

Child Care Services Start-Up Grants assist child care providers and programs who are soon-to-be licensed or have been licensed for less than six months with purchasing items or making improvements that are required by licensing or the Fire Marshall.

FREQUENTLY ASKED QUESTIONS

1. Who can apply for Child Care Services grants?

Any program that is actively providing early learning services to children ranging in age from birth to school-age and was licensed for the first time within the past 6 months OR

- Is soon-to-be licensed with the Minnesota Department of Human Services or Tribal Government and has been visited by the licensor OR
- Is a new program (*less than 6 months in operation*) that is licensed or is exempt from licensing OR
- Is an existing program that is expanding to take more children

If licensed by the Minnesota Department of Human Services, a program must have no current negative actions. 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.

2. What kinds of things can my program apply for?

Programs may apply for funds to support the start-up of child care and school-age care services through the categories listed in this guide. Please see pages 4-8 of this document for a guide to approved items.

These grants can be used to cover the cost of materials for outdoor play area fencing or other minor construction projects 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 <https://www.dli.mn.gov/business/residential-contractors-remodelers-roofers> for more information.

These grants can be used for technology and software to create, enhance, and maintain business management systems. This includes costs associated with accessing the internet, such as installation or equipment, and website costs for start-up, maintenance, or ongoing subscription fees.

3. What kinds of things should my program NOT apply for?

Due to a federal rule, Child Care Services (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. Funds may be expended for minor remodeling of the designated child care space and for upgrading the designated child care space to assure that providers meet state and local child care standards, including applicable health and safety requirements.

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 safe during the COVID-19 Pandemic.

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.

One-time field trips for children

Child care tuition (scholarships)

Items prohibited by licensing

All materials must be new and must be purchased from a retail store, not a private party.

CCDF federal restrictions can be reviewed at <https://ccdf-fundamentals.icfcloud.com/restrictions>

In addition, grants are not allowed to be spent on items considered to be part of the cost of doing business. This includes the following items:

- Accounting and legal fees
- Advertising
- Banking service charges
- Cleaning
- Food
- Insurance
- Licenses
- Taxes
- Rent or mortgage
- Transportation
- Utilities

4. How many grants am I eligible to apply for?

You may receive only one Start-Up Grant. A program cannot receive both a Start-Up Grant and a Child Care Services Grant in the same fiscal year (July 1 – June 30).

5. How much money can my program apply for?

The limit for Start-Up Grants is \$2,000 for Family Child Care programs and \$3,000 for Child Care Centers.

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

Your program will need to sign a Participation Agreement that details the requirements. Please read the agreement carefully before signing.

7. If my program receives a grant, how will my program receive the money?

All grants are paid on a reimbursement basis and after all requirements are completed.

8. When is this grant available?

It is available on an ongoing basis, subject to available funds.

9. How does my program apply for this grant?

Please contact your local Child Care Aware of Minnesota Grants Administrator for additional guidance about this grant funding. You must fill out the application form and mail it to the address listed at the end of this document.

GRANT SPENDING CATEGORIES

The following charts give suggestions for items that you may want to purchase with your grant. This is not an all-inclusive list, but it will help you identify which spending category to use when describing your proposed purchases on the budget pages of the application.

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.			
Household alarms and detectors		Transportation safety	
<ul style="list-style-type: none"> Smoke alarms Carbon monoxide alarms Radon detectors Lead content detectors (for toys and other child items which could be put in the mouth) 		<ul style="list-style-type: none"> Appropriate child restraint systems for the ages of the children in care Safety helmets for children riding bicycles or tricycles Strollers that meet safety specifications 	
Household emergencies		Household safety	
<ul style="list-style-type: none"> First aid kits Fire extinguishers Choke tubes (for gauging choking potential of small objects) Disaster kits 	<ul style="list-style-type: none"> Hand-washing kits and posters Healthy habits posters Food group activities Safety kits and posters 	<ul style="list-style-type: none"> Safety gates Appliance locks Electrical outlet covers Refrigerator thermometer Hot liquids thermometer Window blind and curtain cord tension or tie-down devices Air purifiers, humidifiers, dehumidifiers Light fixtures containing shielded or shatterproof bulbs 	<ul style="list-style-type: none"> Fireplace, heater and wood-burning stove screen covers Closet door latches to prevent a child from being trapped inside a closet Locks for cabinets or locked storage units for medicines and cleaning agents Panic hardware for exterior doors
Child safety		Facilities and operations	
<ul style="list-style-type: none"> Child toothbrushes and individual toothpaste containers Cribs, mattresses that meet safety standards Cots, mats and linens for sleeping Highchairs that meet safety standards Changing tables 		<ul style="list-style-type: none"> Egress windows Lead-free environment Facility improvements such as repairing steps, installing railing if flagged by licensing. Gates 	
<ul style="list-style-type: none"> Playground safety surfacing Large outdoor umbrella Sandbox covers Infant bucket swings for outdoor playground swing sets Swings with soft or flexible seats Fencing 	<ul style="list-style-type: none"> Shock-absorbent or loose material such as sand under outdoor climbing equipment Outdoor play equipment that meets safety standards Replacement of wooden barriers that contain creosote or arsenic Guardrails on stairs 	<ul style="list-style-type: none"> Antibacterial wall dispensers Secured garbage cans and wastebaskets, hands-free covered waste disposal cans Purchase of safe plastics that do not contain polycarbonates for serving food Consultation with a Child Care Health Consultant in Family Child Care Homes for health, safety, nutrition, infectious disease control and/or advice on the care of a child with special needs Bibs and Eating utensils Special needs items such as positioning equipment, eating utensils, cups and plates, adapted toys 	

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.

Aligned Curricula

These tools align with the Minnesota Early Childhood Indicators of Progress (ECIPs) and meet Parent Aware curriculum requirements: [ParentAware.org/programs/full-rating-resources/](https://parentaware.org/programs/full-rating-resources/)

Room equipment and furniture		Active Play	
<ul style="list-style-type: none"> • Tables • Chairs • Coat, cubby units • Storage units • Centers (book, listening, writing) • Computer table 	<ul style="list-style-type: none"> • Cots or mats • Classroom activity carpets • Activity mats and gyms • Classroom displays 	<ul style="list-style-type: none"> • Bicycles, Tricycles, • Wagons • Scooters, scooter boards • Balance beams • Tumbling mats • Play tunnels or hoops • Basketball hoops, balls 	<ul style="list-style-type: none"> • Playground equipment (climbers, swing sets, slides) • Large unit blocks • Rocking boats • Parachutes • Large motor games (such as bean bag, ring toss)
Manipulatives		Science and technology	
<ul style="list-style-type: none"> • Materials that link, construction sets • Puzzles • Beads, lacing sets • Pegs and pegboards • Pre-writing stencils 	<ul style="list-style-type: none"> • Pounding benches • Tools and tool benches • Block play materials • Small design blocks • Sensory materials • Manual dexterity vests 	<ul style="list-style-type: none"> • Exploration kits • Nature activities and materials • Magnifying glasses, microscopes • Weather charts 	<ul style="list-style-type: none"> • Magnets • Prisms • Science kits • Computers, tablets • Educational software • Minerals/rocks
Social Concepts		Cognitive Development and Perception	
<ul style="list-style-type: none"> • Costumes • Play masks • Dramatic play equipment • Dolls, doll houses and furniture • Other play buildings (e.g., barn, firehouse, school, etc.) • Animal collections • Puppets • Plush animals 	<ul style="list-style-type: none"> • Miscellaneous such as purses, cameras, phones • Multicultural games, activity kits, craft kits and books • Bilingual language materials • Youth cookbooks • Cooking utensils, pots, pans, and food items • Woodworking materials • Posters 	<ul style="list-style-type: none"> • Age-appropriate books • Storytelling kits and materials • Materials that promote phonological awareness. • Materials that promote print awareness • Materials that promote alphabet awareness. • Early language concept activities such as object matching, sorting • Infant and toddler toys 	<ul style="list-style-type: none"> • Geometric forms and boards • Patterning activities and materials • Math awareness materials • Tactile numbers and tracing activities • Measurement kits • Clocks and time activities and materials • Calculators, money • Discovery boxes
Sensory			
<ul style="list-style-type: none"> • Music, Headphones, rhythm instruments • Art supplies including stencils and sponges • Sand and water tables and toys • Feely boxes • Sensory balls • Sight and sound tubes 			

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.

Purchase of an assessment tool for use in your program. See list of approved assessment tools on the Parent Aware website: [ParentAware.org/programs/full-rating-resources/](https://parentaware.org/programs/full-rating-resources/)

- Camera or video camera for recording classroom activities (Does not include special lenses, etc.)
- Journaling materials
- Laptop, tablet, or desktop computer for on-line assessment

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.

Learning Opportunities

- Face-to-face training approved on Develop
- Credit-based classes
- Online learning approved on Develop
- Professional organization conferences approved on Develop
- CDA
- Early childhood conferences
- Fee-for-service mentoring, coaching, and/or consultation
- Costs of supporting a T.E.A.C.H. recipient

Professional Resources

- Textbooks, subscriptions to education and professional journals
- Child care association fees
- Professional texts
- Laptop or tablet for taking online courses

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.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Face-to-face training approved on Develop about communicating with families • Technology related to communicating with families (text programs, etc.) | <ul style="list-style-type: none"> • Bulletin boards • Newsletters • Family events • Parent conferences |
|--|---|

Multicultural Items and Resources

Multicultural items and resources promote healthy social and educational outcomes in children and youth, and help them understand the world they live in. For the purpose of these grants, the terms “multicultural” and “culturally responsive” are used to refer to child care that responds to and reflects the needs of ethnic and linguistically diverse communities.

Websites	Available Items	Useful Search Terms
<ul style="list-style-type: none"> • Amazon (amazon.com) • Becker's School Supplies (shopbecker.com) • Discount School Supply (discountschoolsupply.com) • Environments (environments.com) • Hatch: The Early Learning Experts (hatchearlylearning.com) • Kaplan Early Learning (kaplanco.com) • Lakeshore Learning (lakeshorelearning.com) • The Little Black Book Nook (bookshop.org/shop/littleblackbooknook) 	Multicultural books, music, classroom décor, toys, instruments and activities	Anti-bias, multicultural, diversity, inclusion, world, global
<ul style="list-style-type: none"> • Culture for Kids (cultureforkids.com) 	Multicultural books, music, classroom décor, puppets, software and activities	Everything is multicultural: Click on their catalog to browse for items
<ul style="list-style-type: none"> • Grassroots Indigenous Multimedia (gim-ojibwe.org/software) 	Ojibwe language books, activities and resources	No search terms needed, simply click on "products"
<ul style="list-style-type: none"> • Birchbark Books (birchbarkbooks.com/children's-books) 	Native American children's books and music	
<ul style="list-style-type: none"> • National Association for the Education of Young Children (NAEYC) (store.naeyc.org) 	Books for providers	Anti-bias, multicultural, diversity, world
<ul style="list-style-type: none"> • Redleaf Press (redleafpress.org) 	Multicultural books for children and providers	Multicultural, diversity, inclusion, world, global
<ul style="list-style-type: none"> • The Brown Bookshelf: United in Story (thebrownbookshelf.com/our-books) 	African American children's books reviews and recommendations	

Trainings on Develop

Approved multi-cultural trainings on Develop can be found by using the keyword search (multicultural, diversity, anti-bias, etc.), or looking for appropriate titles under Knowledge and Competency Framework 3.

Requirements (Program Materials Required by Licensing)

These items may be required by licensing. You should consider purchasing these items if you don't already have them in your program or if they are in poor repair.

Room Equipment and Furniture		Active Play	
<ul style="list-style-type: none"> • Tables • Chairs • Coat, cubby units • Storage units • Centers: book, listening, writing • Computer table 	<ul style="list-style-type: none"> • Cots or mats • Classroom activity carpets • Activity mats and gyms • Classroom displays 	<ul style="list-style-type: none"> • Bicycles, Tricycles, Wagons • Scooters, scooter boards • Balance beams • Tumbling mats • Play tunnels or hoops • Basketball hoops, balls 	<ul style="list-style-type: none"> • Playground equipment, climbers, swing sets, slides • Large unit blocks • Rocking boats • Parachutes • Large motor games, such as bean bag, ring toss
Manipulatives		Science and Technology	
<ul style="list-style-type: none"> • Materials that link, construction sets • Puzzles • Beads, lacing sets • Pegs and pegboards • Pre-writing stencils 	<ul style="list-style-type: none"> • Pounding benches • Tools and tool benches • Block play materials • Small design blocks • Sensory materials • Manual dexterity vests 	<ul style="list-style-type: none"> • Exploration kits • Nature activities and materials • Magnifying glasses, microscopes • Weather charts 	<ul style="list-style-type: none"> • Minerals/rocks • Magnets • Prisms • Science kits • Computers • Educational computer software
Social Concepts		Cognitive Development and Perception	
<ul style="list-style-type: none"> • Costumes • Play masks • Dramatic play equipment • Dolls, doll houses and furniture • Other play buildings (e.g., barn, firehouse, school, etc.) • Animal collections • Puppets • Plush animals • Posters 	<ul style="list-style-type: none"> • Miscellaneous such as purses, cameras, phones • Multicultural games, activity kits, craft kits and books • Bilingual language materials • Youth cookbooks • Cooking utensils, pots, pans, and food items • Woodworking materials 	<ul style="list-style-type: none"> • Age-appropriate books • Storytelling kits and materials • Materials that promote phonological awareness. • Materials that promote print awareness. • Materials that promote alphabet awareness. • Early language concept activities such as object matching, sorting 	<ul style="list-style-type: none"> • Geometric forms and boards • Patterning activities and materials • Math awareness materials • Tactile numbers and tracing activities • Measurement kits • Clocks and time activities and materials • Calculators, money • Discovery boxes • Infant and toddler toys
Sensory			
<ul style="list-style-type: none"> • Music, Headphones, rhythm instruments • Art supplies including stencils and sponges • Sand and water tables and toys 	<ul style="list-style-type: none"> • Feely boxes • Sensory balls • Sight and sound tubes 		

APPLYING FOR A CHILD CARE SERVICES GRANT

Training Requirement: Participate in 12 hours of training, approved by Achieve, which can be found on Develop (www.developtoolmn.org). All required training must be completed 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.

Tribal programs and providers who are eligible for this grant within both the Child Care Aware regions and MNTRECC tribal district are required to complete a maximum of 20 hours of training if they receive grants in both categories. The Child Care Services Grant training requirement of 12 hours will be determined first. The training requirement for the MNTRECC district grant will consist of the remaining 8 hours, for a total of 20 hours of training. If you are licensed by a tribal government or serve American Indian children, please see www.mntrecc.net for more information about resources, technical assistance, and outreach to tribal early childhood programs provided by MNTRECC.

Participation Agreement: Your program will need to sign 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 the date indicated on your award letter 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.

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

Grant Application Review Process. Once you submit application, it will be reviewed by a review committee. Each application is reviewed by three review committee members and a scorecard is used to rate the applications. Funding is awarded to the highest scoring applications. A denial or award letter will be sent to you via email or U.S mail.

Before Applying: below is a list of steps to complete prior to completing your application. The last page of this guide contains a worksheet to help you organize your request.

- Create a Develop Membership ID (*Directions can be found at www.developtoolmn.org*).
- Link your Develop Membership ID with your program's Organization ID.
- Create a "wish list" of items, resources, and/or training and explain how these items meet your needs (*A wish list template can be found on the last page of this document*).
- Review the Categories listed on pages 4-8.
- Consider what items you can include to meet the 10% requirement for Culturally Responsive resources.
- Include a price list for the selected items.
- Please contact your local Grant Administer with questions or concerns.

SUBMITTING YOUR 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:

CAPLP
Attn: CCA Grants
715 11th St N, Suite 402
Moorhead, MN 56560

Checklist

Your application packet must include:

- The application form, including the participation agreement, with all questions completed.
- Copy of your current child care license, if applicable, and documentation from your licensor that the items in your grant application are needed to meet licensing requirements.
- Estimate or bid (*if applicable*). This is required for the installation of fences, windows, or construction, as required by licensing, or equipment assembly projects. This bid must be from a licensed and bonded contractor.
- Pictures (*if applicable*). A picture from a catalog or online is recommended if the item(s) may be questioned by the reviewers.



Child Care Services Start-Up Grant Application

Organization Applying for Grant: _____

Organizational ID# in Develop: _____ (if available)

DHS License or Certification #: _____ (if available)

Tribal License #: _____
(If tribally licensed, please include a copy of your tribal license)

Program is license exempt:

Program Type:

- Licensed Child Care Center Family Child Care School-based license exempt program
 Head Start School-age only Certified Center

Original license date if licensed _____

LOCATION

Address: _____ City _____

Zip Code: _____ County: _____

Phone #: _____

Mailing Address (if different than above): _____

City _____ Zip Code: _____ County: _____

Are you currently caring for or willing to care for children on the Child Care Assistance Program (CCAP)?

- Yes No

If yes, CCAP provider ID#: _____

PRIMARY CONTACT

Contact Name (First/Last): _____

Email Address: _____

Phone #: _____

PROGRAM INFORMATION

Anticipated Licensed Capacity: _____ Number of Classrooms/Groups: _____

Please enter the number of children by age group for which you provide care. In addition, enter the number of high needs children in each age group. A child should be counted as "high needs" if they are from low-income families (at or below 200% poverty rate) or otherwise in need of special assistance and support, including children with diagnosed disabilities or developmental delays, who are English language learners, who reside on "Indian lands," who are migrant, homeless, or in foster care.

Total number of children currently enrolled: _____

Number of infants: _____	Number of infants who meet the high needs criteria: _____
Number of toddlers: _____	Number of toddlers who meet the high needs criteria: _____
Number of preschoolers: _____	Number of preschoolers who meet the high needs criteria: _____
Number of school-age: _____	Number of school-age who meet the high needs criteria: _____

Please fill out the section below if the information is known. If not known, it can be left blank. This information is for data collection purposes only and does not affect the scoring of a grant application.

Race of Children Enrolled

Number of American Indian/Alaskan Native: _____	Percent of enrolled: _____
Number of Asian/Pacific Islander: _____	Percent of enrolled: _____
Number of Black/African American: _____	Percent of enrolled: _____
Number of Hispanic/Latino: _____	Percent of enrolled: _____
Number of Bi/Multi-Racial: _____	Percent of enrolled: _____
Number of White: _____	Percent of enrolled: _____

Number of enrolled children speaking English as a second language: _____ Percent of enrolled: _____

What kind of programming will/is your organization licensed for? (*Select all that apply*)

- Part day (less than 5 hours per day)
- Full day (5 or more hours per day)
- Full week (5 or more days per week)
- Part week (less than 5 days per week)
- Evenings (after 6 p.m.)
- Weekends (Saturday and/or Sunday)
- Full year
- School year only
- Other _____

Has your licensor visited your location? Yes No

Licensor's Name: _____

(*To apply for a Start-Up Grant, you must have had your first visit with your licensor*)

What date do you plan to open for business? _____

Has the Fire Marshall visited your location? Yes No

(*If yes, include a copy of the Fire Marshall's report*)

PARTICIPATION AGREEMENT

Program Responsibilities

I understand to be eligible to apply for and receive a Child Care Services Start-Up Grant, my program must have been licensed for the first time within the past 6 months, will soon be licensed and has been visited by the licensor, is a new program (less than 6 months in operation) that is exempt from licensing, or is an existing program that is expanding to take more children.

I understand that if my program knowingly submits false or fraudulent information during any part of the grant application process, my program will no longer be eligible for funds. Any funds reimbursed during this grant process would be required to be repaid and appropriate authorities would be notified.

Upon application and notification of funding award, my program agrees to:

- Provide active licensed child care in Minnesota for a minimum of two years from the date of the grant fund notification.
- Enroll interested families participating in the Child Care Assistance Program (CCAP) without discrimination, if my program has vacancies.
- Make services available to families regardless of race, color, creed, religion, national origin, sex, marital status, disability, public assistance, age, sexual orientation, or familial status.
- Participate in any requested surveys and report forms related to funding awards.

I understand the prior to receiving any funds, my program must:

- Register my program's Organization Profile in Develop, The Minnesota Quality Improvement and Registry Tool (developtoolmn.org); create and name classrooms on the Classrooms tab; and complete the number of children served at the time the application is submitted, including all questions regarding them.
- Ensure that all staff in a child care center or providers in a family child care home document their training and education in Develop. This means each person must:
 - Hold a current Individual Membership in Develop (including a Career Lattice step) AND
 - Identify you as their current employer by listing the MN DHS License ID# or Develop Organization ID# for your program AND
 - Be verified as an employee AND
 - Be connected to a classroom with the correct employment title.
- Complete the training requirements:
 - 12 hours of Achieve-approved training taken by me or members of my staff.

Data Sharing

I understand that by signing this participation agreement, I am agreeing to allow Minnesota Department of Human Services to share information with contracted agencies for the following purposes:

- Administer the grant application process
- Analyze data on use of grant funds
- Analyze the effectiveness of the grant administration process

The data that could be shared about my program is listed below:

- All data submitted, on paper or via www.developtoolmn.org, related to my program's participation in grant activities and grant documentation, including all information in my Organization Profile.
- The Learning Records of any early education professionals who have reported employment my Organizational Profile in Develop.
- Information on purchases made with the funds.
- Information regarding the grant administration process, including fund reimbursement to my program.

Disbursing Funds

I understand that if my program is awarded a grant, funds are:

- Paid on a reimbursement basis after training requirements are verified, unless otherwise noted.
- Reimbursed **only if funds were used in the intended purpose** as per the grant application and award letter.

Print Name

Name of Program

Signature

Date

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- Pictures (*if applicable*). A picture from a catalog or online is recommended if the item(s) may be questioned by the reviewers.