INCLUSIVE KINDERGARTENS FACILITIES PROGRAM
2018
Funding Guidelines
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Victorian School Building Authority
Department of Education and Training
Melbourne
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1. Minister’s Foreword

The Andrews Labor Government is ensuring children with disabilities and additional needs get the support they need and aren’t left behind with a new package of measures to make our education system fairer.

The Government’s Education State vision aims to build a world-class education system where everyone, regardless of background, circumstance or ability, is offered the best chance to thrive and prosper.

Supporting students and children with disabilities and additional needs and strengthening inclusive education is a key Education State priority.

Last year I was pleased to join the Premier and Minister for Education to announce a $61 million suite of initiatives, including $19 million for inclusive early childhood education initiatives.

As part of this investment, $6.4 million was set aside to upgrade early childhood infrastructure and equipment - including playgrounds - across the state and provide grants to allow kindergartens to provide safe and more inclusive environments.

These guidelines have been designed to help providers of early childhood services apply for funding to strengthen our kindergartens and help them create welcoming environments for all Victorian children.

I encourage all eligible organisations to consider applying for this funding and look forward to seeing what exciting projects are proposed.

JENNY MIKAKOS MP

Minister for Early Childhood Education
2. Introduction

The $6.4 million IKFP will upgrade early childhood infrastructure (including playgrounds) across the state and provide grants for equipment to allow kindergartens to provide safe and more inclusive environments. The program is split into two funding streams:

- $4 million: Inclusive Kindergartens Facilities Program - Buildings and Playgrounds (IKFP-B&P)
- $2.4 million: Inclusive Kindergartens Facilities Program – Equipment (IKFP-E)

PROGRAM PRINCIPLES

Funding is intended to:

- increase engagement and improve learning outcomes for children with disabilities or additional needs through strengthening inclusive early childhood learning environments.
- promote inclusion in early childhood learning settings and teaching approaches that tailor to the needs of all learners on the same basis, including those with disabilities or additional needs.
- create innovative early childhood learning environments based on inclusive best practice and universal design.

UNIVERSAL DESIGN

The Victorian School Building Authority (VSBA) supports the concept of universal design. Universal design constitutes best practice in delivering environments that ensure access and participation for all. You should focus on the principles of universal design when developing a project idea.

The seven principles of universal design are:

1. Equitable use
2. Flexibility in use
3. Simple and intuitive use
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use

More information on this can be found in Section 3 of the VSBA’s Building Quality Standards Handbook.

TIMELINE

- Applications for both streams open 8 February 2018
- Applications to the Equipment stream will close 26 March 2018
- Applications to the Buildings and Playgrounds stream will close 30 April 2018

ELIGIBLE ORGANISATIONS

We welcome IKFP applications from the following entities offering a State Government-funded and registered kindergarten program:

- Local governments
- Not-for profit community organisations that are a legal entity (for example an incorporated association, incorporated cooperative or Indigenous corporation)
- Government schools
- Non-government schools registered with the Victorian Registration and Qualifications Authority or Catholic Education Commission of Victoria

Inclusive Kindergartens Facilities Program – 2018 Funding Guidelines
INELIGIBLE ORGANISATIONS

- For-profit businesses

CAN ANOTHER ORGANISATION APPLY ON MY BEHALF?

Yes, in some circumstances. Not-for-profit organisations in the process of becoming incorporated, or those without capacity to manage the funding, may arrange for an eligible organisation to apply on their behalf. This is known as an ‘auspice’ arrangement.

We directly fund the auspice organisation, and they agree to take the full legal and financial responsibility for the project. You can find more information about auspicing arrangements at www.nfplaw.org.au/auspicing.

If you want to make such an arrangement, you are responsible for identifying an auspice organisation and working with them to prepare their application. We will not make auspicing arrangements on your behalf.

Auspice arrangements cannot be used by for-profit businesses to apply for any type of funding under IKFP.

DELIVERY OF PROJECTS

IMPORTANT INFORMATION FOR APPLICANTS

VICTORIAN SCHOOL BUILDING AUTHORITY PROJECT DELIVERY AND MANAGEMENT

Successful applicants for the IKFP Equipment stream will receive a grant to deliver their project. The VSBA (and their contracted building professionals) will deliver projects for successful applicants to the IKFP Buildings and Playgrounds stream. We will only undertake this on land you own, or on land you have permission to use for at least 10 years – by way of a lease. Applicants must demonstrate they have the owner’s permission or other authority to enter into an agreement with the Department of Education and Training for the delivery and management of the project on the land specified in your application.

By exception, applicants can apply for a grant under IKFP Buildings and Playgrounds to deliver their project. The project must be thoroughly planned and be delivered within the required timeframe. Grant applications will be assessed and allocated at the discretion of VSBA.

All projects must be delivered by 30 June 2019.

3. Inclusive Kindergartens Facilities Program - Buildings and Playgrounds (IKFP-B&P)

The $4 million IKFP-B&P provides up to $200,000 for projects that promote inclusive early childhood environments. Projects should support children with disabilities or additional needs to participate and engage with learning in early childhood facilities across Victoria.

FUNDING AVAILABLE

The fund is available for projects ranging in cost from $15,000 to $200,000.
The total value of the project may not exceed $200,000.

Unless a grant application has been approved by exception, funding will not be paid to successful applicants. The VSBA manages and delivers these projects.

Where a grant application has been approved, successful applicants are required to sign a funding agreement and payments will be provided in milestone instalments at the discretion of DET.

Projects that require additional funding sources or co-contributions are not eligible for this funding and will not be considered.

**PROJECT COSTS**

We require you to obtain at least one appropriate cost estimate from a building professional consistent with the scope of the proposed works. Third party quotations and cost estimates MUST include:

- The Trading name of the organisation providing the cost estimate or quotation;
- An Australian Business Number; and
- Itemisation of individual costs to demonstrate all expenditure is eligible under the Program Guidelines.

The Construction Supply Register may be used to identify building professionals with suitable expertise and experience to assess the costs of the proposed works. The Construction Supply Register may be accessed at: [http://www.dtf.vic.gov.au/Infrastructure-Delivery/Construction-Supplier-Register](http://www.dtf.vic.gov.au/Infrastructure-Delivery/Construction-Supplier-Register).

We advise when costing your project, you consider the project management costs to engage these building professionals to monitor and ensure all building works conform to relevant legislation and building codes. Please ensure you discuss this with your chosen building professional, as these costs should be included towards the total cost of your project. This reduces the likelihood of the scope of projects having to be reduced at a later stage.

As part of our assessment, some applications will be referred to a quantity surveyor to evaluate the project costs you provide. We’ll let you know if this occurs and liaise with you to arrange site access for the quantity surveyor. If the quantity surveyor’s costing is greater than the maximum funding amount, we may discuss revising the project’s scope with you. The attendance of a quantity surveyor is not a guarantee that your project will be funded.
ELIGIBILITY CRITERIA
Your application must demonstrate that:

- you are an eligible organisation (see the Eligible Organisations section above)
- you have permission to complete the proposed works:
  - For projects on government school sites, your application should include a COMPLETED Nominated Authority Details form and enter into an agreement
  - For projects on other sites (e.g. council land, non-government school sites), provide evidence of permission from the landowner to complete the proposed works and enter into an agreement with the Department of Education and Training
- proposed works are consistent with the program principles (see Section 2 of these guidelines and examples are provided in Section 3 and Section 4)
- no additional funding sources are required to complete this project (projects that require additional funding sources or co-contributions will not be considered)

While not expected to be an issue for many proposed projects, proposed works requiring a planning permit will not be considered. Applicants should consult their local council to determine if a planning permit is required.

Ensure your application demonstrates how it complies with ALL eligibility criteria, or it may not be considered.

NOTE: Organisations can submit applications under both streams.

EXAMPLES OF ELIGIBLE PROJECTS
The following are examples of projects we would consider under the IKFP-B&P:

<table>
<thead>
<tr>
<th>INDOOR INCLUSIVE LEARNING SPACES</th>
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</thead>
<tbody>
<tr>
<td>Funding may be provided to create learning spaces that engage all children, and focus on improving the social and emotional wellbeing of children. This includes flexible areas that can cater for the needs of different types of learners and are innovatively linked with education programs.</td>
</tr>
</tbody>
</table>

Example - Acoustic Treatments

The ability for a child to hear and understand what is being said in the classroom by the teacher is vital for learning. This ability can be significantly reduced by poor classroom acoustics. There are acoustic treatments that contain and absorb sound, thereby improving class concentration and allowing the teacher’s voice to easily reach all students.

Acoustically-treated curtains can be installed in front of windows to reduce the amount of external noises in classrooms.

Hardwood flooring reflects rather than absorbs sound. Carpeting classrooms is a sufficient solution to dampen the interior noise of students and movement of furniture.

Installing a suspended acoustical ceiling cloud (partial ceiling) to the current high ceilings will provide sound absorption to reduce interior noise within the room.

<table>
<thead>
<tr>
<th>OUTDOOR INCLUSIVE LEARNING SPACES</th>
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</thead>
<tbody>
<tr>
<td>For some children, a learning place that addresses sensory or learning needs can be an appropriate adjustment. These spaces are areas where children can go voluntarily and need to be supervised at all times. Demonstrating how the outdoor learning spaces will benefit all children and connect with teaching practices will enhance your application.</td>
</tr>
</tbody>
</table>
Example – Sensory Garden

Sensory gardens can provide a range of health benefits, including reduced stress and lowered blood pressure and can also make a great contribution to emotional and physical wellbeing.

Sensory gardens should be designed with accessibility and inclusion in mind and could include a variety of raised beds and planters for vegetables and herbs which will ensure they are easily accessible by all children.

These gardens can serve therapeutic and educational purposes for children and by providing plants with fragrance and colour, installing wind chimes or installing ground surfaces with different textures can activate a range of senses that range from sight and hearing, smell and touch, to even taste.

Example - Accessible Ramps

Construct a sloping ramp with slip-resistant strips that provides access to the main entrance and integrates aesthetically with the building.

The ramp will benefit those who use wheelchairs or walkers as well as those who may not use equipment but whose balance, strength, or stamina make stair climbing difficult or unsafe.

Having the ramp as the main access point for children of all abilities will encourage inclusion and integration.

Two handrails can be installed on both sides of the ramp and continuously around intermediate landings and extend beyond the entry and exit points.

The construction of the ramp will make it possible for all individuals to navigate their environments confidently and safely.

OUTDOOR INCLUSIVE LEARNING SPACES – PLAYGROUNDS

A key objective under the Supporting Children and Families in the Early Years Compact is that all young children are engaged, confident and creative learners. An accessible and inclusive playground means it is as easy as possible for everyone to play, encouraging all children to be more physically active. Demonstrating how the playground is accessible by all children will enhance your application.

Example – Multi-play Equipment Units

Multi-play equipment units are developed to encourage all children to interact within the same play space, can be modified and adjusted to fit all age groups and abilities.

The units can incorporate wheelchair accessible ramps, timber bridges, slides, scramble nets, accessible clamber ramps, climbing frames and sensory play panels.

Primarily these units provide children with challenging physical activity to train their co-ordination, confidence, and balance. These creative structures also encourage imaginative playtime.

They also offer all children opportunities to learn and develop their social skills by encouraging interactive, group play between peers.
WHAT WILL NOT BE FUNDED?

The following will not be funded under the IKFP-B&P:

- Information technology costs
- Staffing costs
- Loose furniture and specialist disability equipment (e.g. specialty chairs and toilet frames)
- Significant building projects (e.g. demolitions, new buildings)
- Purchase of relocatable buildings (including "pods") which would extend or increase the number of early childhood buildings
- Maintenance funding for wear and tear of existing compliant facilities and/or works
- Reimbursement for works already completed
- Projects that require additional funding sources or co-contributions
- Projects that would be considered for funding under other grant programs
- Projects with a total estimated cost greater than $200,000

1 Loose furniture and specialist disability equipment could be applied for under IKFP-E

ASSESSMENT CRITERIA

In addition to normal value for money principles, we require each IKFP-B&P application to respond to the following assessment criteria:

1) Demonstrate the current and future demand for the proposed works.
2) Demonstrate how the proposed works develop and/or enhance the inclusiveness of the kindergarten environment.
3) Demonstrate how the proposed works increase engagement and improve learning outcomes for children with disabilities or additional needs.
4) Demonstrate how the proposed works support teaching approaches that promote inclusion in classroom organisation and/or outdoor activities.
5) Demonstrate how the proposed works support the seven universal design principles.
6) Demonstrate project readiness, additional information is required if you wish to apply for a grant where you deliver the project, not VSBA.

We have designed the assessment criteria to help you present the strongest possible case that supports the program principles (see Section 2).

NOTE: Appendix A to these guidelines provides guidance on responding to the assessment criteria.

SUPPORTING DOCUMENTATION

What do I need to provide with my application?

You MUST provide the following documents as part of your application:

- Cost estimates supporting requested/projected amount(s) (see Project Costs under Section 3)
- Demonstrated history of successful delivery of grants projects (for applicants applying for grants)
The following documents MAY be provided to further support your application:

- Evidence of permission from the landowner to complete the proposed works. This may include:
  - Certificate of Title for the relevant land
  - Lease agreement, or head-lease and sub-lease agreements, with a minimum term of 10 years (if applicable)
  - Written consents from landlord to carry out the project works (if applicable)
- Auspicing agreement (if applicable), clearly setting out the terms of the arrangement
- Additional quotations to provide additional weight to requested/project amount(s)
- A site plan to assist the quantity surveyor to develop an accurate cost plan
- Photographs and/or designs to allow contrast of a ‘before and after’ comparison
- Corporate policies pertaining to children with disabilities or additional needs
- Corporate policies pertaining to teacher professional development
- Professional development plan for teaching staff
- Corporate policies pertaining to child engagement
- Peer reviewed research supporting the defined benefits of intended works to your organisation.

4. Inclusive Kindergartens Facilities Program – Equipment (IKFP-E)

The $2.4 million IKFP-E provides grants up to $10,000 towards the purchase of improved moveable (non-fixed to buildings) inclusive education equipment for state-funded kindergarten programs.

FUNDING AVAILABLE

Funding is available for projects from $2,000 to $10,000. The total value of the project may not exceed $10,000.

Successful applicants are required to sign a funding agreement.

Successful applicants will receive a grant for the full amount – the money will be paid directly to you, or your auspicing organisation, as soon as practical after signing the funding agreement.

Projects that require additional funding sources or co-contributions are not eligible to apply for this funding.

Successful applicants can only use their grants to purchase equipment outlined in their application and in accordance with the funding agreement.

PROJECT COSTS

We require you to obtain at least one appropriate cost estimate for the proposed purchase consistent with the scope of the proposed works. Third party quotations and cost estimates MUST include:

- The Trading name of the organisation providing the cost estimate or quotation;
- An Australian Business Number; and
- Itemisation of individual costs to demonstrate all expenditure is eligible under the Program Guidelines.
ELIGIBILITY CRITERIA

Your application must demonstrate that:

- you are an eligible organisation (see the Eligible Organisations section above)
- proposed purchases are consistent with the program principles (see Section 2 of these guidelines and examples are provided in Section 4 below)
- no additional funding sources are required to complete this project (projects that require additional funding sources or co-contributions will not be considered)

Ensure your application demonstrates how it complies with ALL eligibility criteria, or it may not be considered.

NOTE: Organisations can submit applications under both streams.

EXAMPLES OF FUNDED ITEMS

The following list provides examples of moveable equipment (not fixed to buildings) we will consider under the IKFP-E:

- Moveable wheelchair access ramps to support transition between play areas and entry/exit to services
- Moveable safety surfacing (e.g. soft fall mats)
- Moveable indoor/outdoor sensory equipment
- Moveable adjustable/inclusion tables and chairs to suit all abilities
- Moveable adjustable change tables
- Mobility stools
- Toilet frames/steps
- Adjustable walking frames
- Writing slope wedges
- Wadding/protective padding for building structures, e.g. verandah posts

Items not listed above in the ‘examples of funded items’ can be considered depending how closely they align to the program principles (see Section 2) and the assessment criteria (see Section 4).
WHAT WILL NOT BE FUNDED?

The following will not be funded under the IKFP-E:

- Non-moveable equipment (permanently fixed to buildings)
- Information technology costs
- Staffing costs
- Reimbursement for equipment already purchased
- Equipment purchases that require additional funding sources or co-contributions
- Equipment with a total estimated cost greater than $10,000

ASSESSMENT CRITERIA

In addition to normal value for money principles, our funding recommendations will be based on the extent your application meets the following criteria:

1) Demonstrate the current and future demand for the proposed purchases.
2) Demonstrate how the proposed purchases develop and/or enhance the inclusiveness of the kindergarten environment. This may include:
   - improving learning outcomes for children with disabilities or additional needs.
   - supporting teaching approaches that promote inclusion in classroom organisation and/or outdoor activities.

We have designed the assessment criteria to help you present the strongest possible case that supports the program principles (see Section 2).

NOTE: Appendix B to these guidelines provides guidance on responding to the assessment criteria.

SUPPORTING DOCUMENTATION

What do I need to provide with my application?

You MUST provide the following document as part of your application:

- Cost estimates supporting requested/projected amount(s) (see Project Costs under Section 4)

The following documents MAY be provided to further support your application:

- A report from a paediatric occupational therapist, physiotherapist or equivalently qualified professional, recommending the proposed purchases
- Additional quotations to provide evidence of value for money
- Photographs to illustrate current conditions
- Policies and procedures developed for your facility pertaining to children with disabilities or additional needs
- Policies pertaining to teacher professional development and child engagement
- Professional development plan for teaching staff
- Peer reviewed research supporting the defined benefits of intended works to your organisation
5. Application Process (How to apply)

Applicants for both the Buildings and Playgrounds and Equipment streams must apply online through the SmartyGrants system at https://vsba.smartygrants.com.au.

You must complete all sections of the application form to be eligible for consideration. Applications to the Equipment stream will close 26 March 2018. Applications to the Buildings and Playgrounds stream will close 30 April 2018.

You can make changes to your application any time until you submit your application. The VSBA will not consider late applications.

6. Resources

The following links are provided as a starting point for considering best practice approaches to inclusion. Applicants are encouraged to undertake their own research to identify solutions that will meet their needs.

**Australian Children’s Education & Care Quality Authority:**
National Quality Framework

**Department of Education and Training:**
Disability Standards for Education
Victorian Early Years Learning and Development Framework
Framework for Improving Student Outcomes

**Sport and Recreation Victoria:**
Sport and Recreation Victoria - The Good Play Space Guide: “I can play too”

**International Resources:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Link</th>
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<tbody>
<tr>
<td>Centre for Excellence in Universal Design:</td>
<td>The 7 Principles of Universal Design</td>
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<tr>
<td></td>
<td>Universal Design for the 21st Century: Irish and International Perspectives</td>
</tr>
<tr>
<td>Health and Education Advice and Resource Team:</td>
<td>Universal Design of schools and classrooms</td>
</tr>
<tr>
<td>OECD:</td>
<td>Including Pupils with Special Educational Needs in Schools in Ireland (OECD)</td>
</tr>
<tr>
<td>UK Department for Children, Schools and Families:</td>
<td>Designing for disabled children and children with special educational needs</td>
</tr>
<tr>
<td>US National Institute of Building Sciences:</td>
<td>Resource lists from the National Clearinghouse For Educational Facilities</td>
</tr>
<tr>
<td>30 Most Impressive Accessible and Inclusive Playgrounds</td>
<td><a href="https://www.special-education-degree.net/30-most-impressive-accessible-and-inclusive-playgrounds/">https://www.special-education-degree.net/30-most-impressive-accessible-and-inclusive-playgrounds/</a></td>
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7. Application Assessment

The VSBA will:
- assess all applications for eligibility as per the eligibility criteria
- assess all eligible applications for merit against the assessment criteria
- refer highly ranked applications to other teams and business units for further review to:
  - assess potential risks and issues with applicant organisations and proposed works
  - review the proposed works to ensure compliance with relevant legislation and standards
  - review the proposed works for alignment with the program principles.

The VSBA will refer some applications for IKFP-B&P to a quantity surveyor for further review to evaluate the provided project costs. We will contact you if they estimate the initial scope of your proposed works exceed the maximum project amount of $200,000, and discuss revising the scope. Projects exceeding $200,000 will not be funded.

Our selection of projects to be recommended for funding will be primarily based on ratings against the assessment criteria. However, other factors may be taken into account including:
- the distribution of approved projects across applicants, local government areas and different regions of the state
- the availability of funding, noting that the number and value of eligible, highly-rated projects may exceed the total available funding.

8. If Your Application Is Successful

The Minister for Early Childhood Education, or nominated representative, will announce successful projects.

IKFP-E

Successful IKFP-E grant applications will be funded subject to the execution of a funding agreement. They will be required to:
- sign a funding agreement to be executed by the VSBA
- submit the completed acquittal form including supporting evidence within agreed timeframes

IKFP-E grant funds will be paid to successful applicants via an electronic funds transfer to a nominated account.

Recipients of an IKFP-E grant will be expected to purchase the equipment and submit acquittal documentation within three months of executing a funding agreement.

A copy of the funding agreement is located on the VSBA website. It is recommended applicants read this document before completing their application to ensure they understand full requirements for completing their project.
IKFP–B&P

Delivery by VSBA
The VSBA will deliver all successful IKFP-B&P projects and will manage all reporting requirements, payments and acquittals for these projects.

Successful applicants will be required to enter into an agreement with DET to allow the VSBA to deliver the project.

Grant delivery (by exception)
Successful IKFP-B&P grant applications will be funded subject to the execution of a funding agreement and comply with project monitoring and reporting requirements. They will be required to:

- sign a funding agreement to be executed by the VSBA
- online, bi-monthly progress reports with supporting evidence as required by DET
- site inspections and teleconferences by DET staff or representatives if required
- production of building contracts, receipts and/or invoices if required by DET
- complete acquittal forms for milestone instalments including supporting evidence
- submit final acquittal documentation within agreed timeframes.

Payments will be provided in milestone instalments at the discretion of DET. Unless otherwise agreed, the first instalment will be paid as agreed in the funding agreement. Milestone instalments will be paid to successful applicants via an electronic funds transfer to a nominated account.

All projects must be delivered and final acquittals made by 30 June 2019. Final payments will be withheld if the project has not been delivered by 30 June 2019.

In cases where a project is delayed for an unreasonable length of time, or where substantive changes to scope are made after funding has been approved, DET reserves the right to cancel the grant and, if applicable, recoup any funds that have already been provided. On completion of the project, all grant recipients are required to complete and return the appropriate Certificate of Expenditure Acquittal form which will be provided through the online reporting process.

FUNDING AGREEMENTS
Each party to the Common Funding Agreement must pay its own legal costs in the preparation, negotiation, execution and any variation of the agreement. The applicant must pay for the Department’s legal costs relating to the preparation, negotiation, execution, and any variation of the lease. These costs may be budgeted into the total project cost for the project and funded through the grant.

PRIVACY
The information you provide will be dealt with in accordance with the Public Records Act 1973 and the Privacy and Data Protection Act 2014.
9. Contact Information

**General Enquiries**
Grants Strategy and Administration  
Email: inclusive.kindergartens@edumail.vic.gov.au  
Phone: (03) 9637 3462

**Application Enquiries (SmartyGrants)**
SmartyGrants Service Team  
Email: service@smartygrants.com.au  
Phone: (03) 9320 6888

**Technical Enquiries**
Inclusive Kindergartens Facilities Program Manager – Paul Vrantsis  
Email: vrantsis.paul.p@edumail.vic.gov.au  
Phone: (03) 9637 2880

Prospective applicants are encouraged to consult with their nearest Department of Education and Training Office to discuss their project plans. You can contact the early childhood service support teams in your region by calling your local office:

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<thead>
<tr>
<th>NORTH-EASTERN VICTORIA</th>
<th>NORTH-WESTERN VICTORIA</th>
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<tr>
<td>Benalla</td>
<td>Bendigo</td>
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<tr>
<td>8392 9500</td>
<td>5440 3111</td>
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<tr>
<td>Glen Waverley</td>
<td>Coburg</td>
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<td>8392 9300</td>
<td>9488 9488</td>
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<th>SOUTH-EASTERN VICTORIA</th>
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## Appendix A – Buildings and Playgrounds Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Response should demonstrate</th>
<th>Suggested Supporting Information</th>
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<tbody>
<tr>
<td>1. Demonstrate the current and future demand for the proposed works.</td>
<td>Consistency of kindergarten population over time and going forward</td>
<td>Total numbers of 3-4 year old kindergarten children by year over the previous three years (if possible)</td>
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<tr>
<td></td>
<td></td>
<td>Numbers of 3-4 year old kindergarten children with disabilities or additional needs by year over the previous years (if possible)</td>
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<td></td>
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<td>Number of kindergartens in catchment area</td>
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<td>Likelihood of future cohorts with disabilities or additional needs to benefit from the proposed works over the next 5 – 10 years.</td>
<td>Projected number of above on the basis of trends over time</td>
</tr>
<tr>
<td>2. Demonstrate how the proposed works develop and/or enhance the inclusiveness of the kindergarten environment.</td>
<td>Consideration for the identified (and other) cohorts with disabilities or additional needs is a component of organisational plans</td>
<td>Organisation’s strategic plan, quality improvement plan, service improvement plan, disability action plan or municipal action plan</td>
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<td>Clauses regarding groups with disabilities or additional needs, including actions and criteria</td>
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<td></td>
<td>Objectives or indicators in scope of the proposed works and/or cohort(s) with disabilities or additional needs</td>
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<td>That the kindergarten has policies to ensure inclusiveness and appropriate consideration for cohorts with disabilities or additional needs</td>
<td>Policies of relevance to inclusiveness and/or cohort(s) with disabilities or additional needs including:</td>
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<tr>
<td></td>
<td></td>
<td>• Identify any specific objectives of relevance to the proposed works and/or cohort(s) with disabilities or additional needs</td>
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<td></td>
<td></td>
<td>• Evidence of assessment, audit or other actions to ensure policy directives are a component of core business</td>
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<td>Policies supporting inclusion and cohorts with disabilities or additional needs provide direction for core business</td>
<td>Evidence of any links between organisational plans and the policy framework</td>
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<td>Evidence of assessment, audit or other actions to ensure policy directives are a component of BAU</td>
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<td>Audits, reviews or similar information detailing deficiencies with the current service with respect to inclusiveness</td>
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<td>Professional development is utilised to support strategy, policy and the quality of education guaranteeing equity of opportunity</td>
<td>Professional Development Registers (full or extract)</td>
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<td>Professional Development programs or course information</td>
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<tr>
<td></td>
<td></td>
<td>Information detailing the nature, scope and intended benefits of the proposed works</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>Response should demonstrate</td>
<td>Suggested Supporting Information</td>
</tr>
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| 3. Demonstrate how the proposed works increase engagement and improve learning outcomes for children with disabilities or additional needs. | An understanding of the intended benefits of the proposed works | Research identifying the benefits of the proposed works  
Case studies providing evidence linking works of a similar nature to the intended benefits  
Further information regarding the student cohort[s] to benefit from the proposed works and how they will benefit |
| | How these benefits will enhance the personal and learning experience of the in scope cohort | Research, case studies or similar linking the benefits of the proposed works to academic performance and/or child’s learning experience  
Details regarding elements of the [academic] curriculum in scope of the proposed works  
Research linking the social and inclusion benefits to the proposed works |
| | How these benefits will flow on to the general population | Research, case studies or similar linking the benefits of inclusion associated with the proposed to the general population  
Research, case studies or similar linking the non–academic and academic benefits of the work to each other |
| 4. Demonstrate how the proposed works support teaching approaches that promote inclusion in classroom organisation and/or outdoor activities. | The potential impacts of the proposed works to the curriculum of the kindergarten post construction | Change management plan or information to illustrate changes to policies, procedures and curriculum post construction  
Research, case studies or similar providing a basis for proposed changes to academic and non–academic curricula |
| | The potential changes to teaching and non–teaching activities to maximize the benefits of the proposed works | Plans detailing potential timetable changes or changes to staffing profile to accommodate the proposed works  
Training plans provided by an appropriate therapist  
Data collection strategies to identify, monitor and report on benefits associated with proposed works and support continuous improvement in teaching quality |
| | How the professional development priorities of the kindergarten may change to accommodate the proposed work | Details of professional development courses and strategies to maximise the benefits of the proposed works  
Timetables, MoUs or other documents evidencing arrangements with community groups regarding the use of kindergarten facilities during and after hours |
<p>| 5. Demonstrate how the proposed works support | | Handouts or similar detailing the principles and how they may apply to the proposed works |</p>
<table>
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<tr>
<th>Assessment criteria</th>
<th>Response should demonstrate</th>
<th>Suggested Supporting Information</th>
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</table>
| the seven universal design principles. | How the proposed works leverage the seven universal design principles | Quotations, brochures or project plans codifying those aspects of the principles relating to the works.

Information from engaged/employed therapists outlining the applicability/evidencing consideration for universal design principles in the choice and development of the proposed works.

Policies or procedures incorporating elements and/or benefits of the universal design principles. |

| 6. Demonstrate project readiness. | a) That the project is shovel-ready | Cost estimates supporting the requested/projected costs¹

Photographs and/or designs to allow contrast of a ‘before and after’ comparison

Evidence of permission from the landowner to complete the proposed works.² This may include:

• Certificate of Title for the relevant land
• Lease agreement, or head-lease and sub-lease agreements, with a minimum term of 10 years (if applicable)

Written consents from landlord to carry out the project works (if applicable). |

b) That the project is shovel-ready | Cost estimates supporting the requested/projected costs¹

 Licensed Quantity Surveyors Report

Photographs and/or designs to allow contrast of a ‘before and after’ comparison

Project plan outlining the proposed works, including construction timeframes

Evidence of available contractors to deliver the work

Demonstrated ability to deliver grant programs within the deadline

Evidence of permission from the landowner to complete the proposed works.² This may include:

• Certificate of Title for the relevant land
• Lease agreement, or head-lease and sub-lease agreements, with a minimum term of 10 years (if applicable)

Written consents from landlord to carry out the project works (if applicable). |

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1. Cost estimates supporting the requested/projected costs are required documents and must be included with your applications

2. Evidence of permission from the landowner to complete the proposed works will be required to be provided by successful applicants prior to the commencement of the project. However, all applicants may provide these documents when submitting their applications if they are available.
**Appendix B – Equipment Assessment Criteria**

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<tr>
<th>Assessment criteria</th>
<th>Response should demonstrate</th>
<th>Suggested Supporting Information</th>
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</table>
| 1. Demonstrate the current and future demand for the proposed purchases. | Consistency of kindergarten population over time and going forward | Total numbers of 3-4 year old kindergarten children by year over the previous three years (if possible)  
Numbers of 3-4 year old kindergarten children with disabilities or additional needs by year over the previous years (if possible)  
Likelihood of future cohorts with disabilities or additional needs to benefit from the proposed purchases over the next 5 – 10 years | Number of kindergartens in catchment area  
Projected number of above on the basis of trends over time |
| 2. Demonstrate how the proposed purchases develop and/or enhance the inclusiveness of the kindergarten environment. This may include:  
- improve learning outcomes for children with disabilities or additional needs  
- support teaching approaches that promote inclusion in classroom organisation and/or outdoor activities. | Consideration for the identified (and other) cohorts with disabilities or additional needs is a component of organisational plans | Organisation’s strategic plan, quality improvement plan, service improvement plan, disability action plan or municipal action plan  
Clauses regarding groups with disabilities or additional needs including actions and criteria  
Objectives in scope of the proposed works and/or cohort(s) with disabilities or additional needs within organisational plans  
Indicators in scope of the proposed works and/or cohort(s) with disabilities or additional needs | That the kindergarten has policies to ensure inclusiveness and appropriate consideration for cohorts with disabilities or additional needs  
Policies of relevance to inclusiveness and/or cohort(s) with disabilities or additional needs including:  
- Identify any specific objectives of relevance to the proposed purchase and/or cohort(s) with disabilities or additional needs  
- Evidence of assessment, audit or other actions to ensure policy directives are a component of core business  
An understanding of the intended benefits of the proposed purchase  
Information detailing the nature, scope and intended benefits of the proposal  
Research identifying the benefits of the proposed purchase.  
The potential changes to teaching and non-teaching activities to maximize the benefits of the proposed purchase  
Further information regarding the student cohort(s) to benefit from the proposed purchase and how they will benefit  
Training plans provided by an appropriate therapist  
Data collection strategies to identify, monitor and report on benefits associated with proposed works and support continuous improvement in teaching quality |