

Application Information			
Organization/Individual Name:	Community:	Contact Name	Number
Business Type: Non-Profit <input type="checkbox"/> Corp/Limited Co. <input type="checkbox"/> Sole Proprietor <input type="checkbox"/> Partnership <input type="checkbox"/> Public Institution <input type="checkbox"/> Local Gov't/Munic <input type="checkbox"/> Band/Tribal Council <input type="checkbox"/> FN Gov't <input type="checkbox"/>	Licence Type(s): Group Under 36 mo: <input type="checkbox"/> IHMA: <input type="checkbox"/> Group 30 mo to School Age: <input type="checkbox"/> FCC: <input type="checkbox"/> Group School Age: <input type="checkbox"/> Group Multi-Age: <input type="checkbox"/> Preschool: <input type="checkbox"/>		

Phase One – Adjudication

Section 1 – Eligibility

☐ Pass ☐ Fail

☐ Applicant has checked and met all of the criteria in this section.

Comments: _____

Section 2 – Facility Information

Not Scored

☐ Applicant completed all the required information in this section.

☐ Applicant has not completed all the required information in this section.

Comments: _____

Section 3 – Facility Profile

Total Points (25): ____

Question	Points	Comments
1. Copy of policies and procedures included [1 point]	/1	
2. The facility is located on, connected to and supported by a First Nation? [1 point]	/1	
Does your facility provide:		
3. Child care for children or families who self-identify as Indigenous? [1 point]	/2	
4. Any child care programming specifically on Indigenous cultures? [1 point]		
5. Child care for families new to Canada (non-resident in the last 12 months)? Additional languages? [1 point]	/2	
6. Child care programs specifically for families new to Canada? Additional languages? [1 point]		
7. Child care offered in French or specifically for francophone families? [1 point]	/1	
8. Services to young families (parents under 25)?	/1	
9. Do you offer drop in services or occasional child care?	/1	
10. Inclusive environment for children with extra support needs? a. How do you provide an inclusive environment for children with extra support needs? o Identifies positive approaches to supporting behaviour [1 point] o Identifies staff capacity for supporting children with extra support needs (e.g. staff with post basic special needs certification, staff with experience supporting children with extra support needs, enhanced staff ratio) [1 point] o Environment and curriculum balance diverse needs (e.g. quiet space to support emotional regulation, active physical play space) [1 point] b. Currently have children receiving supports through SCD/ASCD? [info only/not scored] c. What do these services look like and how many children? [info only/not scored]	/3	

Question	Points	Comments
<p>11. Do you implement components (or all) of the Early Learning Framework in your program? Yes [1 point]</p>	/1	
<p>12. Do you currently use any quality or environmental assessment tools (e.g. ECERS, ITERS)? Please list.</p> <ul style="list-style-type: none"> ○ Assessment tool listed (not including the Early Learning Framework) [1 point] <p><i>Environmental Assessment Tools may include:</i></p> <ul style="list-style-type: none"> • Early Childhood Environment Rating Scale (ECERS) • Infant Toddler Environment Rating Scale (ITERS) • Family Child Care Environment Rating Scale (FCCERS) • Early Childhood Environmental Education Rating Scale (ECEERS) • Site-developed Environment Rating Scale, so long as there is a structure and regularity to the tool 	/1	
<p>13. What informs your program’s early learning practice (may include Reggio Emilia inspired, High Scope, Montessori, Waldorf, other)?</p> <ul style="list-style-type: none"> ○ One learning practise (not including the Early Learning Framework) [1 point] <u>or</u> ○ More than one learning practice (not including the Early Learning Framework) [2 points] <p><i>Must be a recognised Early Learning Practise, such as:</i></p> <ul style="list-style-type: none"> • Reggio Emilia • HighScope Curriculum • Montessori Method • Waldorf • Aboriginal and Indigenous cultural practice in early learning • An additional recognised early learning practise that is research/evidenced-based and has a legitimate web presence. 	/2	
<p>14. What, if any, training does the site (facility) fund for staff?</p> <ul style="list-style-type: none"> ○ Once annually or annual training allowance [1 point] <u>or</u> ○ More than once annually [2 points] 	/2	

<p>15. What early childhood committees, organizations or associations does your site participate in or belong to?</p> <ul style="list-style-type: none"> ○ One committee/organization etc. [1 point] <u>or</u> ○ More than one committee/organization etc. [2 points] <p><i>Examples include:</i></p> <ul style="list-style-type: none"> • ECEBC • BC Aboriginal Child Care Society • BC Family Child Care Association • Canadian Child Care Federation • Canadian Association for the Education of Young Children • National Association for the Education of Young Children • Community Early Years Planning Committees • Post-Secondary ECE Program Advisory Councils 	/2	
<p>16. What programs or facilities in your community do you access on a regular basis (e.g. library, community centre, etc)? Please list.</p> <ul style="list-style-type: none"> ○ One community facility [1 point] <u>or</u> ○ More than one community facility [2 points] 	/2	
<p>17. What programing does your child care facility offer that is unique or that may set it apart from other programs?</p> <ul style="list-style-type: none"> ○ If the program involves one of the following and is not already used for scoring elsewhere on the application: artistic development, physical development, environmental or community involvement [1 point] <u>or</u> ○ If the program (s) involves two or more of the following and is not already used for scoring elsewhere on the application: artistic development, physical development, environmental or community involvement [2 points] 	/2	
<p>18. What else should we know about your facility?</p> <ul style="list-style-type: none"> ○ Assess any unique quality in the program, staffing, direct or indirect services to families, and direct or indirect benefits to the community the facility is located in that has not already been scored in other sections of the application. [1 point] 	/1	

Comments: _____

Section 4 – Financial Information

Total Points (15): _____

Category	Points	Comments
Completeness of Financial Information Provided <ul style="list-style-type: none"> ○ Is the financial information provided as per the application guide instructions ○ Is the financial information provided complete (i.e., including Revenue and Expense detail) 	/4	
Supporting Documentation <ul style="list-style-type: none"> ○ Does the verified supporting financial documentation provided by the applicant confirm the information listed by the applicant in Section 4 of the Universal Child Care Prototype Site Application, which may include any or all of the following: <ul style="list-style-type: none"> ▪ Audited financial statements; ▪ Financial statements signed by your authorized representative; and/or ○ Financial statements reviewed by a CPA. ○ Does the information correlate, noting timeframe and presentation of information (i.e., cost rollups) differences? 	/5	
Financial Sustainability <ul style="list-style-type: none"> ○ Does the applicant demonstrate key performance indicators of financial sustainability? ○ A number of ratio analyses, and a financial statement assessment will be performed by a Financial Officer on the financial information provided by the applicant, to assess business viability 	/6	

Comments: _____

DATE: _____

COMPLETED BY: _____

Total Points (Phase 1): _____/40

Phase Two – Executive Review

Executive Considerations for Evaluation	Points	Comments
Application Review Applicant meets one or more of the following: <ul style="list-style-type: none"> • A demographic need within the program objectives such as <ul style="list-style-type: none"> ○ Cultural representation ○ Socio-economic representation ○ Low income representation • A child care model representation within the objectives of the program to ensure diverse representation of (Not-for-Profit, Corporate/Limited Partnership/Public Institution, First Nations Government, Band/Tribal Council, Local Government/Municipality, Sole Proprietor and Partnership) while maintaining the preference for Not-for-Profit facilities • Regional representation and a diversity of urban and rural locations • A unique child care business model or program that will inform the Province’s understanding of Universal Child Care. 	/10	

DATE: _____

COMPLETED BY: _____

Total Points: /10

TOTAL SCORE: /50