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KQRIS Quality Improvement Grant Application



Before completing the KQRIS Grant Application, download and read the *KQRIS Grant Information and Instructions* as well as *KQRIS Writing a Good Grant*. These documents provide you with information on how to complete your grant correctly as well as tips on writing a solid, comprehensive grant application. Both documents are located on the Child Care Aware® of Kansas website at http://www.ks.childcareaware.org/provider_kqrис.html (scroll down to the KQRIS section).

Directions: Double click on white portion of the “Program Name” box at the top of the form and enter the name of your program (this will now appear on each page). Complete the KQRIS Grant Application by filling in white area of each box. Submit the application and the W-9 form electronically to Becky Woerz at becky@ks.childcareaware.org. Fax the signed *Agreement to Terms and Conditions* page to Becky Woerz at 620-343-8654. **Incomplete applications will not be reviewed. Mailed copies of the grant application will not be reviewed.** Please do not include letters of recommendation, cover sheets or any other documentation with your grant application, unless otherwise requested.

| | | | | | |
|---|---------------------|---------------------------|--|------------|-------|
| Type of Grant Application | | Quality Improvement Grant | | | |
| Contact Person | Sebastian Cabot | | | | |
| Mailing Address | 123 My St. | | | | |
| City | This City | State | That State | Zip | 12345 |
| Phone | 123-456-7890 | Email Address | mrfrenchies@me.com | | |
| Program Type (Center-based or Family Child Care) | Center-Based | | | | |
| Number of Classrooms | 3 | | | | |
| Coach Name | Matilda Quackenbush | | | | |

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|--|--------|---------------------------------------|----|
| Date of KQRIS Quality Rating | 7/5/11 | | |
| Star Rating | 3 | Total Points | 24 |
| Learning Environment Points | 4 | Family Partnership Points | 8 |
| Training & Education Points | 4 | Ratios & Group Size Points | 8 |
| Accreditation Points | 0 | | |

Introduction – In the box below, provide a descriptive overview of your program. The overview should include information about your program’s history, size, structure, sponsorship, governance, programs and special services offered and ages of children served. **Length must not exceed this page.**

Mr. French’s Place is a neighborhood institution. We opened our doors in 1968 and are proud to have served three generations of families over the years. Our program consists of three classrooms of mixed-age children ranging in age from 18 months to school age. Most of our teaching staff has served two generations of families – with the average length of employment 24 years. The program was established in a renovated 2-story house in response to the growing need for child care as more women began to enter the workforce. We currently enroll 55 children. Mr. French’s Place is a for-profit center that is operated by the owner. The program is supported financially by Easter Seals and private pay tuition.

In addition to full day child care, our program offers a variety of services to families in order to enhance the quality of life with their children. These services include weekly dance and gymnastics classes for children ages 3 – 5 and a weekly “Wee Tumblers” class for parents and their toddlers. Mr. French’s Place offers a monthly grocery delivery service to busy families – they simply leave their grocery list and the goods are delivered to the center in time for parents to take them home when they pick up their children. Our program also offers a monthly “Family Cook Night” in which parents pay a small fee to prepare four healthy meals with their children. The meals are then frozen and taken home for families to reheat on a busy night. Recently we have added an “English for Parents” class for families whose adult caretakers have limited English proficiency. Since our inception, Mr. French’s Place has strived to provide needed services for families while finding a way to combine them with opportunities to spend time with their children.

Over the years, many past “graduates” of our program have returned with their own children as new “enrollees”. We also employ a past graduate as a lead teacher. Our program has been honored by the Westside Neighborhood Association’s Community Commitment Award for Outstanding Service to our community.

Statement of Need – In the box below, provide a summary of your program's KQRIS Quality Rating results and trends that emerged as identified needs in the Quality Performance Profile (QPP). This section should provide adequate background information, supported by the QPP data, for addressing each goal you plan to pursue and how the KQRIS Grant will help improve program quality. Goals should be prioritized according to the overall Quality Rating component scores. Additionally, all health and safety issues must be addressed (unless the program is also applying for a separate Health & Safety Grant). **Length must not exceed this page.**

Child-centered, developmentally appropriate environments are essential for children's optimal growth and development. When learning environments meet the physical, social-emotional and cognitive needs of children, they are able to grow and thrive. Equally important is the program's ability to provide an environment that is safe, and promotes children's health. Staff that is knowledgeable and skilled in working with children are more successful in meeting the diverse needs of children in care and research shows children in classroom of teachers who have the necessary professional development enter school more ready to learn. Mr. French's Place greatest needs for quality improvement the learning environment and staff training and education.

Data from the KQRIS Quality Performance Profile (QPP) shows that the learning environment earned the lowest component score. Further study reveals that Mr. French's Place scores were lowest in the ECERS-R and ITERS-R subscales of Activities and Personal Care Routines. Personal Care Routines earned scores ranging from 2.66 – 3.95. The lowest overall scoring indicators across all classrooms were Space for Gross Motor Play (earning 1 point) and Meals & Snacks (earning 2 points). Activities earned scores ranging from 4.33 – 4.75. The lowest overall scoring indicators across all classrooms were Music & Movement, earning 2 points; and Promoting Acceptance of Diversity, earning 3 points.

Additional data from the QPP indicates that 40% of staff has less than an Associate's Degree and 10% of staff have less than a CDA.

Data reveals that Mr. French's Place should focus improvement efforts in two areas: learning environment and teacher education. We believe that children thrive in environments that stimulate wonder, facilitate exploration and provide a wide array of activities that build a variety of skills. Mr. French's Place needs to provide more varied opportunities for exploring and participating in music and movement, as well as promoting diversity in all its forms. Additionally, teachers need professional resources so they can plan and encourage music/movement exploration and promote diversity in a meaningful way for all children. Mr. French's Place also needs to address safety hazards in the outdoor play area, as well as sanitation equipment for healthy meal service.

Data also reveals that Mr. French's Place should focus improvement efforts in the area of teacher professional development. We believe that it is our shared responsibility (teacher and program) to support staff in their development as professionals. Highly skilled teachers are critical to ensuring that children enter school ready to learn and succeed. Mr. French's Place needs to provide support to staff to increase their level of education and skills. This will be address through participation in T.E.A.C.H. rather than these grant funds.

Goals, Outcomes, Activities, Personnel, and Evaluation – In the boxes below, describe what you plan to accomplish. Goals must be supported by the Statement of Need. Outcomes should describe how the work will be accomplished – they must be measurable and “doable”. All goals and outcomes must relate to the Quality Rating Components included in KQRIS. **Do not exceed 3 Goals.** Describe the activities you plan to carry out to accomplish your goals/outcomes. Include sufficient information so the reader has a clear idea of the precise nature of your plan. Enter the personnel who will carry out each activity, including other staff, volunteers, etc. In the Evaluation section, describe what you will do and how you will assess and measure whether or not you accomplished your goal/outcome. The evaluation must measure pre and post conditions of the goal/outcome.

| | | |
|------------------------------|--|--|
| Goal #1 | Children thrive in safe, healthy learning environments. | |
| Outcome | <ol style="list-style-type: none"> 1. Reduce safety hazards outdoors 2. Increase sanitary conditions for meals | |
| | Activities | Personnel |
| Outcome 1 | <ol style="list-style-type: none"> 1. Staff completes Assessment Tool #14 “Teaching Practices: Healthy, Safety & Nutrition” (<i>Blueprint for Action</i>, Bloom, 1991) as a pre-assessment measure of safety. 2. Rake and measure ground cushioning in fall zones 3. Purchase and distribute additional ground cushioning 4. Meet with staff to develop safety check list for outdoor play area 5. Evaluate progress on outcome | <p>Outcome 1</p> <ol style="list-style-type: none"> 1. Lead teachers 2. Lead teachers 3. Director, parent volunteers 4. Director, all staff (resources from QI Coach) 5. Director, lead teachers <p>Outcome 2</p> <ol style="list-style-type: none"> 1. Director 2. Director, staff member 3. QI Coach, lead teachers, director 4. Director, outside contractor 5. Classroom staff 6. Director, lead teachers |
| Evaluation of Outcome | <p>Outcome 1 – in 6 months, conduct post assessment using Assessment Tool #14 “Teaching Practices: Healthy, Safety & Nutrition” (<i>Blueprint for Action</i>, Bloom, 1991). Compare pre and post assessment scores. QI Coach and Director will conduct ECCERS-R Item #7: Space for Gross Motor Play and compare to QPP score.</p> <p>Outcome 2 - in 5 months, utilize ITERS-R & ECERS-R to assess Item #10: Meals/Snacks and compare to QPP score.</p> | |

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|------------------------------|--|
| Goal #2 | Child-centered learning environments are stimulating and offer children a variety of opportunities to explore. |
| Outcome | <ol style="list-style-type: none"> Increase children's access to many and varied musical materials and movement activities throughout the day. Increase children's access to many and varied materials and props that promote diversity throughout the program. |
| | Personnel |
| Outcome 3 | <ol style="list-style-type: none"> Director, lead teachers Director, lead teachers Director, QI Coach, lead teachers Lead teachers Director, all teaching staff Director, lead teachers |
| Outcome 4 | <ol style="list-style-type: none"> QI Coach, local resource & referral Director, lead teachers Director, classroom staff Lead teachers Director, lead teachers, families Director, all teaching staff Director, lead teachers |
| Outcome 3 | <ol style="list-style-type: none"> Purchase music & movement toys/equipment Purchase teacher resource books Meet with staff to strategize daily and weekly music/movement activities for lesson plans Incorporate music/movement materials & equipment into environment Set up music/movement resource library for staff Evaluate progress on outcome |
| Outcome 4 | <ol style="list-style-type: none"> Staff training on diversity Purchase diversity resources for staff Purchase materials that reflect varying ages, cultures, non-traditional roles, abilities, etc. Incorporate new materials throughout classroom centers and environment Meet with staff & parents to strategize daily & weekly diversity elements for lesson plans and family functions Create diversity section in staff resource library Evaluate progress on outcome |
| Evaluation of Outcome | <p>Outcome 3 – in 3 months, utilize ECERS-R & ITERS Item #21: Music/Movement and compare to QPP score.</p> <p>Outcome 4 – in 7 months, utilize ECERS-R & ITERS-R Item #28: Promoting Acceptance of Diversity and compare to QPP score.</p> |

| | |
|----------------|--|
| Goal #3 | |
| Outcome | |

Program Name Mr. French's Place

| Activities | | Personnel |
|------------------------------|--|------------------|
| 1. | | 1. |
| Evaluation of Outcome | | |
| | | |

Timeline – In the boxes below, provide a realistic timeframe to accomplish your proposed activities and evaluation. Do not include activities that are not part of this grant application.

| Month | Activity |
|--------------|---|
| September | <ul style="list-style-type: none"> • Complete Assessment Tool #14 • Rake & measure cushioning • Observe hand washing in classrooms • Purchase sanitation equipment • Purchase teacher resources • Staff meeting to strategize diversity activities in lesson plans • Parent meeting to strategize diversity activities throughout program |
| October | <ul style="list-style-type: none"> • Purchase cushioning material • Staff meeting to develop safety check list • Purchase materials for hand washing training • Choose staff member to conduct hand washing training • Purchase music/movement and diversity materials/equipment • Distribute music/movement and diversity materials/equipment • Conduct hand washing poster contest |
| November | <ul style="list-style-type: none"> • Distribute diversity materials in classrooms • Distribute new cushioning material • Conduct post evaluation for Outcome 3 • Distribute thank-you gifts to parent volunteers |
| December | <ul style="list-style-type: none"> • Install sanitation equipment • Create and hang hand washing posters • Award prize to classroom with best hand washing poster |
| January | <ul style="list-style-type: none"> • Conduct post assessment of Outcome 2 • Staff meeting to strategize music/movement in lesson plans • Staff training on diversity |
| February | <ul style="list-style-type: none"> • Conduct post assessment of Outcome 1 • Create music/movement section of staff resource library • Create diversity section of resource library |
| March | <ul style="list-style-type: none"> • Conduct post assessment of Outcome 3 • Evaluate progress on Outcome 4 |

Budget Narrative – In the boxes below, provide a narrative description and the costs associated with achieving your goals. Include only the costs will be requested in the KQRIS Grant.

| Goal #1 Descriptive Narrative | Goal #1 Total Expense |
|--|------------------------------|
| Includes expenses associated adding additional ground cushioning and tools to distribute and maintain depths, thank-you gifts for volunteer workers. Also includes expenses associated with hand washing and sanitation including training materials for staff, hand washing poster contest prizes, sanitation equipment, contract labor to install equipment. | \$1110 |
| Goal #2 Descriptive Narrative | Goal #2 Total Expense |
| Includes expenses related to music/movement staff resources, materials & equipment as well as diversity materials and staff resources | \$840 |
| Goal #3 Descriptive Narrative | Goal #3 Total Expense |
| | |

Itemized Budget – In the boxes below, list all items to be purchased to accomplish your goals. In-kind contributions and other funding sources (if applicable) should also be included in the separate columns provided. Provide a grand total for each column. (To enter additional lines, simply hit the “tab” key.)

| Item | Total cost from this grant | In-Kind Contributions | Other Contributions |
|--|-----------------------------------|------------------------------|----------------------------|
| Goal 1 | | | |
| Ground cushioning | \$350 | | |
| Timbers | \$55 | | |
| Thank-you gifts - volunteers | \$50 | | |
| Hands free faucets | \$200 | | |
| Hand washing kit | \$25 | | |
| Contest prize | \$25 | | |
| Soap dispensers | \$100 | | |
| Towel dispensers | \$85 | | |
| Contract labor | \$220 | \$250 | |
| Goal 2 | | | |
| Infant music toy set | \$75 | | |
| Toddler music toy set | \$89 | | |
| Preschool music toy set | \$100 | | |
| Music/movement resource books (3 @ \$35) | \$105 | | |
| Abilities dolls 2 sets @ \$43 | \$86 | | |
| Diversity people 2 sets @ 30 | \$60 | | |
| Abilities posters | \$33 | | |
| Culture puzzle collection | \$78 | | |
| Diversity dolls – infants | \$48 | | |
| Diversity dolls – preschool | \$48 | | |
| Diversity resource books 3 @ \$23 | \$69 | | |
| Children's diversity book set | \$49 | | |
| Total | \$1,950 | | |

Agreement to Terms and Conditions

In order to participate in KQRIS grant opportunities, programs must read the terms and conditions below and sign the agreement.

Grant Terms

1. KQRIS grant funds are for developmentally appropriate improvements of child care programs and must be based on the Quality Performance Profile[®]
2. Grant funds may not be used for general operating costs or to retire debt
3. Grant funds may not be used to purchase consumable supplies
4. Grant funds may not be used to reimburse expenses incurred **prior** to the grant award date
5. 1 – 3 Star KQRIS participants must submit a completed KQRIS Grant Application within 60 days of receiving the Quality Rating Consultation visit.
6. Grant funds must be spent within 2 months of the award date unless a written extension is submitted and approved in advance
7. KQRIS participants must submit copies of all receipts (*originals will **not** be accepted*) for purchases made with grant funds within 30 days of last delivery/receipt of materials.
 - a. KQRIS participants who do not submit receipts, submit receipts for items not acceptable under the conditions of the grant or submit receipts for items not included in the budget narrative/summary will not be eligible for future KQRIS grants
 - b. If circumstances arise that require a change to the original grant application (e.g. items cost less than anticipated, items are no longer available, another grant pays for items in the original grant, etc.) KQRIS participants must submit the requested change to KQRIS prior to purchase if the total revision (single item or combination of items) exceeds \$300.00
8. KQRIS participants who accept a KQRIS grant must remain in operation until their next KQRIS Quality Rating (known as the "commitment period").

Grant Conditions

1. KQRIS participants that cease to operate or cease to participate in KQRIS activities (participate in weekly/bi-monthly/monthly on-site visits, attend 80% of support group meetings, etc.) prior to completing the commitment period must return all materials and equipment, or provide a refund equal to the KQRIS grant award by the KQRIS participant.
2. The following items are not considered acceptable grant expenses. *Unallowable items included in grant requests will be deducted from the grant award. Grant award decisions are final.*
 - Disposable or consumable items such as art supplies, paper products, food, etc.
 - Hand sanitizer gels and dispensers
 - Air conditioners
 - CD burners
 - KDHE Licensing fees
 - Bank loans, liability insurance, etc.
 - Infant walkers, exer-saucers and similar items
 - TV, VCR, DVD players, videos, DVD movies
 - Video gaming systems
 - Trampolines
 - Toy boxes
 - Pools and pool equipment
 - Staff wages
3. The following items will be approved on a case-by-case basis. *Programs requesting these items must provide strong evidence describing how the item(s) will lead to improved quality.* Requests for these items will be reviewed carefully. If the item is declined, the amount will be deducted from the grant award. **Grant award decisions are final.**
 - Computers, Copiers, Printers
 - Digital cameras
 - Appliances (microwaves, washing machines, etc.)
 - Facility improvements (fencing, painting, flooring, windows, etc.)
 - Storage sheds (must be "movable" and priced under \$300)
 - Ground Cushioning (typically approved one time only)

I have read, understand and agree to the terms and conditions of the KQRIS Grant.

Date 2/15/09

Sebastian Cabbot

Name of Authorized Representative (please print)

Sebastian Cabbot

Signature of Authorized Representative

Matilda Quackenbush _____

Matilda

Quackenbush

Name of KQRIS Coach (please print)

Signature of KQRIS Coach

KQRIS Grant Scoring Rubric

| FOR OFFICE USE ONLY | | | | | | |
|------------------------------------|--|------------|---|--------------------------|------------------------|-----------|
| Grant Element | | Points | Comments | | | |
| 1. | Completeness (10 points) • All boxes (that apply) filled in • Formatting: Font – Calibri; Size – 11 point • Does not exceed allowed space • Spelling/grammar/punctuation | 10 | | | | |
| 2. | Introduction (5 points) • History, size, structure, sponsorship • Special programs & services • Ages served | 5 | | | | |
| 3. | Statement of Need (10 points) • Relates to QPP scores • Describes how grant will fulfill need and/or improve quality • Includes specific data/scores to support the rationale for the need (why it is needed) • Does not include specific activities | 10 | | | | |
| 4. | Goals (10 points) • Describes <i>what</i> will be accomplished • Supported by the QPP • Addressed in Statement of Need • Does not exceed 3 goals | 10 | | | | |
| 5. | Outcomes (10 points) • Describes <i>how</i> Goal will be accomplished • Related to Goal(s) • Is measurable | 10 | | | | |
| 6. | Activities (10 points) • Related to Outcome | 10 | | | | |
| 7. | Personnel (5 points) • Related to Activities • Clearly states who will do each activity • Includes more than the program administrator | 5 | | | | |
| 8. | Evaluation (10 points) • Measurable way to define if Outcome was accomplished • Able to compare pre and post conditions | 10 | | | | |
| 9. | Timeline (10 points) • Relates to Activities • Does not include activities that are not in the grant | 8 | Items in timeline not reflected in activities section (thank you gifts, poster contest) | | | |
| 10. | Budget Narrative (10 points) • Broad description of expenses in narrative form • Summarizes expenses by Goal • Does not include items not mentioned in Goals or Activities • Does not exceed maximum grant amount • Does not include unallowable expenses | 10 | | | | |
| 11. | Budget Summary (10 points) • Details expenditures • Does not include items not mentioned in Goals or Activities • Describes in-kind or other contributions (if applicable) • Does not exceed maximum award • Does not include unallowable expenses • Includes a correct grand total of expenses | 10 | | | | |
| Points Possible | | 100 | Points Earned | 98 | Points Required | 80 |
| Status (Approved or Revise) | | Approved | | | | |
| Maximum Award Allowed | | \$1950.00 | | Amount Awarded | \$1950.00 | |
| Date Reviewed | | 8/15/11 | | Reviewer Initials | BW | |