.

Relationships with Families

Children do better when families are engaged in their children’s education and development. Building two-way relationships with families helps strengthen a sense of belonging among all children in the program as they experience respect and support for their home cultures and languages.

- Conferences materials – items needed for an educator to discuss the child’s development and progress with a child’s parent/guardian , establish shared goals for growth and development, and sharing ideas for intentional engagement with the child.
- Event materials for an event that is meant to engage families in the education and development of their child in which children are involved, and parent advisory events. Eligible items include items/activities that parents and children can engage in together, classroom display materials, paper plates, napkins, art supplies, take-home child development and education resources, and speaker fee. (Ineligible: food, items unsafe for children)
- Family message boards, Bulletin boards
- Newsletters to enrolled families
- Studies and data reports (and any related consultation) impactful to child and family experience and/or to improve care if the data isn’t available through state or local agencies
- Take-home curriculum kits
- Technology related to communicating with families (text programs, etc.)
- Translating materials costs – if a handbook or any other print material needs to be translated, and/or interpreter services

Teaching and Relationships with Children

Children do better when early care and education teachers and providers are caring and engaging, have quality learning environments, use a research-based curriculum, and support children’s transitions to kindergarten. Teachers and providers make a big difference in children’s lives. These practices help build relationships and give children what they need to learn and grow.

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| <ul style="list-style-type: none"> • Art supplies including stencils and sponges • Balance beams that are safe for age and development • Basketball hoops, balls, ball pump, sports balls • Bicycles, tricycles, wagons, riding toys, scooters, scooter boards, all must be age and developmentally appropriate for children • Bilingual language materials • Block play materials, small design blocks, materials that link, construction sets, large outdoor blocks • Books that are age and developmentally appropriate • Carpets for classroom needed for activities and play • Classroom displays, posters, calendars, weather charts, etc. • Clocks and time activities and materials • Computer printer, Ink and paper used to print eligible print items • Computer table for children • Consultant fees related to designing indoor or outdoor learning environment • Contracted classroom educator to provide specialty instruction to children (such as music, science, art, reading). Instruction must occur within grant timeframe • Cookbooks for children • Discovery boxes, feely boxes • Dramatic play equipment and supplies (Puppet theater, puppets, costumes, play cameras, play phones, career props, dolls, dollhouses, dollhouse furniture) • Dramatic play toy buildings (e.g., barn, firehouse, school, etc.) • Early childhood curriculum resources and tools. All books, toys, learning materials, equipment or items related to eligible curriculum • Early language concept activities such as object matching, sorting • Educational software • Exploration kits, theme boxes/bags for literacy or STEAM for example • Field trips and related costs (membership fees, entry fees, transportation fee to and from the field trip site, cost for additional staff to meet ratio) • Gardening activities with children items, such as raised garden beds, small greenhouse, soil, and seeds, child-safe gardening tools • Infant and toddler toys (teethers, soft blocks, soft dolls and animals, sensory mats, etc.) • Infant/Toddler activity mats and soft indoor climbers, Tumbling mats, yoga mats • Infant/toddler portable playsets including but not limited to Step2, Little Tikes, tunnels, playhouses or other large motor toys; portable play items such as nature “stumps” and outdoor sensory structures any indoor/outdoor play sets/large motor toys | <ul style="list-style-type: none"> • Laminator and laminating sheets for educational displays, labeling classroom items, creating curriculum materials for matching, sorting, storytelling, etc. • Large motor games (such as bean bag, ring toss, parachute) • Learning centers - items needed to create and stock (such as literacy, listening, and block play, puzzles, writing stencils, beads, lacing sets, pegboards, pegs) • Manual dexterity dressing vests for small motor skill development • Materials for safe and supervised child woodworking experiences • Math awareness materials such as geometric forms and boards, materials for pattern / patterning activities • Measurement kits • Multicultural games, activity kits, craft kits and books • Music, Headphones, rhythm instruments • Nature based curriculum learning materials • Pet containment items, and basic pet care items appropriate to meet science and nature goals related to system approved quality improvement tools such as the Parent Aware Environmental Self Assessment. Must be approved by licensing. Does not include veterinary expenses or the cost of the pet. • Phonological awareness materials, print and alphabet awareness • Play Calculators, play money • Play tunnels or hoops • Pounding benches • Rocking boats • Sand and water tables and toys • Science kits, science materials such as magnifying glasses, microscopes, magnets, prisms, minerals / rocks • Sensory materials and toys • Sheds (small prefabricated or kits) 120 sq ft dedicated to child care program use. Playhouse structure 10x12' max size • Shipping and delivery costs for eligible items • Sight and sound tubes • Storytelling kits and materials • Tactile numbers and number tracing activities • Tools and tool benches • Toy animal collections, plush animals • Toy cooking utensils, pots, pans, and play food items • Wall hangings, unbreakable mirrors, area rugs, throw rugs, play mats, classroom rugs, waste baskets, for areas used by children |
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APPLYING FOR A REGIONAL GRANT

Training Requirement: All programs must complete 12 hours of training between April 1 of the current year and March 31 of the following year to receive a grant. Training must be completed by staff with position titles in Develop of Primary Care Provider, Director, Assistant Director, or Teacher. **Four of the 12 hours of the required training must be in Knowledge and Competency Framework (KCF) areas III (Relationships with Families), IX (Trauma Informed Care and Practice), and/or X (Working with Multilingual Children and Families).** These are unduplicated hours and must be listed as approved training on the staff person or persons' Learning Record(s). All required training must be completed and appear on a Develop Learning Record before receiving reimbursement. The cost of participating in this required training is your responsibility. However, you may choose to include the cost of the required training as part of the grant application by applying for dollars within the Professional Development category.

Participation Agreement: Your program will need to abide by a Participation Agreement that details all requirements. The agreement lays out the responsibilities of programs receiving grants. Please read the agreement carefully before signing

Two-Year Requirement: If you are awarded a grant, your program will be required to provide active licensed or license-exempt child care services in Minnesota for a minimum of two years from the date of your award letter. If for any reason your program ceases to provide active child care services within the required timeframe, you will be required to repay grant dollars on a prorated basis.

Reimbursement Timeline: All documents required for requesting reimbursement must be submitted by April 15 for Grant Administrator review. Grant Administrators have the right to:

1. Ask for clarification (or pictures) of any grant item before approving AND
2. Refuse reimbursement for any purchase that doesn't match the original request or intended purpose

Expenditures: Be specific on your expenditure pages. Only items that were approved on your application will be reimbursed. If any substitution needs to occur, this **must** be approved by your local Grant Administrator, prior to making the purchase. A budget change can only occur once in a grant cycle prior to March 31.

Grant Payment Information: All Child Care Services Grants are paid on a reimbursement basis after all requirements are completed.

Grant Application Process: Applications for Regional Grants are available on Develop (www.developtoolmn.org) beginning September 1 and must be completed by September 25 in your Organization Profile. You must have a registered Organization Profile to access and complete the application in Develop. For programs with no internet access, please contact your local Grant Administrator for a paper application.

Grant Application Review Process. Once you submit an application, it will be reviewed by a review committee. Each application is reviewed by three review committee members who determine a score. Scores are assigned according to how strongly the requested item(s) relates to the priority area and added to the score generated by Develop. Funding is awarded to the highest scoring applications. A denial, wait list, or award letter will be sent to you on November 1 via email or U.S mail.

SUBMITTING A PAPER APPLICATION

If approved for a paper application, fill out your application form completely in ink. Your application should be neat and easy to read and stapled together in order. Do not submit grant applications in folders or binders, professionally bound or store-bought.

1. Send in one complete packet, including the application with all required attachments stapled to it.
2. Keep one copy of the completed application form and all required attachments for your records. You will need to refer back to your application if you are awarded a grant.
3. Mail or email the original completed application packet to:

Local Child Care Aware Office

Attn: Grant Administrator

Address

City, State, Zip

Checklist

Your application packet must include:

- The application form, including the participation agreement, with all questions completed.
- Copies of Knowledge and Competency Framework Learning Records for all lead teachers or the lead child care provider for the last 12 months.
- Copy of your Parent Aware Rating certificate (*if applicable*).
- Estimate or bid (*if applicable*). This is required for the installation of fences, windows, or construction, as required by licensing, or equipment assembly projects. If a child care program wishes to have the cost of assembly and/or installation covered by a grant, the labor must be performed by a contractor following applicable state and local laws and regulations regarding registration and licensure. See <https://www.dli.mn.gov/business/residential-contractors-remodelers-roofers> for more information.
- Pictures (*if applicable*). A picture from a catalog or online is recommended if the item(s) may be questioned by the reviewers.

GRANT APPLICATION PLANNING LIST

This list is intended to help you plan your grant request before entering it into Develop. This is not to be submitted.

Priority Area	Goal (what you wish to accomplish)	Strategy (what you need to do to reach the goal)	Item(s)	Cost
<i>Example: Health and Well-being</i>	<i>Children are learning concepts from nature and exercising outside</i>	<i>Walk to the park for play and nature experiences</i>	<i>Commercial quality four-child stroller, and stroller awning</i>	<i>\$1,579.90</i>
Health and Well-being				
Relationships with Families				
Teaching and Relationships				
Assessment and Planning				
Professionalism				
TOTAL				