

Business Capability Development Program – Round 2

Application checklist

Review the information below to help you decide if the program funding is appropriate for your service. Use the Application Checklist to ensure you are ready to complete your Round 2 application.

- Read and understand [the Business Capability Development Program Guidelines](#).
- Review the '[Eligibility Criteria](#)' to ensure you meet all the criteria to be eligible for the funding under the Business Capability Development Program.

Applications **must** be:

- submitted via the [SmartyGrants](#) website. You will be able to register and create your account in SmartyGrants.
- completed by the approved provider, or an authorised contact.

Get help:

- For assistance with the online application system, contact the Smarty Grants Support Desk by phone on (03) 9320 6888 between 9am and 5pm Monday to Friday or email service@smartygrants.com.au for help.
- For questions relating to the program, contact Early Childhood Education Information Enquiries on 1800 619 113 or email ecec.funding@det.nsw.edu.au.

Prepare your application:

The checklist below supports applicants to prepare their application and assess readiness to participate in the program

Part A: Application form - Eligibility

- Ensure that you meet all the eligibility criteria (add link) of the Guidelines and answered all eligibility questions in 'Part A: Application form – Eligibility and Applicant details**

What is your service type? *

- long day care
- community preschool
- mobile preschool

Eligible: NSW long day care, community preschools, and mobile preschools.

Not eligible: ACCO services participating in the Sector Strengthening Program, public preschools, family day care, or OOSH.

Please indicate the current, or most recent, NQS rating for your ECEC service's assessment and rating outcome *

- Excellent
- Exceeding
- Meeting
- Working Towards
- Significant improvement required
- Not yet assessed

Services with an NQS rating of 'Working towards' or 'Not yet assessed' will only be considered in limited circumstances.

Please provide further information on your service's NQS rating: *

*If the service is rated Working Towards NQS or Not Yet Assessed you be required to provide additional information about the services NQS rating in the application form.

Please select the Statistical Area (as defined by the Australian Bureau of Statistics) that your service operates in: *

- Queanbeyan
- Griffith – Murrumbidgee (West)
- Blacktown
- Mount Druitt
- Camden
- Campbelltown
- Penrith
- St Marys

The service must operate in the Statistical Area 3 trial locations (as defined by the Australian Bureau of Statistics) of Blacktown, Camden, Campbelltown, Griffith – Murrumbidgee (West), Mount Druitt, Penrith, Queanbeyan or St Marys. To confirm the service address is within the trial SA3 locations, refer to the (<https://maps.abs.gov.au/>).

Is the service an Approved Service operated by a small ECEC approved provider? *

- Yes
- No

	<p>Approved Service under the Education and Care Services National Law and/or Children (Education and Care Services). The service must operate under an approved provider that is small in size.</p> <p>A small approved provider for this program is defined as an approved provider with between 1 and 6 early childhood and education care services.</p>
<input type="checkbox"/>	<p>All statements in this section must be selected to be eligible for the program.</p> <p>By selecting the below, I agree with the following statements that align to the program guidelines: *</p> <p><input type="checkbox"/> I confirm the service delivers an early childhood education program designed by a degree qualified early childhood teacher in accordance with the Early Years Learning Framework (EYLF) and relevant legislation.</p> <p><input type="checkbox"/> I confirm the approved provider is registered, or willing and able to register, with the NSW Department of Education's Early Childhood Contract Management System (ECCMS).</p> <p><input type="checkbox"/> I confirm the service agrees to participate in eligible program activities and acknowledge that any grant amounts received must be used as outlined in the program guidelines and funding agreement.</p> <p><input type="checkbox"/> I confirm the approved provider will act as the primary point of contact for the duration of the program and will receive program funds for distribution.</p> <p><input type="checkbox"/> I understand that the service's approved provider will be required to enter into and comply with a funding agreement and adhere to the program guidelines if assessed as successful for program participation.</p> <p><input type="checkbox"/> I confirm that the service will need to comply with all financial data collection, reporting and acquittal requirements, and any other requirements as specified in the funding agreement</p> <p><input type="checkbox"/> I confirm the service will not use the Australian Government Department of Education Professional development subsidy for this program.</p> <p><input type="checkbox"/> I confirm that I am an authorised officer of the service.</p> <p><input type="checkbox"/> I confirm that the approved provider endorses this application.</p>

	<p><input type="checkbox"/> I confirm the service is not participating in the: Australian Government, Department of Education Business support for Community Child Care Fund (CCCF); or NSW Government, Department of Education, Sector Strengthening Partnership.</p>
<p><input type="checkbox"/></p>	<p>Applicant/Authorised officer details</p> <p>Contact details: Applicant/Authorised officer of the service and approved provider *</p> <p><input type="checkbox"/> As the person completing this application, I confirm I have obtained consent to provide the personal details of any other person(s) included.</p> <p>If the applicant is an authorised contact, please provide evidence from the approved provider of this.</p> <p>Please upload evidence of consent from the approved provider:</p> <p>Attach a file.</p> <p>Name *</p> <p>First Name</p> <p>Last Name</p> <p>Position title within your service *</p> <p>e.g. director, nominated supervisor etc.</p> <p>Phone number *</p> <div style="background-color: #e0f7fa; height: 20px; width: 150px; margin-top: 5px;"></div> <p>Must be an Australian phone number.</p> <p>Phone number must match Australian phone number format. Local line numbers must have area code as prefix. E.g. 02 xxxx xxx x or 612 xxxx xxxx. Mobile numbers must match the following format: 04xx xxx xxx or 61 4xx xxx xxx.</p>

	<p>Email address *</p> <p>e.g. director@abc123.com</p> <p>Part A: Application form</p> <p>* indicates a required field</p>
<input type="checkbox"/>	<p>Service contact details</p> <p>Service name *</p> <p>Organisation Name</p> <p>Enter service name as approved and listed in NQAITS</p> <p>Service approval number *</p> <p>Enter your 8 digit NQAITS Service Approval ID without the prefix SE. E.g. enter 00001234 for SE-00001234.</p> <p>Service address *</p> <p>Address</p> <p>Suburb, State and Postcode are required. Country must be Australia.</p>
<input type="checkbox"/>	<p>Approved Provider details</p> <p>Approved provider name *</p> <p>Organisation Name</p> <p>Enter approved provider name as listed in NQAITS</p>

ABN for the approved provider *

The ABN provided will be used to look up the following information. Click Lookup above to check that you have entered the ABN correctly.

Information from the Australian Business Register

ABN

Entity name

ABN status

Entity type

Goods & Services Tax (GST)

DGR Endorsed

ATO Charity Type [More information](#)

ACNC Registration

Tax Concessions

Main business location

Refer to Lookup check with Australian Business Register

Approved provider ID *

Enter your 8 digit NQAITS Approved Provider ID without the prefix PR. E.g. enter 00001234 for PR-00001234.

	<p>Approved provider name who endorses this application *</p> <p>First Name Last Name</p> <p>Position title *</p> <p>e.g. Owner, Company Director, Secretary etc</p> <p>Phone number *</p> <p>Must be an Australian phone number.</p> <p>Phone number must match Australian phone number format. Local line numbers must have area code as prefix. E.g. 02 xxxx xxxx or 612 xxxx xxxx. Mobile numbers must match the following format: 04xx xxx xxx or 61 4xx xxx xxx.</p> <p>Email address *</p> <p>e.g. director@abc123.com</p>
<input type="checkbox"/>	<p>How did you hear about the program? *</p> <ol style="list-style-type: none"> 1. Department website 2. Department email update 3. Contacted by the Department Local Operations Team 4. Other: <p>Tick as many as relevant</p>
<p>Part B - Self Assessment and Additional Weighting</p>	
<input type="checkbox"/>	<p>Answer all the questions in 'Part B - Self Assessment and Additional Weighting' of the application form.</p>

Q. Which key goal(s) does your service's proposal align with?

1. **increase ECEC service viability and sustainability**
2. **improve ECEC service workforce capability, and broader workforce satisfaction and retention**
3. **increase insights into needs and identify opportunities to strengthen sector viability.**

Q. How will your service ensure that the needs of children and the quality of care are maintained during participation in the program?

You may include details such as how access payments for staff backfill will be used, how staffing and ratios will be managed, or how routines and quality of care will be maintained.

Self-Assessment- Capability Areas

For each business leadership and management capability area that impacts your service, please select your services general level of confidence 1-5

Confidence scale: Select 1 (least confident) to 5 (most confident)

Governance processes and oversight *

1 2 3 4 5

e.g. governance training and coaching, management committees subsequently taking direct responsibility for financial oversight, supported by drafted Financial Delegations Policies.

Processes and procedures for financial management *

1 2 3 4 5

e.g. small business, financial literacy and budget training, new budget tools in place so leaders can see income, costs and margins clearly, rather than relying on ad-hoc spreadsheets or external accountants.

Community, family and staff engagement *

1 2 3 4 5

e.g. support to design parent and educator surveys to shape new community-engagement calendars, so events and communications are based on what families and caregivers say they value. Excursion frameworks and planning tools engaged staff and were then used to re-ignite relationships with local schools, libraries, parks and community organisations.

Change management *

1 2 3 4 5

e.g. developed first drafts of new enrolment procedures, so families receive consistent information, and the enrolment process is easier for everyone (service and children/families) to manage. Reviewed and rewrote job descriptions to close role-clarity gaps, ensuring staff know who is responsible for what and how decisions are made.

Staff management *

1 2 3 4 5

e.g. new induction processes for educators are being designed and implemented, so new staff are welcomed, trained and aligned with service expectations from day one. Individual staff upskilled into management roles, now confidently support leadership teams with day-to-day operations.

Administration processes *

1 2 3 4 5

e.g. system audit templates, reflection tools, planning guides and walkthrough question sets to review and strengthen processes.

Processes and procedures - Operational and Risk management *

1 2 3 4 5

e.g. Excursion planning models and checklists make it possible for any educator to plan safe, well-documented excursions.

Processes and procedures - work health and safety *

1 2 3 4 5

e.g. Services auditing existing practices and policies, then using those audits to update or introduce clearer procedures (e.g. around HR)

Processes and procedures - property and asset management *

1 2 3 4 5

e.g. lease agreements, long-term rentals, maintenance schedules and property purchasing.

Information technology use and processes *1 2 3 4 5

e.g. securing reliable internet access (for example, installing Starlink), which can then underpin online learning, administration and communication systems. Updating service websites. Improving or solidifying digital systems such as learning management systems (LMS), enrolment platforms and online onboarding tools.

Strategy and business planning *1 2 3 4 5

e.g. operating at full capacity, managing waitlists, increasing occupancy, and marketing advice. Strategic planning sessions with committees and staff to set priorities, align operations and give services a concrete roadmap for the next few years. Service leaders receiving one-to-one coaching on strategic planning, time management and system implementation, building their confidence to run the business side of the service.

Are there any capability development area(s) the service needs to strengthen its operations, grow sustainably, and continue providing quality care to the community? * Yes No

If yes, you can provide up to two capability development areas.

Other capability development areas

Please outline the capability development area the service requires and select your general level of confidence. *1 2 3 4 5 **For each business leadership and management capability area, please select the impact it has on the service:**

- **Minor** The service is running smoothly in this capability area, but we are keen to improve
- **Moderate** There are regular disruptions and/or challenges in this capability area that take significant time and effort to address

- **Significant** There are major disruptions and challenges in this capability area, to the point of affecting our ability to continue providing services

Governance processes and oversight *

Minor Moderate Significant

e.g. governance training and coaching, management committees subsequently taking direct responsibility for financial oversight, supported by drafted Financial Delegations Policies

Financial management processes *

Minor Moderate Significant

e.g. small business, financial literacy and budget training, new budget tools in place so leaders can see income, costs and margins clearly, rather than relying on ad-hoc spreadsheets or external accountants.

Community, family and staff engagement *

Minor Moderate Significant

e.g. support to design parent and educator surveys to shape new community-engagement calendars, so events and communications are based on what families and caregivers say they value. Excursion frameworks and planning tools engaged staff and were then used to re-ignite relationships with local schools, libraries, parks and community organisations.

Change management *

Minor Moderate Significant

e.g. developed first drafts of new enrolment procedures, so families receive consistent information, and the enrolment process is easier for everyone (service and children/families) to manage. Reviewed and rewrote job descriptions to close role-clarity gaps, ensuring staff know who is responsible for what and how decisions are made.

Staff management *

Min Minor Moderate Significant

e.g. new induction processes for educators are being designed and implemented, so new staff are welcomed, trained and aligned with service expectations from day one. Individual staff upskilled into management roles, now confidently support leadership teams with day-to-day operations.

Administration processes *

Minor Moderate Significant

e.g. system audit templates, reflection tools, planning guides and walkthrough question sets to review and strengthen processes.

Processes and procedures - Operational and Risk management *

Minor Moderate Significant

e.g. Excursion planning models and checklists make it possible for any educator to plan safe, well-documented excursions.

Processes and procedures - work health and safety *

Minor Moderate Significant

e.g. Services auditing existing practices and policies, then using those audits to update or introduce clearer procedures (e.g. around HR)

Processes and procedures - property and asset management *

Minor Moderate Significant

e.g. lease agreements, long-term rentals, maintenance schedules and property purchasing.

Information technology use and processes *

Minor Moderate Significant

e.g. securing reliable internet access (for example, installing Starlink), which can then underpin online learning, administration and communication systems. Updating service websites. Improving or solidifying digital systems such as learning management systems (LMS), enrolment platforms and online onboarding tools.

Strategy and business planning *

Minor Moderate Significant

e.g. operating at full capacity, managing waitlists, increasing occupancy, and marketing advice. Strategic planning sessions with committees and staff to set priorities, align operations and give services a concrete roadmap for the next few years. Service leaders receiving one-to-one coaching on strategic planning, time management and system implementation, building their confidence to run the business side of the service.

Are there any capability development area(s) the service needs to strengthen its operations, grow sustainably, and continue providing quality care to the community?

Yes

No

If yes, you can provide upto two capability development areas.

Please outline the capability development area the service requires and indicate the impact this has on the service.

Minor Moderate Significant

Part B: Self-Assessment – Capability Areas

- Please rank the three business leadership and management capability areas that are most important for the service, with 1 being the area of greatest need, 2 being the second greatest, and 3 being the third greatest.**

You only need to rank your top three areas. Assign a unique number to each selected capability area (1, 2, or 3). You do not need to rank all 11 capability areas.

Governance processes and oversight

e.g. governance training and coaching, management committees subsequently taking direct responsibility for financial oversight, supported by drafted Financial Delegations Policies.

Processes and procedures for financial management

e.g. small business, financial literacy and budget training, new budget tools in place so leaders can see income, costs and margins clearly, rather than relying on ad-hoc spreadsheets or external accountants.

Community, family and staff engagement

e.g. support to design parent and educator surveys to shape new community-engagement calendars, so events and communications are based on what families and caregivers say they value. Excursion frameworks and planning tools engaged staff and were then used to re-ignite relationships with local schools, libraries, parks and community organisations.

Change management

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Staff management

e.g. new induction processes for educators are being designed and implemented, so new staff are welcomed, trained and aligned with service expectations from day one. Individual staff upskilled into management roles, now confidently support leadership teams with day-to-day operations.

Administration processes

e.g. system audit templates, reflection tools, planning guides and walkthrough question sets to review and strengthen processes.

Processes and procedures - Operational and Risk management

e.g. Excursion planning models and checklists make it possible for any educator to plan safe, well-documented excursions.

Processes and procedures - work health and safety

e.g. Services auditing existing practices and policies, then using those audits to update or introduce clearer procedures (e.g. around HR).

Processes and procedures - property and asset management

e.g. lease agreements, long-term rentals, maintenance schedules and property purchasing.

Information technology use and processes

e.g. securing reliable internet access (for example, installing Starlink), which can then underpin online learning, administration and communication systems. Updating service websites. Improving or solidifying digital systems such as learning management systems (LMS), enrolment platforms and online onboarding tools.

Strategy and business planning

e.g. operating at full capacity, managing waitlists, increasing occupancy, and marketing advice. Strategic planning sessions with committees and staff to set priorities, align operations and give services a concrete roadmap for the next few years. Service leaders receiving one-to-one coaching on strategic planning, time management and system implementation, building their confidence to run the business side of the service.

Are there any capability development area(s) the service needs to strengthen its operations, grow sustainably, and continue providing quality care to the community?

Yes

No

If yes, you can provide up to two capability development areas.

Please outline the capability development area your service requires and select your general level of confidence.

Are there any capability development area(s) the service needs to strengthen its operations, grow sustainably, and continue providing quality care to the community?

Yes

No

If yes, you can provide upto two capability development areas.

Please outline the capability development area the service requires and indicate the impact this has on the service.

Minor Moderate Significant

Additional weighting

Are you operating an eligible not-for-profit service?

Yes

No

Will the service allocate enough staff time and resources (e.g., materials, equipment) to take part in all program activities, including meetings, training, and allocated work? *

Yes - fully able

Limited capacity

Not able

Please briefly describe how the service will make sure it can fully participate in the program. For example: How staff time will be arranged or backfilled, how activities will be scheduled and any resources that will be provided to support participation. *

Word count: Must be no more than 200 words.

Are there any current or expected operational factors that might affect your ability to fully participate in the program? For example: Major staffing changes, temporary or extended closures, renovations or relocation, participation in other grant funded programs, changes in enrolment or funding, compliance or regulatory actions. *

No significant factors

Some manageable factors

Significant factors likely to affect participation

In the past 12 months, has the leadership team participated in professional learning related to quality improvement, leadership, or any other early childhood education and care training? *

Yes

No

Please briefly describe the operational factor(s) that may affect the services ability to participate in the program and how the service plans to manage or reduce the impact. *

If yes, please briefly describe what the learning focused on and how it has been applied in practice in the service. *

If the service has not had much opportunity for professional learning recently, please explain the main reasons (e.g., staffing numbers, workload, funding, other limitations). *

Is the service located in Outer Regional, Remote, or Very Remote areas based on the ARIA+ classification? *

- Outer Regional
- Remote
- Very Remote
- None of the above

Part C - Applicant Declaration

Conflict of Interest Declaration

- Do you or your service staff have any actual, perceived, or potential conflicts of interest in relation to program?

Q. Please outline any actual, perceived, or potential conflicts of interest you, or your service staff, have in relation to the program.

- I confirm that if any conflicts of interest arise between now and the completion of my Funding Agreement, I will notify the NSW Department of Education as soon as practicable.

Agreement with the following final declaration statements:

- I consent to the NSW Childcare and Economic Opportunity Fund Board sharing information and data from my application and program participation with the NSW Department of Education and contracted program partners for the purposes of assessment, program activities, monitoring, and evaluation. De-identified aggregate data may also be shared more broadly for reporting purposes.
- I consent to the Board accessing my service's National Quality Agenda IT System (NQAITS) records to verify the information provided in this application.
- I confirm that I have read, understood, and will adhere to the Business Capability Development Program guidelines.
- I confirm that our service goals, opportunities, and challenges align with program objectives and activities, and I confirm the accuracy of the content.
- I confirm I have read and understood the Privacy Collection Notice.