

# 2018-2019 Application Keys to Quality Stipend Program



### Application Instructions:

- Please type or print legibly in blue or black ink.
- Illegible or incomplete materials will not be processed.
- Mail or hand deliver completed materials to:** Child Care Planning Council of Yuba & Sutter Counties, 1104 E Street, Marysville, CA. 95901
- If you have any questions, please contact our office at (530) 749-4040**
- Application DUE DATE: Friday, September 7th at 12:00 PM**

### SECTION 1 - CONTACT INFORMATION:

1. Last Name:		First name:	
2. Mailing Address:		City:	State:
		3. Home Phone:	4. <b>Email (required):</b>
5. Place of Birth (City/Country):		6. Date of Birth (MM/DD/YY):	
8. Did you participate in CARES Plus in 2016-2017? <input type="radio"/> Yes <input type="radio"/> No		7. Gender M/F:	
9. Workforce Registry Number (www.careregistry.org):			
Please answer #10. This information is being collected for statistical purposes only.			
10. How do you identify your race/ethnicity? <input type="radio"/> Latino/Hispanic <input type="radio"/> Asian <input type="radio"/> Native Hawaiian or Pacific Islander <input type="radio"/> White <input type="radio"/> Black, African American <input type="radio"/> American Indian or Alaskan Native <input type="radio"/> Asian <input type="radio"/> Other <input type="radio"/> Decline to State			
11. Primary language spoken at home: Language preferred for Training materials: <input type="radio"/> English <input type="radio"/> Spanish		12. Permanent contact phone number: <input type="radio"/> cell <input type="radio"/> home	

### SECTION 2 - WORK HISTORY:

13. Languages (including Sign Language), other than English, that you speak fluently:						
14. Name of program site you work at: <input type="radio"/> Center-based <input type="radio"/> Family Child Care <input type="radio"/> Family, Friend, Neighbor <input type="radio"/> Home Visiting <input type="radio"/> Family Resource Center <input type="radio"/> Community-based organization					Work Phone:	
15. Work address:					City:	Zip:
16. Date you were hired at above program (month and year):					17. Hours worked at site weekly:	
18. Director's full name:					19. Facility license number:	
20. <b>Number</b> of children you care for that are:		Less than one year:	One year:	Two years:	Three years:	4 years – before Kindergarten:
21. Do you currently care for children with an IFSP or IEP? <input type="radio"/> YES    Number of Children: <input type="radio"/> NO			22. Primary language spoken by children in classroom: Language:    Number of Children: Language:    Number of Children: Language:    Number of Children:			
23. Your annual salary (before taxes): \$				OR		24. Hourly wage: \$
25. What is the highest level of education you have completed? <input type="radio"/> Some high school <input type="radio"/> High school degree <input type="radio"/> Some College, unrelated field <input type="radio"/> Some college, related field <input type="radio"/> A.A. <input type="radio"/> B.A. <input type="radio"/> M.A. <input type="radio"/> Ph.D.						
26. If you have a degree (A.A, B.A, etc.), in what field?						Degree from a foreign country?    Yes    No
27. What level Child Development Permit do you hold? <input type="checkbox"/> Do not hold ( <b>Attach a copy or application</b> ) <input type="checkbox"/> Assistant <input type="checkbox"/> Associate Teacher <input type="checkbox"/> Teacher <input type="checkbox"/> Master Teacher <input type="checkbox"/> Site Supervisor <input type="checkbox"/> Director <input type="checkbox"/> Teaching Credential plus 12 ECE/CD units						
28. Total years worked in current position: <input type="radio"/> Assistant/Aide <input type="radio"/> Teacher/Lead <input type="radio"/> Teacher/Director <input type="radio"/> Site Supervisor <input type="radio"/> Assistant Director <input type="radio"/> Director-Multi-site <input type="radio"/> Executive Director <input type="radio"/> Other:					29. Total years worked in early childhood education:	
					30. Total years worked for current employer:	

### SECTION 3 - EMPLOYER DECLARATION:

I certify that the above employee works in the program listed on page one of the application, and is currently working a minimum of 15 hours per week directly with children ages 0-5 years old.

I understand that the incentives he/she receives is in addition to his/her salary, and that the current salary and salary advancements will not negatively be affected by the incentives.

Signature of Employer \_\_\_\_\_ Date \_\_\_\_\_

Program Funding (check):       Head Start       State Preschool       CDE General Childcare       Private/Subsidized  
    Private/Non-subsidized       Military       Public School

### SECTION 4 – KEYS TO QUALITY AGREEMENT (THIS MUST BE SIGNED IN ORDER TO COMPLETE THE APPLICATION)

#### I understand:

- It is the participant's responsibility to accurately complete the application, ensure supporting documents are enclosed, to comply with all deadlines.
- The purpose of the CCPC's Keys to Quality Stipend Program is to retain highly qualified staff and participants plan to continue working in early care and education.
- There are enrollment priorities which determine project eligibility. (**Priority 1** – Those working on an AA/BA degree, **Priority 2** - Family Child Care providers, providers working with 0-3, and providers employed in Keys to Quality QRIS sites and **Priority 3** – Other providers engaged individually in coursework or approved professional development; those working on an MA degree in ECE/CD.
- Participants work with children 0-5 for a minimum of 15 hours per week, receiving less than \$60,000/year individually.
- \*\*\*\*Incentives will be given for coursework leading to an AA or BA/MA in ECE/CD or a related field, or coursework to attain a higher permit, or, for the completion of 21 hours of approved professional development.
- Participants will receive an Associate/Bachelor/Master Degree incentive based on degree program enrollment. (i.e., Participants must be enrolled in a Bachelors Degree program in order to receive the Bachelors Degree incentive).
- Incentives will be awarded after eligibility has been determined by the Child Care Planning Council (CCPC).
- Coursework incentives will be awarded upon successful completion of coursework with a grade of "C" or better.
- Participants will complete a professional growth plan and attend two advising sessions during the program year.
- **Incentives can increase or decrease based on available project funding.**
- If the Council's funding appropriation is not sufficient to enroll all eligible participants, enrollment will be based on the Priority Ranking System established by the CCPC in the order that applications are received.
- Participants will be notified of eligibility status.
- Participants will not be eligible if the application is turned in incomplete.
- Incentives may be denied or withdrawn if any information reported on the application is found to be intentionally misleading or inaccurate.
- Participants must inform CCPC of any changes in address or employment.
- The CCPC will only give participant personal information to the Yuba County Office of Education in order to process incentive checks. INFORMATION COLLECTED IN THIS PROGRAM MAY BE SHARED WITH CA DEPARTMENT OF EDUCATION AND FIRST 5 CA (OR THEIR DESIGNEE) FOR REPORTING AND EVALUATION PURPOSES.
- It is the participant's responsibility to contact the CCPC with any questions about the application, requirements, or other correspondence.

Applicant Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_

**APPLICATION CHECKLIST**

- **Please check boxes after completion.**
- Application Complete
- Program Director signed Employment Verification (Pg. 2).
- Read and signed Keys to Quality Agreement (Pg. 2).
- Completed **W-9** tax form (Upon approval of participation).
- **Attached transcripts for units completed if applying for the unit stipend.**
- **Attached copy of current Child Development Permit.**
- **Attached copy of class registration if applying for the unit stipend.**
- **Attached copy of current Professional Growth Plan.**
- **OR**
- **I do not have a current Professional Growth Plan.**

**PD COMPONENT GUIDELINES – PLEASE CHECK ONE**

- Participants in the PD Component must complete 21 hours of approved professional development. Participants must complete 12 of those hours in one of the following learning strands: **(Please check one)**
- Teacher-Child Interactions:**
  - In-person Introduction to CLASS
  - myTeachstone participation
  - CPIN Training
  - PITC Training
  - Family Childcare At Its Best – Child Observation
  - Kaplan Quorum Quality Assist Online Modules
  - Keys to Quality Site Coaching/TA Participation, including ECE CompSAT
  - California Early Childhood Online (CECO): CA Foundations & Frameworks Modules; CSEFEL Teaching Pyramid Module; The 3 R's of Early Childhood Education Modules
- Health/Developmental Screening:**
  - ASQ/ASQ-SE Training
  - CPIN Training
  - California Early Childhood Online (CECO): Health & Active Preschoolers Modules; CA Foundations & Frameworks Modules; CSEFEL Teaching Pyramid Module
  - Family Child Care at Its Best – Health Habits
  - Kaplan Quorum Quality Assist Online Modules
  - Keys to Quality Site Coaching/TA Participation, including ECE CompSAT
- Family Engagement:**
  - Strengthening Families Training
  - CPIN Training
  - California Early Childhood Online (CECO): Strengthening Families Modules
  - Kaplan Quorum Quality Assist Online Modules
  - Keys to Quality Site Coaching/TA Participation, including ECE CompSAT
- Other training opportunities may be available during the program year. Additional training and activities require approval in order to **meet the 12 core hours and overall 21 hours of training, workshops, or coursework for the Keys to Quality program.**

**INCENTIVES – PLEASE CHECK ONE COMPONENT**

**Coursework: (Please check one)**

- AA Component \$500** - 6 units towards completion of a degree in ECE/CD or related field
- BA/MA Component \$1,000** - 12 units towards completion of a degree in ECE/CD or related field
- PD Component \$250** – 21 hours of approved professional development

**ADDITIONAL INCENTIVES\***

- Longevity Incentive \$50** – participation for 2 or more consecutive years
- Permit Incentive \$100** – new or upgrade child development permit
- Site Bonus \$500** – Awarded to a site (location) for resources and materials when 50% of teaching staff and site supervisor complete the stipend program
- Retention Incentives are considered taxable income.
- Incentives will be awarded in June after completion of all Project Participation Requirements.

For Office Use Only

Received:

Eligibility:



**Please check your focus are and keep this page for your records:**

**Teacher-Child Interactions**

Family Child Care at Its Best:  
Learning through Relationships with Infants and Toddlers  
Guiding Young Children (I/T)  
Culture and the Care of Young Children (I/T)  
Supporting Young Bilinguals  
Supporting Emergent Readers and Writers  
Introducing Language through Play  
Setting the Stage for Social Competence  
Building Numeracy Skills and Beyond  
Scientific Inquiry for Young Children  
Social-Emotional Development in Group Care  
Child Observation  
Teaching Pyramid Module 1: Building Relationships and Creating Supportive Environments  
Teaching Pyramid Module 2: Social-Emotional Teaching Strategies  
ERS Training (ECERS/ITERS/FCCERS)

Kaplan Quorum Quality Assist:  
Building Positive Relationships  
Challenging Behavior: Reveal the Meaning  
Growing Language for Infants and Toddlers  
Learning Environment: How Classroom Arrangement Impacts Behavior  
Learning Everyday Through the Senses (I/T)  
Teaching with Intention  
The Juggling Act: Schedules, Routines, and Transitions  
Safe Spaces and Places to Grow and Learn

Program for Infant/Toddler Care (PITC):  
Infant and Toddler Group Care  
Infant/Toddler Social-Emotional Development & Group Care  
Infant/Toddler Learning, Culture, and Family  
Introduction to Infant/Toddler Curriculum Planning  
Infant/Toddler Language Development  
The CA Infant/Toddler Curriculum Framework: Theory to Practice

CPIN In-Person Trainings  
Introduction to CLASS Training  
MMCI (Making the Most of Classroom Interactions)  
MyTeachstone Year in CLASS  
CSEFEL Training

CECO On-line Modules:  
Infant/Toddler or Preschool Foundations & Frameworks  
Language & Literacy  
Social-Emotional Development  
Mathematical Development  
Cognitive Development  
English-Language Development  
Visual and Performing Arts  
Physical Development  
Health Development  
History-Social Science  
Science Development  
DRDP 2015 Preschool & Infant Toddler Modules 1-5  
DRDP 2015 Rater Certification  
Guidelines for Learning in Child Care Home Settings (FCC) 8 Modules  
Preschool Program Guidelines – 7 Modules  
The 3 R's of Early Childhood – 3 Modules Relationships, Resiliency, Readiness

**Health & Developmental Screening**

Family Child Care at Its Best:  
Guiding Young Children (I/T)  
Culture and the Care of Young Children (I/T)  
Introducing Language through Play  
Setting the Stage for Social Competence  
Social-Emotional Development in Group Care  
Child Observation  
Teaching Pyramid Module 1: Building Relationships and Creating Supportive Environments  
Teaching Pyramid Module 2: Social-Emotional Teaching Strategies  
Serving Children with Special Needs and Their Families  
Partnering with Parents  
Loss, Trauma and Young Children

Kaplan Quorum Quality Assist:  
Challenging Behavior: Reveal the Meaning  
Child Development and Signs of Delay  
Child Assessment: The Essentials of Individualizing  
Child Language Development and Signs of Delay  
Cut the Cooties: Communicable Disease Preventions in Child Care  
From Food to Physical Activity  
Learning Environment: How Classroom Arrangement Impacts Behavior  
Learning Everyday Through the Senses (I/T)  
Safe Sleep and Sweet Dreams for Infants  
Safe Spaces and Places to Grow and Learn  
Understanding Child Abuse and Prevention

Program for Infant/Toddler Care (PITC):  
Infant/Toddler Social-Emotional Development & Group Care  
Infant/Toddler Learning, Culture, and Family

CECO On-line Modules:  
Preschool/Infant Toddler Foundations  
Healthy and Active Preschoolers – 4 modules

**Family Engagement**

Family Child Care at Its Best:  
Partnering with Parents  
Serving Children with Special Needs and Their Families  
Loss, Trauma and Young Children

Kaplan Quorum Quality Assist:  
Understanding Child Abuse and Prevention

Program for Infant/Toddler Care (PITC):  
Infant/Toddler Learning, Culture, and Family

CECO On-line Modules:  
Implementing the Strengthening Protective Factors 7 Modules  
Business Practices in Family Child Care – 5 Modules

Other training opportunities may be available during the program year. Additional training and activities require approval in order to meet the 12 core hours and overall 21 hours for the Keys to Quality program.

