



AB 212 Project

2013-2014

Alameda County Professional
Development and Retention Project

Announcement of Enrollment & Funding

The California School-Age Consortium and the Alameda County Child Care Planning Council is pleased to announce the enrollment period for the 2013-14 AB 212 Project is now open. This marks our **eighth year** in providing professional development support to SAC and ECE agencies in Alameda County. We strongly believe this project makes a difference in retaining staff in the child care profession and we look forward to working with your agency. Enclosed in this packet is all the information and forms necessary to complete your enrollment and to get started this year.

If you have any questions on applying for this project, please contact **Zak Parpia, Program Manager, (510) 444-4622 x 132** or zparpia@calsac.org

What is the AB 212 Project

The primary goal of AB212 Project is to build a skilled and stable workforce, and to provide high-quality child care and development services through state subsidized child care programs. The program is designed to retain qualified child care staff by providing financial compensation and support for continued education, professional development and employment. Funding for this project is generated from Assembly Bill 212. Alameda County AB212 Project allocates funding to eligible sites in Alameda County.

As part of this project, we ask each agency to designate a "Project Manager" for your organization. The Project Manager will work with the LPC and CalSAC to develop their agency's professional development plan and will serve as the liaison between the LPC, CalSAC and the rest of your staff/agency. This manager will be responsible for the budget management of AB212 funding allotted to their agency.

Additionally, staff participants who qualify will receive a stipend of **\$350** for completion of **21 hours or more professional development hours**. These hours may qualify toward the California permit professional growth requirements.

INCLUDED IN PACKET

- 1 Letter of Intent (application)
- 2 Project Manager Agreement
- 3 Staff Participation Agreement/Assessment
- 4 Important Dates

"AB212 is an excellent and much needed program. It offers training and support that would otherwise be unavailable to our program."

Getting Started

In order to participate in this year's project, you must complete all forms in their entirety and return them by **September 3, 2013**. In order to assist you in this process, we have created a checklist of documents to be returned. Please review the checklist carefully and be sure to return all documents by the date specified.

"The funds from AB212 help strengthen and improve working knowledge and fundamentals for staff."

APPLICATION DUE **September 3, 2013**

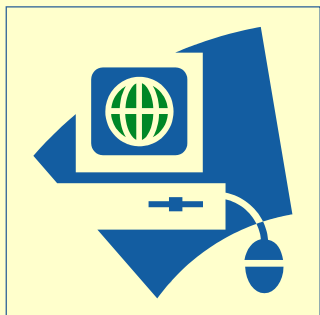
PLEASE INCLUDE THE FOLLOWING WHEN YOU RETURN YOUR PACKET

- ☐ LOI Application
- ☐ Signed Project Manager Letter of Agreement
- ☐ Staff Participation Agreements and Assessment (All Pages)
- ☐ Draft Professional Development Plan

Once you have completed the documents on the checklist above, please send the packet with enclosures to:

CalSAC
 Zak Parpia
 1440 Broadway, Suite 501
 Oakland, CA 94612

Important Dates



For more information or to download these forms: www.calsac.org.

Application Deadline for AB212 Project	September 3, 2013
AB212 Orientation Project Manager Meeting (mandatory)	September 9, 2013 (9:15am-4:00pm)
CDD Long Forms Entered into Survey Monkey Link	October 14, 2013
AB212 PM-PM Site Visit	October 23, 2013 October 24, 2013 (optional) (9:30 am-11:30am)
Project Manager Meetings	January 6, 2014 (9:30-Noon) March 17, 2014 (9:30-Noon)
Final Project Manager Planning Meeting (mandatory)	May 5, 2014 (9:15 am-4:00pm)
Mid Year Report	February 3, 2014
Final Report	May 31, 2014

**Alameda County Professional Development & Retention Project
(AB212) For School-Age & Early Childhood Educators**

Letter of Intent

Executive Director/CEO Name:	Email:
Project Manager Name(s):	
Agency:	
Address:	
City:	Zip:
Phone:	Cell Phone:
Email(s) of Project Manager for AB212:	Fax:

Organization/Staff Information:

(Check all that apply)	
<input type="checkbox"/> Non Profit <input type="checkbox"/> Family Child Care Center	<input type="checkbox"/> For Profit <input type="checkbox"/> Licenses # _____ <input type="checkbox"/> License Exempt
Total number of sites:	Total number of Title 5 eligible staff:
	ECE # _____ SAC # _____

Children/Youth Served:

How many children/youth does your program serve each year? _____ SAC _____ ECE
Tell us about the community your program serves. (Check all that apply) <input type="checkbox"/> urban <input type="checkbox"/> suburban <input type="checkbox"/> rural <input type="checkbox"/> mostly low-income <input type="checkbox"/> mostly upper-income <input type="checkbox"/> mostly moderate-income

Funding:

Total agency annual budget for staff development (**not to include AB212 funding**): \$ _____ (Total)

List funding sources/requirements:

Amount Requested for 2013-2014 AB212 Funding:

☐ \$3,000

☐ \$6,000

☐ \$10,000

☐ \$13,000

☐ \$18,000

☐ \$30,000

Aside from AB212 funding, what other ways has your agency addressed staff retention & staff development? (100 word minimum)

Planning for 2013-2014:

This section strongly influences priority in funding and professional development plans.

How will the training your agency offers deepen staffs' understanding and contribute to their professional development?

In order to formulate your professional development plan, please tally up the number of participants as well as their responses to the survey and self assessments.

NEW: Please attach a complete roster of participating staff names and the hours they work in the SAME classroom, with the same children (not floaters) at least 15 hours per week. **The agency Project Manager must sign and date to verify all information is correct.**

Total staff at agency: _____ Total staff who plan to participate: _____ SAC _____ ECE

Total staff-assessments you received: _____

Based on the total number of participants enrolled in this year AB 212 Program, please complete the following:

Total staff participants in each age range:	
# of AB 212 participants	Age range
	Under 18
	18-25yrs.
	26-35 yrs
	36-50 yrs
	50-65 yrs
	65+ yrs.

Total staff participants in each category	
# of AB 212 participants	Gender Identity
	Male
	Female
	Transgender
	GenderQueer

Total staff participants at each level of CDE education:	
# of AB 212 participants	Level of ECE or School Age Specialization Education
	None beyond High School
	Less than 6 units of ECE
	At least 6 units of ECE
	At least 12 Units of ECE
	At least 24 Units of ECE
	AA Degree in ECE
	BA/BS Degree in ECE
	Graduate level courses in ECE
	Graduate level Degree in ECE

Agency Top 7 Training Focuses

Professional Development Priorities: Please indicate the top seven (7) training topics listed by your staff.

Identifying Trainings:

Agency trainings for AB 212 should be identified based on the needs compiled from the staff assessment forms collected and the agency Professional Development Plan.

The AB212 program is supporting professional development trainings to the program requirements of the **Quality Rating and Improvement System (QRIS)**. This effort will position AB212 agencies to scale up the QRIS tiers. The trainings in the orange boxes fall within QRIS requirements and are highly recommended for agencies who are interested in meeting the QRIS criteria. For example, if “Working with Children/Youth” is a training need and your agency wants to align with QRIS then the CLASS training is recommend.

Please note that QRIS applies to ECE programs only. There are many corresponding topics for school-age programs and we have provided them below as well. Choosing the training in the orange boxes is not required but are **highly encouraged** if your program wants to align with QRIS.

As part of the transition, AB212 will provide free centralized trainings, low cost coaching or learning communities and/or online introductory training for all AB212 participants. The proposed centralized trainings are bolded within training categories. Dates will be announced early in the program year.

Working with Children/Youth			
QRIS Alignment <ul style="list-style-type: none"> CLASS ASQ/ASQSE EL CSEFEL 	<input type="checkbox"/> Child Development <input type="checkbox"/> ASQ/ASQ-SE (Ages & Stages, Ages & Stages Social Emotional)	<input type="checkbox"/> CSEFEL - Center on the Social and Emotional Foundations for Early Learning	<input type="checkbox"/> CLASS (Classroom Assessment and Scoring System)
	<input type="checkbox"/> Effective Communication with Children/youth	<input type="checkbox"/> Infant/Toddler Care	<input type="checkbox"/> Documentation and Observation
	<input type="checkbox"/> Supporting English Language Learners	<input type="checkbox"/> Youth Development Principles	<input type="checkbox"/> Youth Leadership
		<input type="checkbox"/> Youth Engagement	<input type="checkbox"/> Social-Emotional Development

Program Environments & Safety

QRIS Alignment

- Environmental Rating Scale (ERS)
- ITERS, ECERS/
- SACERS

☐ Shared Space with Day Programs

☐ **Physical Environments**
☐ Social Environments

Behavior Guidance

QRIS Alignment

- CSEFEL
- CLASS

☐ Behavior Guidance for Various Age Groups

☐ Understanding Behavior

☐ Effective Supervision of Children/Youth

☐ Children/Youths' Stress Management Techniques

☐ Bullying Awareness & Prevention

☐ Social & Emotional Development

Programs & Programming

QRIS Alignment

- Health and Nutrition

☐ Academic Support

☐ Integrating Academics and Enrichment

☐ Homework Assistance

☐ **Health and Nutrition**
☐ Fitness for Children and Youth

☐ Circle Time Activities

☐ Enrichment Activities

☐ **STEM (Science, Technology, Engineering and Math)**
☐ Creating Culturally Sensitive and Equitable Programs

Program Planning & Development

QRIS Alignment

- CLASS
- DRDP
- Foundations & Frameworks
- PAS
- The Developing Teacher

☐ Program Assessment and Evaluation

☐ **Foundations & Frameworks**
☐ Program Alignment to Core Standards

☐ Program Planning

☐ Summer Learning Planning

☐ **Program Administrator's Scale**
☐ Program Development

☐ **DRDP (Desired Results Development Profile)**
☐ Quality Assessment Tool for Afterschool

☐ **The Developing Teacher Series**

Establishing Partnerships with Families, Schools and Communities

QRIS Alignment <ul style="list-style-type: none"> Family Engagement ERS 	<input type="checkbox"/> Family Engagement/Involvement	<input type="checkbox"/> Communicating with Families	<input type="checkbox"/> Alignment & Linkages with the School Day
	<input type="checkbox"/> Partnering with Schools	<input type="checkbox"/> Working with Various Types of Families	<input type="checkbox"/> Partnering with Communities

Equity, Diversity, Inclusion

QRIS Alignment <ul style="list-style-type: none"> Foundations & Frameworks 	<input type="checkbox"/> Including Children with Special Needs	<input type="checkbox"/> Becoming Allies with Children, Youth and Families	<input type="checkbox"/> Understanding of Cultural Sensitivity
	<input type="checkbox"/> Diversity Inclusion with Children/Youth Families	<input type="checkbox"/> Creating Safety in Working with Diverse Populations	<input type="checkbox"/> Diversity Among Staff
	<input type="checkbox"/> Becoming Allies with Children, Youth and Families	<input type="checkbox"/> Working with LGBT Children/Youth and Families	<input type="checkbox"/> Introduction to Diversity

Staff and Agency Development

QRIS Alignment <ul style="list-style-type: none"> CLASS DRDP 	<input type="checkbox"/> (DRDP) Developmental Profile	<input type="checkbox"/> Planning for Program Succession	<input type="checkbox"/> Conflict Resolution & Healthy Communications
	<input type="checkbox"/> CLASS/Coaching	<input type="checkbox"/> Supervising Staff	<input type="checkbox"/> Grant Writing
	<input type="checkbox"/> Program/Business Management	<input type="checkbox"/> Recruitment & Retention of Staff	<input type="checkbox"/> Computer & Technology 101
	<input type="checkbox"/> Leadership	<input type="checkbox"/> Supporting and Strengthening Quality Programs	<input type="checkbox"/> Managing Multiple Contract Sources

2013-2014 AB 212 Agency Professional Development Plan

[illegible]

[illegible]

[illegible]

[illegible]

Resources

Who will support the Project Manager(s) (internally/externally)?

How will the Project Manager(s) draw on their peers and others to track their progress, gather advice, and feedback?

Accountability

When will the Project Manager begin taking action to achieve these goals?

When does the agency expect to see significant progress?

Specifically, how will meeting this goal add to the **professional development** of the participants?

Potential Training/Consultants/Conference to Achieve Goals

Potential Trainer/Consultant		Conference/Other (See Spending/Training Guidelines)	Estimate # of Staff to Participate	Hour(s)	Estimate Cost
Goal #					
#1					
#2					
#3					
#4					
Total					

Agency Role and Responsibilities

To ensure successful coordination, **the participating agency agrees to:**

- Select and/or assign an appropriate, qualified staff member to be the AB 212 Project Manager who will meet the requirements of the project (extensive documentation tracking and training coordination)
- Provide Project Manager access to a computer with internet access and Microsoft Word, Excel
- Provide Project Manager access to ample storage for documentation filing
- Provide release time to Project Manager to fulfill AB212 tasks/requirements
- Support AB212 Documentation Consultant in conducting a site visit with the assign Project Manger.

Budgeting and Fiscal responsibilities, **the participating agency agrees:**

- All undocumented training expenses and all trainings which do not align to the AB 212 guidelines will be paid by the participating agency.

Fiscal Management

California School-Age Consortium's (CalSAC) offers fiscal management services for agencies enrolled in the AB212 program. Fiscal management includes processing payment of expenses allowed under the AB 212 funding. Fiscal Management does not include report writing or purchasing support, i.e. booking travel, registering AB 212 participants for conferences, ordering program supplies, etc. The fee is 10% of the total training allocation award to the agency.

Benefits of Fiscal Management:

- ✓ Avoid extensive payment requests process
- ✓ Payments sent directly to consultant or vendor within 2 weeks of payment request
- ✓ CalSAC submits monthly budget expense reports to Project Manager for easy budget tracking

Is your agency interested in being fiscally managed? (Circle One)

Yes

No

Signatures:

I have read the cover letter and application and understand my agency's role/responsibility in the Alameda County AB 212 Professional Development and Retention Project for 2012-13. I agree to participate fully in my designated role.

AB 212 Project Manager Name	Project Manager Signature	Date
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AB 212 Project Manager Name	Project Manager Signature	Date
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AB 212 Project Manager Name	Project Manager Signature	Date
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Executive Director/CEO Name	Executive Director/CEO Signature
Date	

COMPLETED APPLICATION DUE ON **September 3, 2013** FOR PARTICIPATION IN THE
2013-2014 AB212 PROJECT

MAIL APPLICATIONS TO:
Zak Parpia
CALIFORNIA SCHOOL-AGE CONSORTIUM
1440 Broadway, Suite 501
Oakland, CA 94612

Alameda County Professional Development & Retention Project (AB212) For School-Age & Early Childhood Educators

2013-2014 Project Manager Agreement

Purpose:

The Project Manager is the liaison between the California School-Age Consortium, the Child Care Planning Council (LPC) and his/her respective agency for the Professional Development & Retention Project (AB212). This position is crucial to the success of this project, as he/she works to ensure that the project meets the needs of his/her agency. Serving as Program Manager provides a professional development opportunity to develop and hone program management skills.

Primary Responsibilities:

Professional Development Plan

The Project Manager is responsible for creating his/her agency's overall professional development plan (PD plan), including the feedback from staff.

To create agency professional development plan, **the Project Manager will:**

- Distribute the CDD Infrastructure Form to all trainers for your agency. Ensure information is inputted into the Survey Monkey Link;
- Complete the Agency Development Plan Form, based on participant self-assessments and agency wide training needs;
- Work with CalSAC/LPC to create their agency's final approved Professional Development Plan;
- Use the resource guide provided by CalSAC/LPC to select trainers and consultants who can work with staff towards achieving the goals in their professional development plan;
- Ensure all trainings conducted for this project align to the Professional Development Plan submitted and follows AB 212 Guidelines.

Professional Development Coordination

Upon receipt of their agency's professional development funding, the Project Manager selects and coordinates professional development for their agency's staff.

To ensure successful coordination, **the Project Manager will:**

- Use the Project Manager binder provided by CalSAC/LPC to keep required project forms, all receipts, copies of invoices, copies of cancelled checks, contracts with trainers/consultants and Training/Event Report Forms, and substantiating documentation for each training within the scope of the AB212 project;
- Coordination includes working with trainers and/or consultants to make sure the training aligns to the AB 212 professional development plan;
- Ensure Consultant information from the Infrastructure form is input into the Survey Monkey;
- Scheduling sessions/workshops, identifying facility locations, arranging catering as appropriate;

- Track each participant's training attendance, ensuring substantiating training documentation corresponds to hours recorded on attendance tracking sheet, and submit to CalSAC/LPC in a timely manner;
- Ensure that the data from CDD Direct Service Long Form is entered into the specified Survey Monkey Link;
- Distribute CDD Profile Short Form for all appropriate trainings and ensure data is entered into the specified Survey Monkey link.

Budget Management

The Project Manager is responsible for managing and allocating their organization's AB212 budget.

The Project Manager will:

- Provide progress reports throughout the year including progress on budget allocation (mid-year & final report);
- Submitting appropriate paperwork for trainers and consultants to be paid either by their own organization or by CalSAC directly;
 - *If your agency is fiscally managed by CalSAC, the Project Manager is still responsible for maintaining agency budget, if the expenditures exceeds the funding amount allocated your agency is liable for this expense.*
- Ensure training expenses do not exceed agency's training allocation, if the expenditures exceeds the funding amount allocated your agency is liable for this expense;
- Ensure all expenditures submitted meet AB212 spending criteria.

Quarterly Meetings & Conference Calls

These meetings provide a space for Project Managers to check in with the CalSAC/LPC and provide feedback on the project. They are also opportunities for Project Managers to network and share ideas as staff work on their professional development plans. They also provide opportunities for the Program Manager's Professional Development.

The Project Manager will:

- Attend or send a representative to quarterly in-person Project Manager Meetings
- Arrange a site visit with CalSAC/LPC at your agency; this may include an additional site visit to support the administrative aspects of the program;
- Participate in a site visit with another participating Project Manager;
- Attend *optional* monthly conference calls for questions and answers, and general project check-in, and other support as needed.

Reporting & Paperwork

The Project Manager is responsible for submitting the following reports and paperwork to CalSAC/LPC by the given due date.

The Project Manager will:

- Ensure CDD Forms for each AB 212 staff member enrolled in the project;

- Ensure proper documentation verifies PD hours of each staff member;
- Utilize the Training Event Form for each training accounted for in the tracking attendance sheet;
- Ensure all trainers/consultants input their information into the CDD online Infrastructure Form;
- Properly input all hours into the Attendance Tracking Sheet and will cross check all paperwork for accuracy of training hours and receipts prior to submitting the reports into CalSAC/LPC;
- Submit the following paperwork by due dates listed:

Form Name	Due Date	Comments
Letter of Intent plus: <ul style="list-style-type: none"> a. Signed Project Manager Job Description & Letter of Agreement b. Proposed Professional Development Plan Goals and Objectives 	September 3, 2013	Staff participation agreements and W9 forms to be sent in for all participants, including whenever a new person is added.
Signed Contract Agreement (If fiscally managed by CalSAC)	September 30, 2013	
CDD Long Forms Entered into Survey Monkey Link	October 14, 2013	
CDD Short Forms Entered into Survey Monkey Link	When Training Occurs	
Training/Event Report Form & Consultation Form	When Training Occurs	This is the cover for each training event.
Mid Year Report with Expense Report	February 3, 2014	
Site Visit form	TBD	One time during the year
Final Report: (returning Project Binder with all documents below) <ul style="list-style-type: none"> a. Submit all invoices and receipts for this project b. Detailed expense report matching receipts and Invoices provided c. Cover Sheet for each event/training/etc. d. 2012 W9s Form from all participants and Project Manager receiving a stipend e. CDD Forms for each participant/consultant f. Final Project Narrative g. Final attendance & stipend tracking form of ALL <u>staff members including those who did not complete the 21 hrs of training</u> 	May 31, 2014	Reports are due to CalSAC for closing of 2012-2013.

Communication

As the liaison between their program and CalSAC/LPC, the project manager is responsible for communicating all important information regarding the AB212 project.

The Project Manager will:

- Communicate with their staff/co-workers and supervisor(s) in a timely manner regarding any information about AB212 project;
- Communicate with other AB212 Project Managers through email or conference calls;
- Will connect with CalSAC/LPC on clarity of policy and procedures;
- Serve as the point person to staff in regards to updates/stipends/questions about the AB212 project.

Applicant Agreement:

- ☐ I have read and understand the above job description and will perform all outlined duties.
- ☐ As Project Manager do you plan to participate in the training and consultation? ☐ Yes ☐ No

Project Manager Signature_____
Print Name_____
Date**Applicant Agreement:**

- ☐ I have read and understand the above job description and will perform all outlined duties.
- ☐ As Project Manager do you plan to participate in the training and consultation? ☐ Yes ☐ No

Project Manager Signature_____
Print Name_____
Date

(If more than one Project Manager)

Applicant Agreement:

- ☐ I have read and understand the above job description and will perform all outlined duties.
- ☐ As Project Manager do you plan to participate in the training and consultation? ☐ Yes ☐ No

Project Manager Signature_____
Print Name_____
Date

(If more than one Project Manager)

Supervisor Agreement:

- ☐ I have read and understand the above job description.
- ☐ I agree to provide support for the assign Project Manager(s) to fulfill her/his duties for AB 212.

Supervisor Signature_____
Print Name_____
Date**Agency/Organization:** _____

**Alameda County Professional Development & Retention Project
(AB212) For School-Age & Early Childhood Educators**

2013-14 Staff Participation Agreement & Self-Assessment

PURPOSE OF PROGRAM:

The primary goal of AB212 Project is to build a skilled and stable workforce to provide high-quality child care and development services through state subsidized child care programs. The program is designed to retain qualified child care staff by providing financial compensation and support for continued education, professional development and employment.

BENEFITS TO YOU:

- FREE trainings and consultation to hone your skills in working with children
- The opportunity to shape your program's professional development plan
- A **\$350** stipend at the end of the school year

REQUIRED:

- Must be working in a Title 5 funded classroom
- Must be working at least 15 hours per week at your agency
- Must work directly with Title 5 children/youth or be the supervisor of someone who does
- Must complete and submit the following:

<input type="checkbox"/> AB 212 Staff Participation Agreement	<input type="checkbox"/> CDD Direct Service Profile Long Form (online)
<input type="checkbox"/> AB 212 Self-Assessment	<input type="checkbox"/> 2012 W9
- Must complete or ensure data input of the CDD Direct Service Profile Short Form after each training.
- Must attend at least 21 hours of professional development by **May 15, 2014**
- Submit substantiating documentation to Project Manager for all training activities attend within the scope of the AB212 project. (September – May)
- Must still be working at the same agency at the end of the project to receive a stipend
- Must make less than \$60,000 per year

AGREEMENT:

- ☐ I am on permanent staff and work directly with Title 5 children/youth for 15+ hours a week.
- ☐ I will submit CDD short forms to the assigned Project Manager or ensure all data is input into Survey Monkey.
- ☐ I have read and understand the above project description.

Staff Person Signature

Print Name (WRITE CLEARLY)

Date

Project Manager Signature

Print Name (WRITE CLEARLY)

Date

Agency/Organization: _____

Self-Assessment Form

First Name	Middle Name (Optional)	Last Name																
Date of Birth (M/D/Y)	Last 5 digits of SSN (Optional)	County of Participation: Alameda																
How do you identify your Race/Ethnicity? (select all that apply) <table border="0"> <tr> <td><input type="checkbox"/> American Indian or Alaska Native</td> <td><input type="checkbox"/> Native Hawaiian of Other Pacific Islander</td> </tr> <tr> <td><input type="checkbox"/> Asian</td> <td><input type="checkbox"/> White</td> </tr> <tr> <td><input type="checkbox"/> Black or African American</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Hispanic or Latino</td> <td><input type="checkbox"/> Decline to State</td> </tr> </table>			<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Native Hawaiian of Other Pacific Islander	<input type="checkbox"/> Asian	<input type="checkbox"/> White	<input type="checkbox"/> Black or African American	<input type="checkbox"/> Other	<input type="checkbox"/> Hispanic or Latino	<input type="checkbox"/> Decline to State								
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<input type="checkbox"/> Black or African American	<input type="checkbox"/> Other																	
<input type="checkbox"/> Hispanic or Latino	<input type="checkbox"/> Decline to State																	
What is your Primary Language? (select one) <table border="0"> <tr> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Arabic</td> <td><input type="checkbox"/> Japanese</td> <td><input type="checkbox"/> Russian</td> </tr> <tr> <td><input type="checkbox"/> Spanish</td> <td><input type="checkbox"/> Armenian</td> <td><input type="checkbox"/> Korean</td> <td><input type="checkbox"/> Filipino (Pilipino or Tagalog)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Cantonese</td> <td><input type="checkbox"/> Mandarin</td> <td><input type="checkbox"/> Vietnamese</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Hmong</td> <td><input type="checkbox"/> Punjabi</td> <td><input type="checkbox"/> Other</td> </tr> </table>			<input type="checkbox"/> English	<input type="checkbox"/> Arabic	<input type="checkbox"/> Japanese	<input type="checkbox"/> Russian	<input type="checkbox"/> Spanish	<input type="checkbox"/> Armenian	<input type="checkbox"/> Korean	<input type="checkbox"/> Filipino (Pilipino or Tagalog)		<input type="checkbox"/> Cantonese	<input type="checkbox"/> Mandarin	<input type="checkbox"/> Vietnamese		<input type="checkbox"/> Hmong	<input type="checkbox"/> Punjabi	<input type="checkbox"/> Other
<input type="checkbox"/> English	<input type="checkbox"/> Arabic	<input type="checkbox"/> Japanese	<input type="checkbox"/> Russian															
<input type="checkbox"/> Spanish	<input type="checkbox"/> Armenian	<input type="checkbox"/> Korean	<input type="checkbox"/> Filipino (Pilipino or Tagalog)															
	<input type="checkbox"/> Cantonese	<input type="checkbox"/> Mandarin	<input type="checkbox"/> Vietnamese															
	<input type="checkbox"/> Hmong	<input type="checkbox"/> Punjabi	<input type="checkbox"/> Other															

Home Address					
Apartment/Unit #					
City		State		Zip Code	

Mailing Address (if different)					
City		State		Zip Code	

Home Phone Number			
Additional Phone Number(s) (Optional)	Cell:	Work:	
Email Address (Required)			

Did you participate in the AB212 Program between 2000 and 2010?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you participated in the AB212 Program since 2011?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Answer one of the following questions:

If you have participated in AB212 since 2011, what is the total number of Early Childhood Education/Child Development (ECE/CD) units that you completed prior to entry into AB212?	
If you are a first time AB212 participant, what is the total number of Early Childhood Education/Child Development (ECE/CD) units you have completed to date?	

Current Work Facility

Work Facility Name					
Facility Address					
City		State		Zip Code	
Phone Number			Facility License Number (Optional)		
Director/Owner First and Last Name (Optional)					

What describes your current work facility? (select all that apply)

- | | |
|------------------------------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Head Start (including Early and Migrant Head Start) | <input type="checkbox"/> CDE General Child Care |
| <input type="checkbox"/> Private/Subsidized (e.g. City, County or First 5) | <input type="checkbox"/> Public School |
| <input type="checkbox"/> Private/Non-Subsidized | <input type="checkbox"/> Military Base |
| <input type="checkbox"/> State Preschool | <input type="checkbox"/> Other |
| <input type="checkbox"/> Race to the Top | |

Current Employment

Start of employment date (Mo/Yr): _____

Hours per week working with Title V youth/children: _____

Are you an early childhood or school-age staff? ☐ ECE ☐ School-Age ☐ Both

Number of years you have been employed in the ECE Field	
Number of years you have been employed with your current employer	
Estimated Annual Salary from ECE employment	

Setting or Program Type (select one):

- | | |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Licensed Child Care Center/Early Childhood Program | <input type="checkbox"/> Licensed Family Child Care Home |
| <input type="checkbox"/> License-Exempt Center or School-Age Program
(e.g. Cal-SAFE, Military Child Care, Parent Co-Op) | <input type="checkbox"/> Other |

If you work in a Center or School-Based ECE Program, what is your Primary Position? (select one)

- | | | |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Assistant Teacher/Teacher Aide | <input type="checkbox"/> Site Supervisor | <input type="checkbox"/> Director – Multi-Site |
| <input type="checkbox"/> Teacher/Lead Teacher | <input type="checkbox"/> Assistant Director | <input type="checkbox"/> Executive Director |
| <input type="checkbox"/> Teacher/Director | <input type="checkbox"/> Director – Single Site | <input type="checkbox"/> Other |
| <input type="checkbox"/> Specialized Teaching Staff (e.g. Special Education Teacher, Supervising Master Teacher) | | |
| <input type="checkbox"/> Professional Support Staff (e.g. Curriculum Specialist, Mental Health Consultant) | | |

Current Employment (continued)

If you work in a Family Child Care Home, what is your Primary Position? (select one)

☐ Owner/Operator ☐ Assistant ☐ Other

Total number of children in each age group enrolled in your classroom:

_____ Infants (Birth to 17 months)
 _____ Toddlers (18 to 35 months)
 _____ Pre-K (36 months to Kindergarten entry)
 _____ School-Age (K-12)

What is the total number of children with IFSP/IEP (Individual Family Services Plan or Individual Educational Plan) in your classroom?

Do you currently care for children who are Dual Language Learners?

☐ Yes

☐ No

What is your Primary Language? (select one)

<input type="checkbox"/> English	<input type="checkbox"/> Arabic	<input type="checkbox"/> Japanese	<input type="checkbox"/> Russian
<input type="checkbox"/> Spanish	<input type="checkbox"/> Armenian	<input type="checkbox"/> Korean	<input type="checkbox"/> Filipino (Pilipino or Tagalog)
	<input type="checkbox"/> Cantonese	<input type="checkbox"/> Mandarin	<input type="checkbox"/> Vietnamese
	<input type="checkbox"/> Hmong	<input type="checkbox"/> Punjabi	<input type="checkbox"/> Other

What is your language preference for coaching?

<input type="checkbox"/> English	<input type="checkbox"/> Arabic	<input type="checkbox"/> Japanese	<input type="checkbox"/> Russian
<input type="checkbox"/> Spanish	<input type="checkbox"/> Armenian	<input type="checkbox"/> Korean	<input type="checkbox"/> Filipino (Pilipino or Tagalog)
	<input type="checkbox"/> Cantonese	<input type="checkbox"/> Mandarin	<input type="checkbox"/> Vietnamese
	<input type="checkbox"/> Hmong	<input type="checkbox"/> Punjabi	<input type="checkbox"/> Other

The AB212 Program cannot guarantee the availability of coaches providing support in languages other than English and Spanish

Education

Highest Level of Education Attained (select one)

- | | |
|------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Less than High School Diploma/GED | <input type="checkbox"/> BA in ECE/CD |
| <input type="checkbox"/> High School Diploma/GED | <input type="checkbox"/> BA in Non-ECE/CD |
| <input type="checkbox"/> Some College | <input type="checkbox"/> Graduate Degree in ECE/CD |
| <input type="checkbox"/> AA in ECE/CD | <input type="checkbox"/> Graduate Degree in Non-ECE/CD |
| <input type="checkbox"/> AA in Non-ECE/CD | <input type="checkbox"/> Other |

Field of Bachelor's Degree Previously Completed

- | | |
|---------------------------------|----------------------------------------|
| <input type="checkbox"/> ECE/CD | <input type="checkbox"/> Related Field |
|---------------------------------|----------------------------------------|

Child Development Permit Held (select one)

- | | | | |
|--------------------------------------------|-------------------------------------------|------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Assistant | <input type="checkbox"/> Master Teacher | <input type="checkbox"/> Site Supervisor | <input type="checkbox"/> Do not have a permit |
| <input type="checkbox"/> Associate Teacher | <input type="checkbox"/> Program Director | <input type="checkbox"/> Teacher | |

Do you have a Teaching Credential? (optional)

- | | | |
|-----------------------------------------------|---------------------------------------------------------|-----------------------------|
| <input type="checkbox"/> Yes, from California | <input type="checkbox"/> Yes, from out of State/Country | <input type="checkbox"/> No |
|-----------------------------------------------|---------------------------------------------------------|-----------------------------|

Teaching Credential Type (If Yes, from California, select all that apply)

- | | | |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Single Subject | <input type="checkbox"/> Speech-Language Pathology | <input type="checkbox"/> School Nurse Services |
| <input type="checkbox"/> Multiple Subject | <input type="checkbox"/> Early Childhood Special Education | <input type="checkbox"/> Reading/Language Arts |
| <input type="checkbox"/> Bilingual Specialist | <input type="checkbox"/> Pupil Personnel Services | <input type="checkbox"/> Other Health Services |
| <input type="checkbox"/> Administrative | <input type="checkbox"/> Clinical/Rehabilitative Services | <input type="checkbox"/> Other |
| <input type="checkbox"/> Specialist Instruction (e.g. Disabilities and other Special Needs) | | |

By signing this document I am certifying that all of the information provided above is true and correct.

Signature

Date

What do you hope to gain by participating in this project? **(100 words minimum)**

Professional Development Needs

1. What are your strongest skills and/or knowledge areas in teaching children?

-
-

2. What are three skills and/or knowledge areas you would like to gain in order to better support children's/youth's care and education?

-
-

3. If applicable, what did you gain from last year trainings and consultation?

Please list 3 things:

1)

2)

3)

Professional Development Needs

Please choose a total of **ONLY 7** professional development topics from the following three page list that are the most critical for you.

Working with Children/Youth

- | | | |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input type="checkbox"/> Child Development | <input type="checkbox"/> CSEFEL - Center on the Social and Emotional Foundations for Early Learning | <input type="checkbox"/> CLASS (Classroom Assessment and Scoring System) |
| <input type="checkbox"/> ASQ/ASQ-SE (Ages & Stages, Ages & Stages Social Emotional) | <input type="checkbox"/> Infant/Toddler Care | <input type="checkbox"/> Documentation and Observation |
| <input type="checkbox"/> Effective Communication with Children/youth | <input type="checkbox"/> Youth Development Principles | <input type="checkbox"/> Youth Leadership |
| <input type="checkbox"/> Supporting English Language Learners | <input type="checkbox"/> Youth Engagement | <input type="checkbox"/> Social-Emotional Development |

Program Environments & Safety

- ☐ Shared Space with Day Programs
- ☐ Physical Environments
- ☐ Social Environments

Behavior Guidance

- | | | |
|------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Behavior Guidance for Various Age Groups | <input type="checkbox"/> Understanding Behavior | <input type="checkbox"/> Effective Supervision of Children/Youth |
| <input type="checkbox"/> Children/Youths' Stress Management Techniques | <input type="checkbox"/> Bullying Awareness & Prevention | <input type="checkbox"/> Social & Emotional Development |

Programs & Programming

- | | | |
|------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Academic Support | <input type="checkbox"/> Integrating Academics and Enrichment | <input type="checkbox"/> Homework Assistance |
| <input type="checkbox"/> Health and Nutrition | <input type="checkbox"/> Fitness for Children and Youth | <input type="checkbox"/> Creating Culturally Sensitive and Equitable Programs |
| <input type="checkbox"/> Enrichment Activities | <input type="checkbox"/> STEM | <input type="checkbox"/> Circle Time Activities |

Program Planning & Development

- | | | |
|------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Program Assessment and Evaluation | <input type="checkbox"/> Foundations & Frameworks | <input type="checkbox"/> Program Alignment to Core Standards |
| <input type="checkbox"/> Program Planning | <input type="checkbox"/> Summer Learning Planning | <input type="checkbox"/> Program Administrator's Scale |
| <input type="checkbox"/> Program Development | <input type="checkbox"/> DRDP (Desired Results Development Profile) | <input type="checkbox"/> Quality Assessment Tool for Afterschool |

Establishing Partnerships with Families, Schools and Communities

- | | | |
|------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> Family Engagement/
Involvement | <input type="checkbox"/> Communicating with
Families | <input type="checkbox"/> Alignment & Linkages with the
School Day |
| <input type="checkbox"/> Partnering with Schools | <input type="checkbox"/> Working with Various
Types of Families | <input type="checkbox"/> Partnering with Communities |

Equity, Diversity, Inclusion

- | | | |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> Including Children with
Special Needs | <input type="checkbox"/> Becoming Allies with
Children, Youth and Families | <input type="checkbox"/> Understanding of Cultural
Sensitivity |
| <input type="checkbox"/> Diversity Inclusion with
Children/Youth Families | <input type="checkbox"/> Creating Safety in Working
with Diverse Populations | <input type="checkbox"/> Diversity Among Staff |
| <input type="checkbox"/> Becoming Allies with
Children, Youth and Families | <input type="checkbox"/> Working with LGBT
Children/Youth and Families | <input type="checkbox"/> Introduction to Diversity |

Staff and Agency Development

- | | | |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------|
| <input type="checkbox"/> (DRDP) Desired Results
Assessment Outcome
Measurement | <input type="checkbox"/> Planning for Program
Succession | <input type="checkbox"/> Conflict Resolution &
Healthy Communications |
| <input type="checkbox"/> School Age CLASS/Coaching | <input type="checkbox"/> Supervising Staff | <input type="checkbox"/> Grant Writing |
| <input type="checkbox"/> Program/Business
Management | <input type="checkbox"/> Recruitment & Retention of
Staff | <input type="checkbox"/> Computer & Technology 101 |
| | <input type="checkbox"/> Leadership | <input type="checkbox"/> Managing Multiple Contract
Sources |

Of the 7 you selected which is the most important professional development need you would like your agency to provide? Why?

Other Professional Development Priorities:

Is there other trainings not listed you would like your Project Manager to address? If so, please list this information below:

Thank you for completing this form!

Return it to _____

Project Manager for your site